



**Kenosha Unified**  
School District

**Monthly School Board  
Standing Committee Meetings**

**June 13, 2017**

**5:30 P.M. Curriculum/Program**

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**Kenosha Unified**  
School District

Standing Committee Meetings  
June 13, 2017  
Educational Support Center

**I. CURRICULUM/PROGRAM - 5:30 P.M.**

- |  |    |
|--|----|
| A. Approval of Minutes - May 9, 2017 Curriculum/Program      | 3  |
| B. Integrated Library Media and Technology Plan              | 4  |
| C. Information Item  |    |
| 1. Adoption of the National Coalition of Core Arts Standards | 20 |
| D. Future Agenda Items                                       |    |
| 1. Boys and Girls Club Gang Prevention Contract - August     |    |
| 2. Head Start Semi-Annual Report - August                    |    |
| E. Adjournment   |    |

PLEASE NOTE: The June Personnel/Policy, Audit/Budget/Finance and Planning/Facilities/Equipment Standing Committee Meetings have been canceled.

**There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.**

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A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Wade was called to order at 6:09 P.M. with the following committee members present: Mr. Garcia, Mrs. Snyder, Dr. Evans, Mrs. Karabetsos, Dr. Werwie, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mrs. Hamilton, Ms. Riese, and Mr. Ghouse were absent.

**Approval of Minutes – February 14, 2017 Joint Audit/Budget/Finance and Curriculum/Program and February 14, 2017 Curriculum/Program**

Mrs. Snyder moved to approve the minutes as contained in the agenda. Mr. Garcia seconded the motion. Unanimously approved.

**Policy 6413.1 Family Life Education (Instruction on Human Sexuality)**

Mr. Falkofske noted that Ms. Stevens could not be present at the meeting and she asked him to read an email from a student provided to Board members. Mr. Wade granted Mr. Falkofske's request and he read the email regarding the lack of education on sexual consent, sexual consult, and/or rape topics in the family life education provided by the District.

Ms. Julie Housaman, Chief Academic Officer, presented Policy 6413.1 Family Life Education (Instruction on Human Sexuality). She indicated that a Health Curriculum Design Team was created to review, design, and develop an updated health curriculum under the leadership of the Coordinator of Athletics, Physical Education, Health, Recreation and Senior Center. The committee met four times from November 2016 through April 2017 and is currently in phase II of the curriculum development cycle. She noted that in September 2017, the design team will embark on the selection of resources. Policy 6413.1 – Family Life Education (Instruction on Human Sexuality) is being reviewed and updated to reflect the current curriculum and instructional practices. An overview of the high school health curriculum, budget assumption for new resources, and Policy 6413.1 will be brought to the School Board in January/February 2018.

**Future Agenda Items**

Dr. Savaglio-Jarvis indicated that the Fine Arts Standards and Three-Year Tech Plan would be presented in June.

Dr. Evans moved to adjourn the meeting. Mr. Garcia seconded the motion. Unanimously approved.

Meeting adjourned at 6:19 P.M.

Stacy Schroeder Busby  
School Board Secretary

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# KENOSHA UNIFIED SCHOOL DISTRICT

June 13, 2017

## Curriculum/Program Committee

### Integrated Library Media and Technology Plan

The current Integrated Library Media and Technology Plan (formerly referred to as the Three Year Information & Technology Plan) expired at the end of the 2016-17 school year. Consistent with the Wisconsin Department of Public Instruction (DPI) expectations and past practice, a KUSD technology leadership committee (Appendix A) has spent the past several months utilizing district technology data and compiling updated standards for the development of a new plan. Several sub-groups provided input for further surveys and practical applications as part of the process. As of 2013, Wisconsin removed the formal requirement for school districts to develop and adopt new technology plans; however, DPI strongly encourages Local Education Agencies (LEAs) to continue the process for awareness and alignment to strategic goals and initiatives. Also, these plans are inclusive of the required planning expectations related to funds and projects for school libraries.

The development of this new plan incorporated a federally established model for quality technology integration. Utilizing the Future Ready Framework resource portal (<https://dashboard.futurereadyschools.org/framework/framework-overview>) as recommended by the DPI, Kenosha Unified aligned the results from the various surveys and resource audits to establish the goals listed in the plan. The Future Ready Framework listed seven separate categories, called “gears”, of collaborative leadership centered around and supporting professional student learning. For this new plan, KUSD will focus on five of the seven gears. Gears identified as “Use of Space and Time” and “Community Partnerships” are integrated within other gear goals, as DPI suggests as a possible pathway over the course of implementation.

The 7 Gears are as follows:

- *Curriculum, Instruction, and Assessment*
- *Use of Space and Time*
- *Robust Infrastructure*
- *Data and Privacy*
- *Community Partnerships*
- *Personalized Professional Learning*
- *Budget and Resources*



The KUSD Technology Leadership Planning Team completed the initial “Digital Learning Readiness Report” and received an overall score of 7.2 out of 10. This overall baseline data was then compared to the scores from each gear surveyed by different stakeholder groups. These results were further aligned to the 2016 Wisconsin DPI Digital Learning Plan (<https://dpi.wi.gov/digital-learning>), which assists school districts in

developing their local goals related to quality technology integration and support. Based on that review, the proposed goals were established and listed below. Each gear lends itself to a specific function while at the same time all of the areas should align to the current mission, vision and goals for school districts.

