



**Kennedy Center and
National School Boards Association Award**
Danville Independent School District Board of Education

NARRATIVE QUESTIONS

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Question #1

Given the community setting and profile—including the statistics you included in the Quantities Form—please describe what makes the school board and district uniquely positioned to be a strong candidate for the Kennedy Center and NSBA Award, as well as any pertinent challenges the school district has faced in developing and maintaining a comprehensive arts education program for all students.

The Danville Board of Education, DBOE, has a history of supporting the arts in the Danville Schools. The schools have had music and visual arts teachers for elementary students for 20 years, and music, visual arts and theatre have been a staple of 6 – 12th grade education over 40 years. Twenty years ago, the DBOE renovated the high school auditorium. This provided new opportunities for students including additional student performances, the opportunity for students to explore how to use current theatrical technology, and a showcase for local, regional and national performers. The opening of the new theatre, the Gravely Hall Performing Arts Center, GPAC, provided the opportunity for the creation of a new districtwide Director of Arts Education, DOAE. That position, created by the DBOE in 2000, continues to be supported by district funds. The position currently schedules and coordinates all GPAC performances and events, works with all visual and performing arts faculty on curriculum, instruction, and assessment, supervises district and state accountability in the arts, writes and implements grants, works with partners to provide arts programming and is a part of the district administrative team. In 2008, a Technical Director position was added to provide additional support for the GPAC. The DISD are committed to a rigorous standards-based curriculum and in expanding the arts for all students. At the start of the 2018 –19 school year, the district transitioned from 5 to 4 schools by combining the 3 elementary schools into a PK, K, 1 School and a 2 – 5 School. The transition created the opportunity for a full-time dance/theatre teacher for all Intermediate students. This is not reflected in the Quantities Form as the data is from the 2017-18 school year. At the same time, the curriculum for primary students is evolving to include a stronger inter-disciplinary approach especially in the performing arts. The district faces 3 primary challenges. Funding from the state has decreased in many areas including the elimination of funding for professional development and textbooks (which included supplies for the arts). The DBOE has supported the DOAE and schools in finding resources in these areas through grant and funding applications, partnerships and the re-allocation of general funds and in some cases Title funding. Given the high percentage of free/reduced lunch students, 68%, in our district, the DBOE is aware that arts experiences during the school day are essential. The DBOE asks for regularly updates from the DOAE regarding our support of our students' learning in the arts and supports partnerships with community and state organizations to help facilitate that learning. Statewide accountability changes are also a historical challenge. While statewide accountability priorities have changed, the arts are no longer included in the Comprehensive planning process or in accountability scores; the Danville Schools commitment for the arts remains strong.

Question #2

Describe the distribution of arts expenditures, arts teachers, supplies, and other arts resources among the schools and students in the district, and how decisions are made about which students, grades, and schools have access to arts education. How does the school board address equity of access to the arts for students? Are there assistance programs for interested students who cannot afford fees associated with arts learning?

All students in the DISD have equitable access to arts education opportunities. DBOE policy states that free/reduced lunch students will not be charged for programs held during the school day. This is accomplished through fund-raising, grant funding, donations from parent and community members and with funding from the schools, DBOE and the Danville School Education Foundation. Arts teachers are part of the annual staffing allocation from the DBOE to all schools and teacher schedules are established with the goal of arts education in all disciplines for all students. District DOAE and GPAC TD are funded as district positions. All schools have certified art & music specialists. Teachers in other areas, have a combination of specialized training and professional development ensuring all students high quality

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instruction. School funding for visual and performing arts teaching supplies and other classroom resources is handled in an equitable manner with other subject area teachers and all teachers are part of the budgeting process. GPAC maintenance, supplies and equipment are funded with district maintenance and arts education funds

The DOAE consults with school and district leadership and teachers to determine additional student needs. The DOAE submits various funding applications for arts projects, performances and artist residencies. Last year field trips and performances were partially funded through grants from the Kentucky Arts Council and The Fund for the Arts, through the A.C.T.S ticket subsidy program by the Norton Center for the Arts, the Community Arts Center, and through donations made by Citizens Concerned for Human Relations. Funding for artist residencies and visual arts projects were partially provided by organizations including VSA KY, the Arts Commission of Danville Boyle Co., the Kentucky Center for the Performing Arts, and the 4-H Extension Office. Other sources of funding for expenditures for use directly with students include the Gravely Hall Arts Education budget, Gifted and Talented students budget, general funds for school budgets (primarily for transportation), the special education budget, Families First and Youth Service Center budgets. Funding for professional development is provided through school budgets, district arts education funds, and Title IV funds.

We offer several extra-curricular opportunities for students at all grade levels. While there are student fees associated with several of these opportunities the DBOE makes all opportunities available to all students regardless of their ability to pay. In addition, the teachers, sponsors and DOAE fundraise and write grants for these opportunities. They include after school elementary choir, elementary art club, Side-By-Side (visual art elementary), theatre and musical theatre productions (middle & high school), marching band (middle & high school), tech theatre club, pit band, pep band (high school). The DBOE assists with expenses for statewide competitions.

