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## 2017 BSD MUSIC PROGRAM STATUS REPORT

### **POLICY ISSUE / SITUATION:**

At the September, 2013 BSD School Board meeting charged Teaching & Learning to form a Music Task Force to work on reviewing District practices, program needs, budget refinement and improvement recommendations. The School Board approved the Task Force final report at the June, 2014 meeting. This spring a status report was compiled to reflect improvements completed and those still needed in the music program.

### **ACTION:**

It is recommended that the School Board receive the attached presentation and report for review.

**District Goal:** WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

# 2017 BSD Music Program Status Update

*April, 2017*

## **BSD Music Task Force Background Information**

In September of 2013, the Beaverton School District Board charged a Music Task Force with evaluating the current state of music education in the district and developing a reinvestment strategy to improve music programming, then suffering from years of significant cuts. The Task Force researched current best practices in music education, compiled information on other district's of excellence in music education, inventoried music instruments and materials, and developed a budget proposal for consideration in the 2014-15 budget cycle.

In addition to the charge, the Task Force made equity a focus of their work. In each of the deliberations, the Task Force strove to ensure that the proposal increased equity between district programs, made music accessible and culturally relevant to all district populations, and was taught so as to give every student the full academic, college, and career benefits of music instruction. The Task Force presented their Final Report to the School Board in the at the June, 2nd 2014 board meeting.

The Task Force consisted of subcommittees who researched three main areas of focus:

### **Staffing & Scheduling**

- Developed multi-year plans for targeted staffing of music programs
- Highlighted scheduling conflicts that create barriers to enrollment for students
- Created cost benefit analysis of increased music programming

### **Materials**

- Inventoried current district instruments and materials
- Developed equitable inventory models for instruments and materials
- Developed upkeep budgets for the maintenance of instruments

### **Community Outreach**

- Created and promoted a music survey with 1,243 responses
- Worked on issues of cultural competency
- Communicated community concerns and suggestions to Task Force

The work generated by these subcommittees was used to create the [Music Task Force Final Board Report](#) which included a budget proposal submitted for consideration to the Internal Budget Committee. The proposal included a prioritized list of items to be implemented over the next five years.

The Task Force believed this report represented a blueprint for returning Beaverton music programs to excellence- a blueprint that would not only bring back programs needed to provide a solid educational foundation, but provide a direction in which the district could move forward to new and innovative music practice.

**This document lists the Music Task Force recommendations from the 2014 Final Board Report and provides a status report of green, yellow or red in regards to implementation.**

## Music Task Force 5 Year Goals:

1. To provide a sufficient quantity and quality of instruction (Minimum of 90 minutes per week), kindergarten through 5th grade, to *give every elementary student a solid grounding in musical concepts and skills* and the experience to matriculate successfully, if he or she chooses, to middle and high school music ensembles.
  - All elementary schools now provide 90 minutes of music and PE every 5-6 days.
  - All elementary schools now have the minimum mandatory instrument & equipment inventories recommended by the Music Task Force.
  - More elementary music teachers are offering after school choirs and evening performance opportunities.
2. To give students at every middle and high school equitable access to high quality (i.e., of sufficient instructional time and frequency, supported by high quality equipment that includes a wide variety of instruments) band, choir, and orchestra programs.
  - \$300,000 has been provided by T+L since 2012 to replace outdated band instruments. This year no student was turned away because they could not afford an instrument.
  - 6 out of 8 middle schools currently provide the Task Force recommended 225 minutes per week of **band** instruction. Only Cedar Park and Conestoga provide 225 minutes per week of **choir**. Whitford, Highland Park and Five Oaks do not offer choir.
  - All high school class periods are 90 minutes long on a rotating A/B block schedule that averages 225 min. a week. All high schools offer band and choir, however some schools offer a wider variety of music ensembles. High Schools with more limited music offerings tend to have MS feeders that do not meet the Task Force recommended 225 minutes a week with full-time band and choir teachers.
3. To *reduce barriers to enrollment* so no student is prevented from participating in any music program due to financial hardship or schedule conflict with singleton classes.
  - New school owned band instruments have reduced financial barriers. No students were turned away this year because they could not afford a band instrument.
  - The five period day (90-90-90-45-45) scheduling model used by most of our middle schools makes it very difficult for students in AVID, ELL, or Interventions to take a 225 minute a week band or choir class. These students are often excluded from band/choir or instruction time is cut resulting in lower quality music classes.
4. To *increase diversity* in middle school and high school ensembles though the use of culturally competent programs and practices
  - Band and choir learning teams have focused on culturally responsive practices (i.e. examining practices and beliefs, choice of music, communication style)
  - Proposing Mariachi Ensemble at Beaverton HS. Ability to provide funding is still unknown.
  - HS and MS band and choir teachers are scheduling trips to their feeders to perform and share information with incoming students. Emphasis is placed on dispelling common stereotypes and reassuring students that they will not be turned away due to financial hardship.
5. To *foster innovative educational practices*, including technology use, by providing music staff with reasonable workloads, proper support budgets, and the opportunity for collaboration.
  - Smart Music, Finale, Canvas, Google Drive, Teacher Source ([Watch HPMS Smart Music Video](#))
  - District-wide music learning teams, music PD budget, studio classroom observations, inservice trainings, district choral festivals, honor bands
6. To implement and support a *unified curriculum* with built in measures of student progress.
  - **Elementary Music:** Common Learning Targets and Rubrics, Scope and Sequence, Model Assessments, Purchase of supplemental curriculum resources, teacher created resources in BSD Music Google Drive and TeacherSource
  - **Band & Choir:** Common Learning Targets and Rubrics, Band Scope and Sequence (**Programs not meeting the Task Force recommended 225 min/week will not complete the sequence**), Common Technique Books and Sight Reading Resources, Teacher Created Resources in BSD Music Google Drive and TeacherSource