To accomplish this change process, strong leadership is crucial for district superintendents and their leader teams. In preparation for developing this framework, the KUSD superintendent has supported and signed the respective Future Ready District Pledge ([http://futureready.org/about-the-effort/take-the-pledge/?search=&field\\_56d9bc8f9f5a0=WI](http://futureready.org/about-the-effort/take-the-pledge/?search=&field_56d9bc8f9f5a0=WI)). This pledge presents a commitment to improving the technology integration and overall support for quality digital learning. Currently, over 3,100 school superintendents representing over 19.2 million students have signed this pledge. Based on a desire to define evidence-based approaches to manage this process, the U.S. Department of Education and the American Institutes for Research (AIR) published a rubric on the characteristics of Future Ready Leadership (<https://tech.ed.gov/leaders/research/>). Kenosha Unified leadership will continue to review and integrate the strategies for improved digital learning when possible.

**Recommendation:**

Administration recommends that the Curriculum/Program Committee review and forward the 2017-2020 Integrated Library Media and Technology Plan to the June 27, 2017, regular Board meeting.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Kris Keckler  
Chief Information Officer

Mrs. Julie Housaman  
Chief Academic Officer

Mrs. Ann Fredriksson  
Coordinator for Instructional Technology & Library Media

## 2017-20 Integrated Library Media and Technology Plan

### Curriculum, Instruction, and Assessment

#### GOAL 1.1

Educators will base curriculum, instruction, and assessment on the clear expectation that all students graduate prepared for college and the workplace.

#### RECOMMENDATION

Support students' learning in academic standards and college and career readiness by leveraging tools and resources available to help students meet learning goals and outcomes.

#### PRIORITY ACTIVITIES

- Adopt the Wisconsin Information Technology and Literacy standards expected to launch Fall 2017. The state standards will integrate ISTE [NETS 2016 Student Standards](#) and the updated AASL Student Learning Standards (to be released in Fall 2017).

#### GOAL 1.2

All students have access to qualified school library media teachers who have the capacity to partner with classroom teachers to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.

#### RECOMMENDATION

Support the building of instructional partnerships as teachers and library media teachers design engaging curriculum and use collaborative spaces augmented with digital tools and resources.

#### PRIORITY ACTIVITIES

- Continue training to support [Future Ready Librarians'](#) (Appendix B) professional practice, programs, and spaces.

## **Personalized Professional Learning**

### **GOAL 2.1**

Teachers, administrators, and other educational professionals are self-directed in their professional practices using technology to optimize teaching and learning.

### **RECOMMENDATION**

Ensure educators have access to high quality digital professional learning resources and collaboration tools by creating digital professional learning communities and professional development sessions eliminating the confines of geography and time.

### **PRIORITY ACTIVITIES**

- Provide resources, tools, and partnerships to support facilitators in delivering face-to-face, online, and blended professional learning programs for staff members of all content areas and levels.
- Maximize access to local, regional, and statewide opportunities for educators to learn and share their professional learning activities.
- Promote and participate in ongoing local, regional, state, and national opportunities to meet educators' range of instructional technology needs.

### **GOAL 2.2**

Educators collect data on their use of technology for learning and use it to monitor professional growth.

### **RECOMMENDATION**

Ensure teachers, administrators, technical staff, and support staff can demonstrate understanding and application of the digital learning competencies.

### **PRIORITY ACTIVITIES**

- Develop a self-assessment that identifies teachers' skill levels in technology proficiency standards established by International Society of Technology in Education (ISTE).
- Conduct a teacher self-assessment that identifies teachers' skill levels in technology proficiency standards.
- Develop and implement digital learning competencies for all district leaders.

## **Data and Privacy**

### **GOAL 3.1**

Staff is familiar with state and federal legislation regarding the safety, security, and privacy of data.

### **RECOMMENDATION**

District will update policies and procedures related to data usage, privacy, and security.

### **PRIORITY ACTIVITIES**

- Create/update local policies (Appendix C), procedures, and practices to address legal, ethical, and safety issues related to the privacy and security of data, and the usage of data, technology, and the Internet based on the Family Educational Rights and Privacy Act ([FERPA](#)) and the Wisconsin Pupil Records Statute ([118.125](#)).
- Develop and/or adopt data management and security plans. Plans will include communication, implementation, oversight, and evaluation practices.
- Continue to provide digital privacy and security and digital footprint lessons and activities through the school library media digital citizenship instruction.
- Provide professional learning and training required to ensure educators are prepared to meet responsibilities related to data. Training will be based on a clear understanding of the data sets available in the district, the questions asked and answered through data, data roles and responsibilities, data uses in the district, and definitions of data literacy.

### **GOAL 3.2**

Educators in the system are data-literate and understand the potential uses and misuses of data in the teaching and learning process and act accordingly.

### **RECOMMENDATION**

Review and update curricula annually to make effective use of evidence and data-based decision making. Data systems used by districts must meet educator and parent needs, and are understandable to them so they can support student learning.

### **PRIORITY ACTIVITIES**

- Provide training opportunities to educators and administrators on the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data. Primary of this is the annual notice and requirement by all district staff to review and acknowledge the Non-Disclosure and Confidentiality Agreement (Appendix C).

## **Technology, Networks, and Hardware**

### **GOAL 4.1**

All schools are able to meet student and staff bandwidth demand at all times throughout the school day.

### **RECOMMENDATION**

Implement [SETDA benchmarks](#) to ensure sufficient bandwidth to the edge of the building and develop an internal network and technical support sufficient to support student learning goals.

### **PRIORITY ACTIVITIES**

- Annually assess internal networks to ensure they are sufficient to support student learning goals (Appendix D). Develop network annually as needed, making use of E-Rate and other available funding.
- Provide technical support sufficient to ensure student learning and staff work is not impeded by downtime.