Question #3

How does the school board demonstrate support for arts-based professional development opportunities for classroom teachers and arts specialists?

The DBOE supports professional development in the arts throughout the school year. Beginning of the school year sessions for classroom teachers and arts specialists are facilitated by the DISD faculty and the DOAE. Professional Learning Community sessions are held 3 – 4 times annually on Board approved Planning Days and other professional learning opportunities are coordinate by the DOAE during the school year and summer. The DOAE includes information about teacher professional development in regular board updates. Professional Learning focuses on curriculum alignment with standards, curriculum development and lesson planning, benchmarks in skills and artistic processes at transition points and in teacher development and practice of artistic skills and processes.

The DBOE supports job-embedded professional development through teacher artist residencies for both classroom teachers and arts specialists. The DOAE consults regularly with teachers on instruction. The DBOE has supported a dozen statewide summer arts academies by providing our facilities to the sponsoring organization without charge. These academies have provided training for over 30 DISD classroom teachers and arts specialists. Utilizing professional development funds provided by the DBOE and schools, DISD arts specialists and DOAE attend their professional organization's conferences annually. Considerations for exceptional regional and national training is given and funding is provided when possible.

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Question #4

List any partnerships or collaborations the school board has developed with cultural institutions and community arts resources, including, but not limited to artist residencies, field trips, professional development opportunities for teachers, etc. For each partnership, include how the board works with the partnering organization, how long the partnership relationship has existed, and describe the board's financial commitment to the partnership.

The DBOE recognizes that community and statewide partnerships are essential to providing strong arts education opportunities for all students. Primary examples of partnerships and collaborations include:

- Kentucky Center for the Performing Arts, the DBOE through the superintendent supports the DOAE resulting in a variety of teacher and student opportunities. DBOE financial commitment includes travel to workshops, time for the DOAE to work on planning, and in-kind facilities use and custodial fees for Arts Academies.
- Southeast South-Central Educational Coop, supports the DOAE participation in regional arts ed meetings. Financial commitment includes travel and phone costs.
- Kentucky Coalition for Arts Education, the DOAE is the current facilitator of this organization and reports to superintendent/DBOE. DBOE financial commitment includes permitting time for the DOAE to attend 2 – 3 meetings annually with statewide organizations.
- Norton Center for the Arts, this collaboration provides free tickets to student matinees and workshops for our students with nationally and internationally known performers. The DBOE supports this program through the Superintendent and DOAE. Our students have seen Yo Yo Ma and the Silk Road Ensemble on our stage, countless performers and companies at the Norton Center and participated in workshops with performers. DBOE financial commitment includes bus transportation costs for students to attend performances, planning time for DOAE to coordinate the collaboration.
- Citizens Concerned for Human Relations, DBOE attends events and requests updates and supports an annual Literary Arts Festival that focuses on authors and playwrights of color. Financial support includes in-kind funding for facility rental and personnel for performances.
- Community Arts Center, DBOE supports this partnership through the DOAE and arts faculty, and DBOE members regularly attend exhibits and events. DOAE is a Arts Center board member. Students benefit from field trips, the annual Youth Art Fair exhibit, and student scholarships for arts programs. DBOE financial commitment includes personnel time for planning and project materials.
- Arts Commission of Danville Boyle County, DBOE supports activities by and for our students including attending events. DBOE financial commitment includes supply costs, and personnel time for collaborations.
- 4-H Extension Office, DBOE supports teachers and DOAE collaborating with 4-H on visual art guest artists and projects. DBOE financial commitment includes planning time for projects, additional material costs.
- Heritage Area Strings Program (HASP), The DBOE works with HASP through the DOAE and music teachers. DBOE financial commitment includes a line item in each annual budget to support Danville students who participate in HASP classes and concerts, and free use of the GPAC and personnel for concerts.

Additional partnerships are listed as part in the strategic planning section as an appendix.

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Question #5

How does the district evaluate the impact of arts programming on the students it serves?

The DBOE believes that student engagement is a foundational element in student achievement and the high engagement in the visual and performing arts is fundamental in developing strong student engagement. National studies documented by Americans for the Arts show that students engaged in the arts are more likely to stay in school and succeed in school, life and work. Beginning in 1994, statewide accountability measures played a role in evaluating student learning in the arts. Currently, the DISD uses several measures to evaluate its arts programming.