Music Task Force Recommendations	Status
<p><b>Action:</b> Add 1.0 Music Administrator (or Music TOSA as alternative)</p> <p>Facilitate the hiring of quality music teachers (in cooperation with other administrators) in order to provide students with a quality music education.</p> <p>Provide models for the evaluation of current music teachers (in cooperation with other administrators) in order to further improve the quality of music education.</p> <p>Provide for the professional development of our current teaching staff.</p> <p>Work with district administration to maintain a district music budget in order to provide for more efficient use of funds.</p> <p>Coordinate placement of itinerant music staff (in cooperation with other administrators).</p> <p>Manage district inventory of musical instruments, sheet music, and other music equipment.</p>	<p><b>Status:</b> 1.0 Fine Arts TOSA Coordinates Music, Art and Drama Programs</p> <p>TOSA checks the district website weekly for music postings and contacts principals to offer assistance with screening and interviews. Principals then choose if and how much they would like to involve the TOSA.</p> <p>TOSAs are not allowed to be involved with evaluations of other teachers. This is done by building administrators.</p> <p>Music teachers are being provided ongoing, meaningful, subject specific professional development.</p> <p>The Fine Arts TOSA manages a yearly professional development budget. While some funds have been provided for replacing music instruments, schools are still responsible for providing budgets to support their music programs including music libraries and instrument maintenance.</p> <p>TOSAs are not included in the process of placing itinerant music teachers or in-district transfers. This is done by building administrators and HR.</p> <p>Fine Arts TOSA manages BEF instrument donation program, ES instrument carts, shared district music/instrument inventory lists on Google docs, and central inventory of shared resources/music.</p>
<p><b>Action:</b> Add Elementary General Music FTE</p> <p>Address equity of student contact time between elementary schools throughout the district.</p> <p>Increase student contact time to approach <b>90 minutes per week</b> at the elementary level to meet minimum National Standards (NAFME, 1994)</p>	<p><b>Status:</b> 22.5 FTE added in 2014 to reach 90 minutes of music every 5-6 days. Additional 6.0 FTE has been added since 2014 to accommodate full day kinder and growth.</p> <p>All elementary school students now receive 90 minutes of PE and music every 5-6 days.</p>

**Action:** Equity in Middle School Instructional Time and Options

Ensure **FTE of 1.0 choir and 1.0 of band at every middle school** to allow students access, regardless of the school they attend, to the same music options and adequate amount of instructional time.

Resolve the inequity in class time that currently exists between middle school music programs in the district by ensuring that ensemble music classes meet for an average of **225 minutes in a regular school week.**

**Status:** Improvement since 2014, but still very different across the district.

Cedar Park: Band 1.0, Choir 1.0  
 Conestoga: Band 1.0, Choir 1.0  
 Five Oaks: Band 1.0, Choir 0.0  
 Highland Park: Band 1.0, Choir 0.0  
 Meadow Park: Band 1.0, Choir 0.5  
 Mountain View: Band 0.4, Choir 0.5  
 Stoller: Band 0.5, Choir 0.3  
 Whitford: Band 1.0, Choir 0.0

School	Band min/week	Choir min/week
Cedar Park	225	225
Conestoga	235	235
Five Oaks	225	0
Highland Park	285	0
Meadow Park	250	125
Mountain View	117 (97 6th)	117 (97 6th)
Stoller	125	125
Whitford	230	0

**Action:** Equity in High School Instructional Time and Options

Ensure **1.0 FTE of choir and 1.0 band at every high school** to allow students access, regardless of the school they attend, to the same music options and amount of instructional time

**Status:** Some increases in staffing since 2014, but disparities still exist. All high school class periods are 90 min. on an A/B block schedule which average around 225 min. a week.