### **GOAL 4.2**

District leaders prepare comprehensive plans that document policies; ensure accuracy with current inventories; define upgrade and replacement schedules; identify annual budgets; and outline environmentally responsible disposal policies.

### **RECOMMENDATION**

Assist school districts as they develop and redevelop infrastructure to support digital learning environments and district operations.

### **PRIORITY ACTIVITIES**

- Establish formalized and working partnerships among DPI, other agencies and educational organizations, and the private and nonprofit sectors to focus on resource acquisition to enable implementation of the recommendations.
- Routinely perform needs assessments and updates of integrated school library media and technology plans in alignment with broader district-level strategic planning using tools available through DPI or other sources.

## **Budget and Resources**

### **GOAL 5.1**

Funding for digital learning is integrated across multiple budget areas, including instruction, building facilities, technology, staffing, utilities, etc., where appropriate.

### **RECOMMENDATION**

District works to identify and secure viable funding sources for short and long-term technology purchases.

### **PRIORITY ACTIVITIES**

- Explore and utilize any available state and regional funding opportunities such as the FCC's Connect America Fund, new E-Rate initiatives, Technology for Educational Achievement (TEACH), Wisconsin Public Service Commission (PSC) broadband expansion grants, the DOA BadgerNet, and others as they become available.
- Explore providing internal staff, onsite support, and offsite network management. Make full use of E-Rate Category 2 options for funding maintenance and network management (Appendix E).
- Reuse refreshed hardware to fill other district needs
- Sell back or trade in older technology to help fund new devices (Appendix E)
  - Infrastructure refresh every 5-7 years
  - Access point refresh every 5-7 years
  - Switches, controllers, routers, servers, and other network equipment refreshed every 7 years
  - Staff and student devices every 4-6 years

### **GOAL 5.2**

Ensure sufficient technical and instructional support in every school.

### **RECOMMENDATION**

Develop sufficient technical and instructional support, characterized by a positive service orientation, in every school. This support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies, thereby reducing the need for interventions during the learning process.

### **PRIORITY ACTIVITIES**

- Annually evaluate technology needs, effectiveness, and expandability

## Appendix A

### KUSD Technology Leadership Committee

<b>Julie Housaman</b>	Chief Academic Officer
<b>Kristopher Keckler</b>	Chief Information Officer
<b>Robert Neu</b>	Director of Title 1/CLC Programs
<b>Scott Kennow</b>	Regional Coordinator of Leadership and Learning - Elementary
<b>Annie Fredriksson</b>	Coordinator of Instructional Technology and Library Media
<b>James Hanrahan</b>	Coordinator of Operations and Applications Support
<b>Jennifer Navarro</b>	Coordinator of Professional Learning
<b>Jenny Schmidt</b>	Coordinator of Special Education and Student Support
<b>Angela Becker</b>	Network Manager
<b>Travis Ciesielski</b>	Technology Support Program Manager
<b>Christine O'Regan</b>	Library Media Teacher Consultant
<b>Mary Salani</b>	Instructional Technology Teacher Consultant
<b>Page Kessler</b>	Instructional Technology Teacher
<b>Lorena Danielson</b>	Library Media Teacher
<b>Deidre Olson</b>	Library Media Teacher

# Appendix B

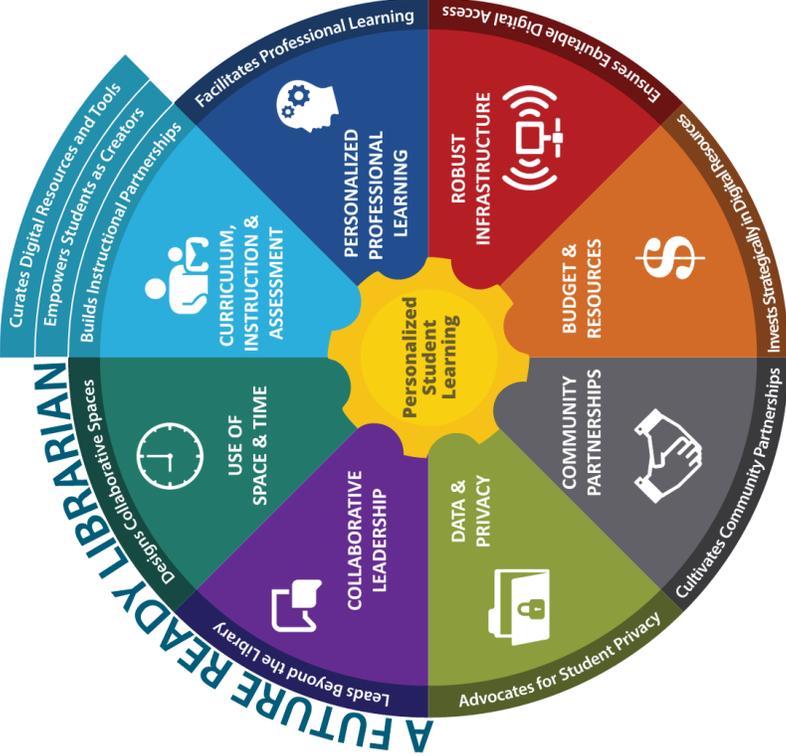
## Future Ready Librarian Plan



As schools seek to become Future Ready, it is necessary to identify and cultivate leadership beyond district and building leaders. School librarians lead, teach and support their schools and/or district's Future Ready Schools (FRS) goals through their professional practice, programs and spaces. Derived from the FRS framework, these principles both describe how librarians can support schools in this transition and identify specific ways in which librarians can themselves become more Future Ready. By aligning with strategic initiatives like FRS, librarians can better connect their practices, programs and spaces to educational innovation in schools. If properly prepared and supported, school librarians are well positioned to be at the leading edge of the digital transformation of learning.