The DOAE collects and reviews data on all collaborative programs and all performances and events in the Gravelly Hall Performing Arts Center these numbers have risen over the past 18 years and now top over 16,000 students, family and community members who have engaged with Gravelly Hall events and performances annually. The arts faculty directing those events, with the DOAE, evaluate student theatre, music and dance performances. This leads to changes in programming, stages, content genre and style and methods of marketing and publicity. The Director of Arts Education tracks what types of performances see in order to provide age/grade level appropriate types of performance and a variety in what students see. For example, in consultation over several with primary teachers we became aware that there were specific needs for those students. This resulted in the DOAE finding programming developed for primary students. A similar evaluation method is used for students participating in exhibits of visual artwork and in seeing artwork displayed. Visual art teachers, with the DOAE, look for exhibits that are age/grade level appropriate. Through school and community displays of student artwork, faculty rotate style and genre of artwork.

Classroom assessments of student work are both formative and summative and are essential to student's creative and artistic growth. Teachers consult with the DOAE as needed regarding both individual and grade level student growth. Teacher and the DOAE are working to set student benchmarks in skills and content and artistic processes at the transition points of first to second grade, fifth to sixth grade, and eighth to ninth grade based on the National Arts Standards. Full instructional programs and artist residencies are also evaluated and in 2017-18 the evaluation of how students are identified as gifted and talented in the visual and performing arts resulted in a full revision of that identification process.

The DOAE evaluates programming with DISD partners, which has resulted in more intentional programming. For example, in 2017 through program evaluations with the Norton Center for the Arts, it was discovered that students did not have opportunities to see exemplary performances by young artists. This resulted in a live taping of *From the Top* that students from the Danville Schools attended, and a workshop where the young performers shared their work with DISD students.

Question #6

List how the school board has actively contributed to the development of arts education within the school district, including policy development; long range plans for arts education; and increasing funding for the arts as well as securing grants to support arts programs. Please provide specific examples.

The DBOE develops and approves policy that supports the arts and includes the arts in planning efforts. While DISD elementary schools work towards providing the arts for all students in multiple disciplines, and the middle and high school encourage student's development at a more advanced level, the Board has adopted policies that support those efforts. Curriculum and Instruction 08.1, adopted 10/21/2002 is based on KRS 158.645 and KRS 158.6451 and identifies capacities that all students will be allowed to develop including No. 6, which states, "sufficient grounding in the arts to enable each to appreciate his/her cultural and historical heritage." The district's policy on Graduation Requirements, 08.113 includes 1 credit in the visual and performing arts based on KRS 158.6451 and the Kentucky Academic

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Expectations. This policy also mandates the successful completion of a Capstone Project in which students articulate their learning, including the arts. As part of the transition to new district level leadership, the DBOE along with superintendent and assistant superintendent, district directors, faculty, students, and other stakeholders is actively engaged in the long range planning process. The DOAE is a part of both the district committee and the academic success component of the plan ensuring the role of the arts in the plan.

The DBOE finds creative solutions to continue supporting the arts, even in the face of decreasing state funds. This fall the DISD transitioned from 3 elementary schools to 2 opening the door to a new faculty position in the arts, fulltime Dance/Theatre for the 2nd – 5th grade intermediate school. The DBOE also approved a district choral position to serve the middle school half time and the high school half time stabilizing vocal music for the first time in six years. The DBOE supports the DOAE and arts faculty in developing partnerships that provide arts programming for our students. Board members and the superintendent attend events and focus publicity on collaborative projects. Last year the Norton Center for the Arts ticket subsidy program secured 600 tickets for all 2nd – 5th grade students to attend performances and each school received a copy of the book that the play was based on. DBOE members attended the school book presentations. Last year's grants for the arts total approximately \$10,000.00 and each was approved by the DBOE. A DBOE member put the DOAE in touch with one of the funding organizations. An essential piece of running a school district is building relationships, and our Board understands their role in this. They not only govern and administrate our school district, they personally congratulate students on their success in the state marching band competitions, they attend student concerts and plays, they know the leaders of the community organizations that we collaborate with on arts programming. That is part of the tradition of the Danville Schools and is essential in supporting the arts.

Question #7

Are the arts included in the district's strategic plan or mission statement? Please paste the text of the mission statement below.

The DISD periodically revises its strategic plan and is currently in a transition process having met some of its previous goals and with a review of current student needs. The mission and vision statements submitted with this application are from the earlier planning process as current documents are still in draft form. The DBOE began the current strategic planning process with the Superintendent at the end of summer 2018 and the estimated timeline for DBOE approval is set for March 2019. The DOAE is part of the district strategic planning committee and is also working in a smaller group on the academic success component of the plan and early drafts of that component include the visual and performing arts. The DOAE shared about the planning process with the arts faculty at a recent DBOE approved all district planning and is soliciting their feedback as the process progresses.

Danville Schools Mission Statement (August 2014): Our mission is to engage all students in the pursuit of the Danville Diploma, which encompasses creative learning opportunities that build on individual interests, develop new strengths, and provide ultimately for college and career success. As a District of Innovation, we look for new and meaningful ways students can learn by doing, show what they know, and contribute to the community and wider world.