Acknowledging that the current state of school libraries and librarians ranges widely from state to state and even from school to school, these principles are predicated on a core belief that in a Future Ready school, all students have equitable access to qualified librarians, digital tools, resources and books. In support of these goals, partnerships and support of public librarians and libraries are welcome and encouraged.

 Facebook.com/  
FutureReadySchools
   
 @FutureReady  
#FutureReady



The diagram is a circular infographic with 'Personalized Student Learning' at the center. It is divided into eight segments, each with an icon and a title: 'CURRICULUM, INSTRUCTION & ASSESSMENT' (people icon), 'PERSONALIZED PROFESSIONAL LEARNING' (gears icon), 'ROBUST INFRASTRUCTURE' (Wi-Fi icon), 'BUDGET & RESOURCES' (dollar sign icon), 'COMMUNITY PARTNERSHIPS' (handshake icon), 'DATA & PRIVACY' (lock icon), 'COLLABORATIVE LEADERSHIP' (speech bubbles icon), and 'USE OF SPACE & TIME' (clock icon). The outer ring of the diagram contains descriptive text for each segment: 'Curates Digital Resources and Tools Empowers Students as Creators', 'Builds Instructional Partnerships', 'Facilitates Professional Learning', 'Ensures Equitable Digital Access', 'Invests Strategically in Digital Resources', 'Cultivates Community Partnerships', 'Advocates for Student Privacy', and 'Designs Collaborative Spaces'. The text 'A FUTURE READY LIBRARIAN' is written along the top arc, and 'Leads Beyond the Library' is written along the bottom arc.



A PROJECT OF THE ALLIANCE FOR EXCELLENT EDUCATION

[www.FutureReady.org/Librarians](http://www.FutureReady.org/Librarians)

# FUTURE READY LIBRARIANS

**Designs Collaborative Spaces**  
*Use of Space and Time*



Provides flexible spaces that promote inquiry, creativity, collaboration and community.

**Builds Instructional Partnerships**  
*Curriculum, Instruction and Assessment*



Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation and the active use of technology.

**Empowers Students as Creators**  
*Curriculum, Instruction and Assessment*



Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration and authentic, real-world problem solving.

**Curates Digital Resources and Tools**  
*Curriculum, Instruction and Assessment*



Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develop the digital curation skills of others.

**Facilitates Professional Learning**  
*Personalized Professional Learning*



Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology competencies, etc.)

**Ensures Equitable Digital Access**  
*Technology and Infrastructure*



Provides and advocates for equitable access to connectivity, digital devices, information, resources, programming, and services in support of the district's strategic vision.

**Invests Strategically in Digital Resources**  
*Budget and Resources*



Leverages an understanding of school and community needs to identify and invest in digital resources to support student learning.

**Cultivates Community Partnerships**  
*Community Partnerships*



Cultivates partnerships within the school and local community (families and caregivers, non-profit organizations, government agencies, public and higher education libraries, businesses, etc.) to promote engagement and a lifelong learning process.

**Advocates for Student Privacy**  
*Data and Privacy*



Teaches and promotes student data privacy through their instruction and role as educational leaders.

**Leads Beyond the Library**  
*Collaborative Leadership*



Participates in setting the district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.

## Kenosha Unified Future Ready Librarians Documented Evidence of Accomplishment in Each Gear

Designs Collaborative Spaces	Builds Instructional Partnerships	Empowers Students as Creators	Curates Digital/Print Resources and Tools	Facilitates Professional Learning
<ul style="list-style-type: none"> <li>• Redesigning our (most) spaces based on LLC</li> <li>• Makerspaces</li> <li>• Google Apps for Education</li> </ul>	<ul style="list-style-type: none"> <li>• PLC</li> <li>• Curriculum writing (Annie Check)</li> <li>• Digital Citizenship</li> <li>• AASL standards (research, other curricular standards for our field)</li> <li>• Mirrored curriculum with the ELA CC Standards and Sequence (elem and mid)</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide reading programs</li> <li>• Makerspaces flexible/multiple physical and digital spaces</li> <li>• See Ensures Equitable Digital Access</li> </ul>	<ul style="list-style-type: none"> <li>• Core Collection</li> <li>• Online Resources</li> <li>• Resource Fair</li> <li>• Policies and practices -selection/collection development of digital/print, weeding</li> <li>• Video conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Conference attendance</li> <li>• Conference presentation</li> <li>• AASL program evaluation tool</li> <li>• Building level PD</li> <li>• One on one training</li> <li>• PLNs</li> </ul>
Ensures Equitable Digital Access	Invests Strategically in Digital/Print Resources	Cultivates Community Partnerships	Advocates for Student Privacy	Leads Beyond the Library
<ul style="list-style-type: none"> <li>• Circulates mobile hotspots (at home)</li> <li>• Circulate devices</li> <li>• 24/7 access to information</li> <li>• Google Apps for Education(word processing software)</li> </ul>	<ul style="list-style-type: none"> <li>• Core Collection</li> <li>• Digital/print Resources</li> <li>• Conscious effort to strategically purchase technology/devices and tools</li> </ul>	<ul style="list-style-type: none"> <li>• Partnering with public libraries, neighboring school district, universities (tally)</li> <li>• Service projects (survey LMTs), library aides</li> <li>• Parent organizations (fundraising efforts for books and digital tools and resources)</li> <li>• Night time events (reading/literacy nights, student clubs and activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Citizenship scope and sequence</li> <li>• Password change</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage/ support citywide, statewide and national/international committee memberships (tally)</li> <li>• Participates in building leadership committees</li> </ul>

## Appendix C

### KUSD Technology Related Policies

<b>Policy ID</b>	<b>Policy Title</b>	<b>Date of Last Update</b>
<a href="#">3531.1</a>	Copyrighted Materials	2/24/2015
<a href="#">4226</a>	Staff Technology Acceptable Use	3/22/2016
<a href="#">5435</a>	Electronic Devices	2/22/2011
<a href="#">6330</a>	Privacy Rights in District Programs	1/29/2002
<a href="#">6610</a>	Selection of Instructional Materials	2/24/2017
<a href="#">6620</a>	Library Resources	4/23/2012
<a href="#">6633</a>	Student Technology Acceptable Use Policy	3/22/2016
<a href="#">6634</a>	Assistive Technology	11/22/2005

*Starting with 2016-17school year, all KUSD staff must sign the annual agreement related to data privacy and use.*

**KUSD Employee Non-Disclosure and Confidentiality Agreement**

I understand that my access to data, information, and records (all hereinafter referred to as Information) maintained in the manual and automated information and records systems of the Kenosha Unified School District (all hereinafter referred to as Information Systems) is limited to my need for the Information in the performance of my job duties. By my electronic confirmation (eSignature) below, I affirm that I have been advised of, understand, and agree to the following terms and conditions of my access to Information contained in Information Systems.

1. I will use my authorized access to Information Systems only in the performance of the responsibilities of my position as a member of Kenosha Unified's (KUSD) faculty or staff.
2. I will comply with all controls established by KUSD regarding the use of Information maintained within the Information Systems.
3. I will avoid disclosure of Information to unauthorized persons without the appropriate consent of the Information owner except as permitted under applicable District policy and/or Federal or State law. I understand and agree that my obligation to avoid such disclosure will continue even after I leave the employment of Kenosha Unified.
4. I will exercise care to protect Information against accidental or unauthorized access, modifications, disclosures, or destruction.
5. When discussing Information with other employees in the course of my work, I will exercise care to keep the conversation private and not overheard by others who are not authorized to have access to such Information.
6. I understand that any violation of this Agreement or other District policies related to the appropriate release or disclosure of Information may result in one or more sanctions including immediate termination of my access to Information Systems, disciplinary action up to and including dismissal from employment, criminal penalties, or civil liability.

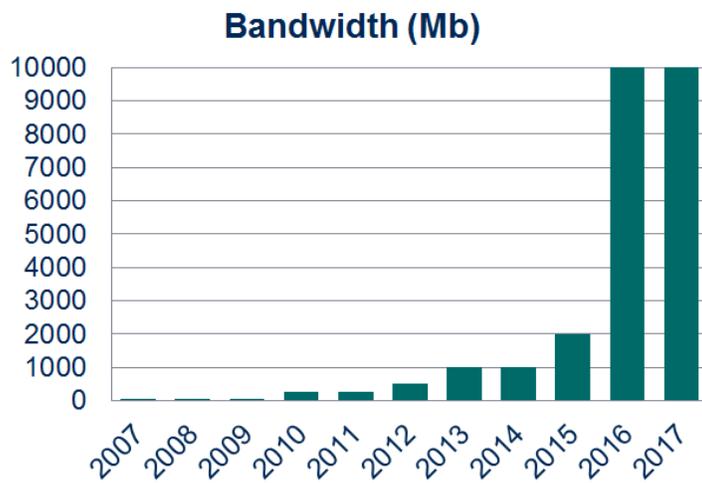
I affirm that I have been given the opportunity to review federal Family Education and Rights Privacy Act (FERPA), Wisconsin Statute 118.125 (Pupil Records), and KUSD Policy 6470 Student Records, and I further affirm that I have had an opportunity to seek further guidance.

eSignature: \_\_\_\_\_ Date stamp: \_\_\_\_\_

## Appendix D

### KUSD Bandwidth Data

Historical bandwidth to the Internet



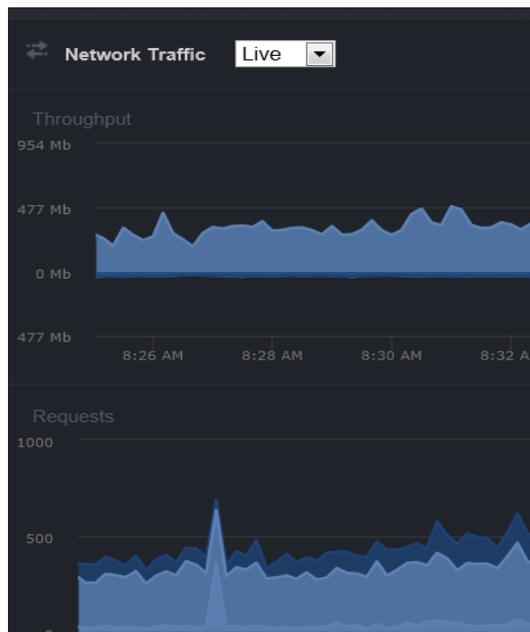
September 2016

May 2017

Daily network traffic



Implemented load balancing to improve network traffic



## Appendix E

### KUSD Instructional Technology Resource Inventory

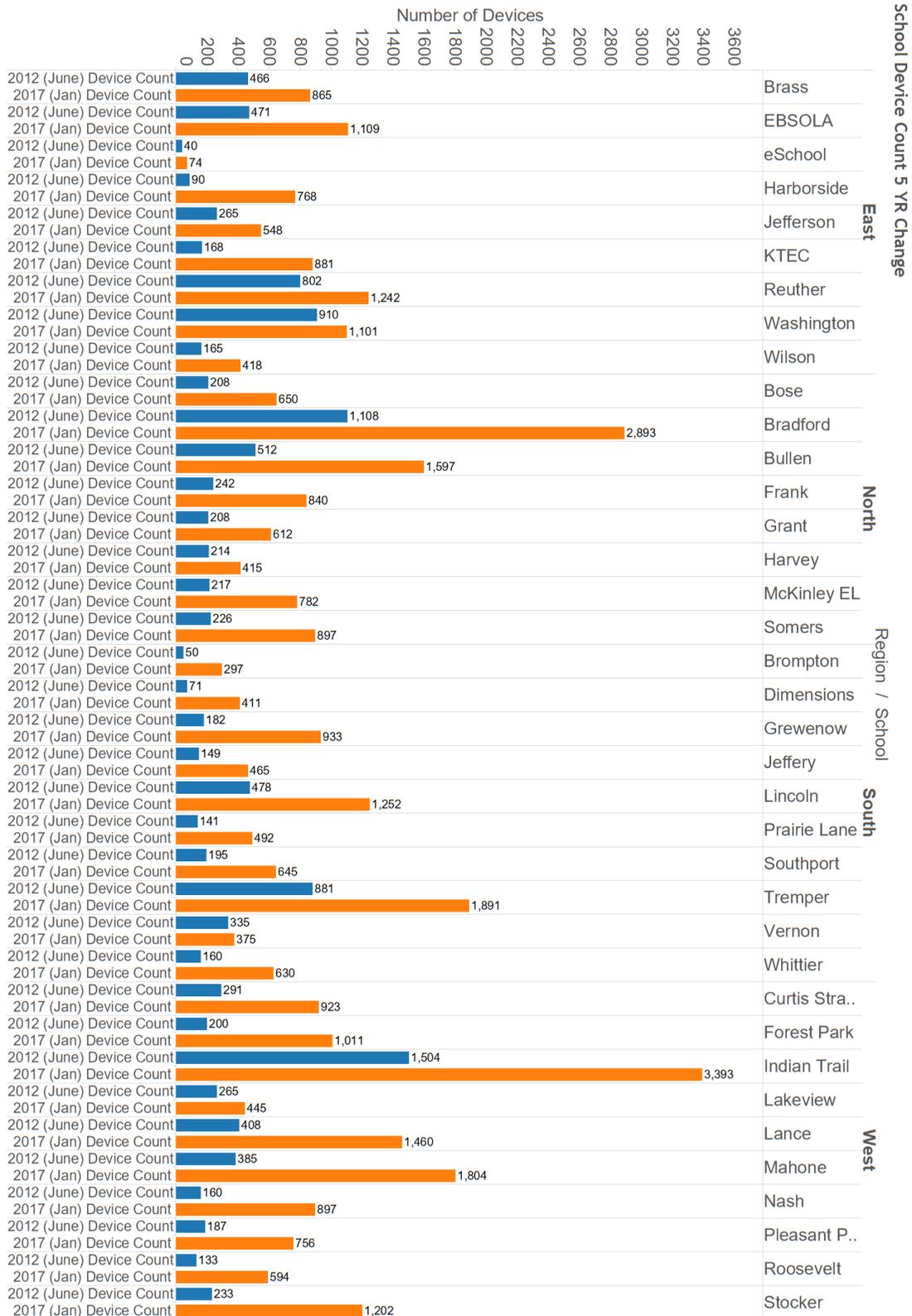
**KUSD utilized applicable E-Rate funding to help improve the overall network infrastructure by implementing the following:**

- Upgrading the Core fiber infrastructure switching environment. This will increase the internal bandwidth from 10Gbs to 20Gbs and provide redundancy by adding an additional switch to all WAN/LAN locations.
- Upgrading LAN switches in all schools, which will increase the speed to each location from 1Gbs to 10Gbs. This will reduce the total number of switches, provide ease of management and improve power consumption.
- Installing a wireless access point in every instructional classroom within the district. Providing this environment ensures each device will have a stronger, stable and more reliable connection.
- Upgrading the final district locations related to wired consistency.
- Total cost for project completion: **\$2,427,159.23**
  - E-Rate total reimbursements covered by federal grant: **\$1,941,727.38**
  - Financial obligation of the district as one-time expense: **\$485,431.85**

Kenosha News Article related to KUSD utilization of E-Rate funds:

[http://kenoshanews.com/news/kusd\\_receives\\_2\\_million\\_to\\_help\\_upgrade\\_digital\\_equipment\\_490458653.php](http://kenoshanews.com/news/kusd_receives_2_million_to_help_upgrade_digital_equipment_490458653.php)

## Technology device inventory by region and school location (5-year change)



**Kenosha Unified School District  
Kenosha, Wisconsin**

**June 13, 2017  
Curriculum/Program Standing Committee**

**ADOPTION OF THE NATIONAL COALITION OF CORE ARTS STANDARDS**

**Background**

The National Core Arts Standards (NCCAS) for dance, media arts, music, theatre, and visual arts were created in a transparent inclusive process engaging over 130 arts educators as writers and 6,000 reviewers. These prekindergarten through twelfth grade-by-grade standards were written to guide educators seeking to provide quality arts education for America's students, define artistic literacy, and support twenty-first century skills and college-and-career readiness. The NCCAS were officially launched on June 4, 2014 (Appendix A).

The National Coalition for Core Arts Standards is an alliance of national arts and arts education organizations dedicated to ensuring quality standards-based arts opportunities for all students. Members include the American Alliance for Theatre in Education, Americans for the Arts, Educational Theatre Association, National Art Education Association, National Association for Music Education, National Dance Education Organization, NCCAS Media Arts Committee, and Young Audiences Arts for Learning.

**NATIONAL COALITION OF CORE ARTS STANDARDS CONTEXTUAL INFORMATION**

- The new standards are a reimagining of the 1994 National Standards for Arts Education, which served as the foundation for the Wisconsin Model Academic Standards for the Arts as well as the Kenosha Unified School District Arts Standards (last revised in 2000).
- The NCCAS were developed using an Understanding by Design framework.
- The NCCAS were developed with full knowledge of the current trends in education, including Common Core.
- The NCCAS unify all areas of fine arts under one document so all disciplines are speaking the same language.
- The College Board conducted and published research in 2011 on behalf of the NCCAS to aid in the development of the new standards. This research also included review of international arts education standards.

- Currently, all major arts education organizations have adopted and endorsed the NCCAS.
- Wisconsin Department of Public Instruction, Wisconsin School Music Association, and Wisconsin Art Education Association are backing the NCCAS and are creating crosswalk documents to aid districts that are shifting to the new standards.

## **PHILISOPHICAL/ORGANIZATIONAL HIGHLIGHTS OF THE NATIONAL COALITION OF CORE ARTS STANDARDS**

- The NCCAS framework is built upon four artistic processes. The standards are then embedded under these broad areas of learning.
- The focus of the standards is on artistic literacy and evidence of student learning as it relates to the artistic processes.
- The NCCAS does not organize standards as lists of what students should know and be able to do. Rather, the NCCAS treats standards as measurable and attainable learning events based on artistic goals.
- The NCCAS is not a curriculum but, rather, a conceptual structure that affords better quantification of achievement in the arts.

## **STRUCTURE OF THE NATIONAL COALITION OF CORE ARTS STANDARDS**

**Four Artistic Processes.** (Excerpt from <http://www.nationalartsstandards.org/content/conceptual-framework>)

The artistic processes are the cognitive and physical actions by which arts learning and making are realized. Inspired by the 1997 National Assessment of Education Progress (NAEP) Arts Education Assessment Framework, the National Core Arts Standards are based on the artistic processes of:

- Creating
- Performing/producing/presenting
- Responding
- Connecting

Each of the arts disciplines incorporates these processes in some manner. These processes define and organize the link between the art and the learner.

The identification of these artistic processes was informed by two studies conducted by the College Board: *A Review of Selected State Arts Standards and International Arts Education Standards: A Survey of the Arts Education Standards and Practices of Fifteen Countries and Regions*. The former reviewed a series of recently revised arts education standards from states

and large districts nationwide, noting trends in the structure and organization of these standards as well as finding commonalities among their guiding philosophies. The researchers found that the NAEP framework was a significant source of influence in many recent standards revisions. The framework of creating, performing, and responding became a foundational element for the structure and content of the standards of several states: Michigan, Minnesota, New Jersey, and Washington, among others. In the other study, College Board researchers reviewed the recently created standards of 15 countries worldwide. In 14 of the studied countries, the skills of creating, performing, and responding were found to form the core of these international examples as well though the terminology varied.

### **Next Steps**

The move to adopt the NCCAS is not meant to be an opportunity to throw out the current standards and start over. As teachers have begun exploring the NCCAS, it has become apparent that the task at hand is more of reorganizing and recategorizing what is currently in place. There is a high level of motivation for this, and many teachers have commented that they feel the structure and organization of the NCCAS makes sense and will lead to better quantification of student learning. The process of reviewing the current materials, with the goal of refining the scope and sequence in each of the fine arts disciplines and examining assessment practice, has resulted in a natural evolution of the discussion to implement the new standards.

All fine arts departments have been working with the NCCAS, and there is agreement that as each course or grade level is revised (based on the curriculum revision timeline), the new NCCAS standards will be used (Appendix B).

The implementation of the NCCAS will offer an opportunity to improve student achievement in all areas of fine arts through language unification, enhanced organizational elements and a focus on artistic literacy. The purpose of this update is to formally adopt the NCCAS so that the new standards can be used to guide continuing curriculum work.

This is an informational report and will be presented at the June 27, 2017, regular board meeting.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mr. Scott Plank  
Coordinator of Fine Arts



*Anchor standards*

Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. For an in depth discussion of the anchor standards and artistic processes please see the [Conceptual Framework](#).

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<b>Artistic Process</b>	<p style="text-align: center;"><b>Creating</b></p> <p>Conceiving and developing new artistic ideas and work.</p>	<p style="text-align: center;"><b>Performing/Presenting/ Producing</b></p> <p><b>Performing:</b> Realizing artistic ideas and work through interpretation and presentation. <b>Presenting:</b> Interpreting and sharing artistic work. <b>Producing:</b> Realizing and presenting artistic ideas and work.</p>	<p style="text-align: center;"><b>Responding</b></p> <p>Understanding and evaluating how the arts convey meaning.</p>	<p style="text-align: center;"><b>Connecting</b></p> <p>Relating artistic ideas and work with personal meaning and external context.</p>
<b>Anchor Standards</b>	<ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>4. Select, analyze and interpret artistic work for presentation.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</li> </ol>

# DRAFT KUSD Visual Art Curriculum Guide - Kindergarten

Artistic Processes	<b>Creating</b> Conceiving and developing new artistic ideas and work.	<b>Presenting/Producing</b> Interpreting and sharing artistic work. Realizing and presenting artistic ideas and work.	<b>Responding</b> Understanding and evaluating how the arts convey meaning.	<b>Connecting</b> Relating artistic ideas and work with personal meaning and external context.
Knowledge and Skills	<b>ELEMENTS AND PRINCIPLES</b>  <b>MEDIA AND TECHNIQUES</b>  <b>CLASSROOM CITIZENSHIP</b>	<b>CRAFTSMANSHIP</b>  <b>ORIGINALITY</b>  <b>PRESENTATION</b>	<b>ANALYSIS</b>  <b>INTERPRETATION</b>  <b>EVALUATION</b>	<b>(ART) HISTORY</b>  <b>CULTURE</b>  <b>COMMUNICATION</b>
Anchor Standards and Big Ideas	<b>Generate and conceptualize artistic ideas and work. (1)</b> <ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</li> </ul> <b>Organize and develop artistic ideas and work. (2)</b> <ul style="list-style-type: none"> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>• People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> </ul> <b>Refine and complete artistic work. (3)</b> <ul style="list-style-type: none"> <li>• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> </ul>	<b>Analyze, interpret, and select artistic work for presentation. (4)</b> <ul style="list-style-type: none"> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</li> </ul> <b>Develop and refine artistic work for presentation. (5)</b> <ul style="list-style-type: none"> <li>• Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> </ul> <b>Convey meaning through the presentation of artistic work. (6)</b> <ul style="list-style-type: none"> <li>• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</li> </ul>	<b>Perceive and analyze artistic work. (7)</b> <ul style="list-style-type: none"> <li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>• Visual imagery influences understanding of and responses to the world.</li> </ul> <b>Interpret intent and meaning in artistic work. (8)</b> <ul style="list-style-type: none"> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> </ul> <b>Apply criteria to evaluate artistic work. (9)</b> <ul style="list-style-type: none"> <li>• People evaluate art based on various criteria.</li> </ul>	<b>Synthesize and relate knowledge and personal experiences to make art. (10)</b> <ul style="list-style-type: none"> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul> <b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (11)</b> <ul style="list-style-type: none"> <li>• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> </ul>
Essential Questions	<b>Anchor Standard 1</b>	<b>Anchor Standard 4</b>	<b>Anchor Standard 7</b>	<b>Anchor Standard 10</b>

	<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>• How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul> <p><b>Anchor Standard 2</b></p> <ul style="list-style-type: none"> <li>• How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>• How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</li> <li>• How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> </ul> <p><b>Anchor Standard 3</b></p> <ul style="list-style-type: none"> <li>• What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>	<ul style="list-style-type: none"> <li>• How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</li> </ul> <p><b>Anchor Standard 5</b></p> <ul style="list-style-type: none"> <li>• What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul> <p><b>Anchor Standard 6</b></p> <ul style="list-style-type: none"> <li>• What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</li> <li>• What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul> <p><b>Anchor Standard 8</b></p> <ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul> <p><b>Anchor Standard 9</b></p> <ul style="list-style-type: none"> <li>• How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> </ul>	<ul style="list-style-type: none"> <li>• How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul> <p><b>Anchor Standard 11</b></p> <ul style="list-style-type: none"> <li>• How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</li> </ul>
Learning Targets	<b><u>ELEMENTS/PRINCIPLES</u></b>	<b><u>CRAFTSMANSHIP ORIGINALITY</u></b>	<b><u>ANALYSIS INTERPRETATION</u></b>	<b><u>(ART) HISTORY CULTURE</u></b>

	<p><b><u>LINE:</u></b> Locate and label a variety of line qualities in different works of art</p> <p>Create original art with a variety of line qualities, specifically:</p> <p>Thick, Thin, Vertical, Horizontal, Diagonal, ZigZag, Curved, Straight, Broken</p> <p>Understand that a moving dot creates a line, and that when it overlaps or connects with itself it becomes a shape</p> <p><b><u>SHAPE:</u></b> Identify and use six basic <i>GEOMETRIC</i> shapes appropriately in a work of art:</p> <p>Circle, square, rectangle, triangle, oval and diamond</p> <p><b><u>COLOR:</u></b> Identify primary colors (red, yellow, blue)</p> <p><b><u>TEXTURE: Actual Texture -Define</u></b> Define texture as how something feels when you touch it.</p> <p>Discriminate between rough and smooth textures and accurately identify them in the environment.</p> <p><b><u>MEDIA AND TECHNIQUES</u></b></p> <p><b><u>CLASSROOM CITIZENSHIP</u></b></p> <ul style="list-style-type: none"> <li>• Open to new ideas and trying new things</li> <li>• Uses materials responsibly</li> <li>• Moves safely around the room with a purpose</li> <li>• Respectful of one's own artwork and the artwork of others</li> <li>• Respectful of peers and staff</li> </ul>	<p><b><u>PRESENTATION</u></b></p> <p>Yet to be developed</p>	<p><b><u>EVALUATION</u></b></p> <p>Yet to be developed</p>	<p><b><u>COMMUNICATION</u></b></p> <p>Understands that fine art and design conveys information about cultures and history. Can convey an idea or subject Can convey a feeling or mood Can convey non-representational artwork</p>
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Assessment	Yet to be developed			
Activities may include:	Yet to be developed			
Resources	Yet to be developed			