Aloha: Band 0.8, \*Choir 1.0  
 Beaverton: \*Band 1.0, Choir 1.0  
 Southridge: \*\*Band 1.0, Choir 0.6  
 Sunset: Band 0.5, \*\*Choir 1.0  
 Westview: \*Band 1.0, \*Choir 1.0

\*Groups that qualified for OSAA State Competition  
 \*\*1st Place at OSAA Metro League Competition

**Action:** Fifth Grade Band Pilot- Staff and Instruments

Add 1-4 fifth grade band instructor positions (.2 FTE each) that feed to a single middle school

**Status:** After school 5th grade band was piloted at Mountain View MS in the spring of 2016.

Instructors were paid with a stipend. It was determined that we would not be able to hire and retain qualified teachers on stipend pay making this model unsustainable. A sustainable 5th grade band program would require hiring FTE supported teachers.

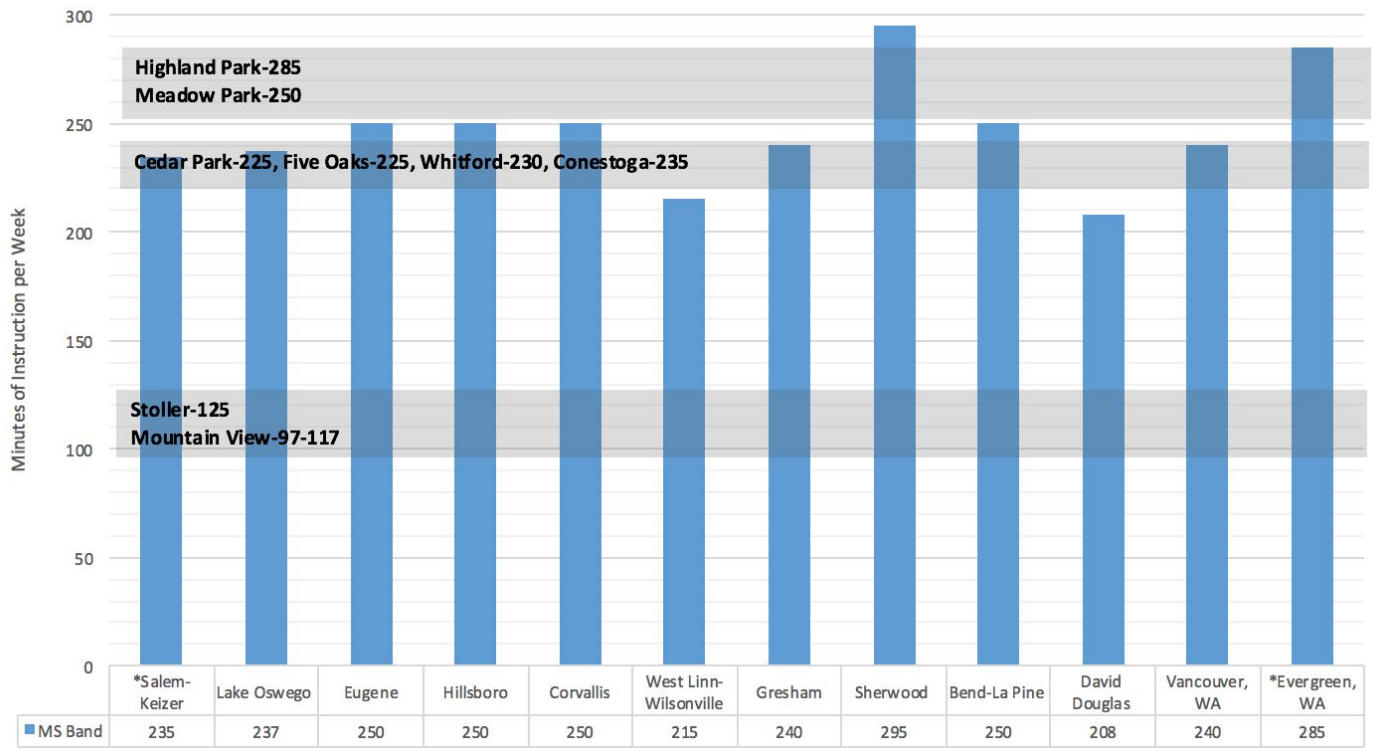
<p>Purchase instruments to support classroom instruction</p> <p>Develop schedules, best practices, and collaboration models for preparation to full district implementation</p>	<p>\$20,000 was allocated to purchase school owned instruments. Instruments are now part of the Mountain View inventory and having a significant impact on increasing equity of participation in their band program.</p> <p>This model was determined unsustainable for scaling district-wide. A sustainable model would require hiring certified 5th grade band teachers with FTE that could also support the middle and high school programs in the feeder area.</p>
<p><b>Action:</b> Instrument and Equipment Purchase for Elementary Music Classrooms</p> <p>Bring parity to elementary music classroom equipment to provide a consistent and equitable music education experience across the district.</p> <p>Provide the means for authentic and meaningful music education experiences in every elementary music classroom throughout the district.</p>	<p><b>Status:</b> \$250,000 from the bond was allocated for music instruments and equipment.</p> <p>Fine Arts TOSA coordinated the purchasing process to ensure competitive bidding for quality instruments. Quality instruments will last a minimum of 10-12 years.</p> <p>Every elementary music program now has the recommended minimum inventory.</p>
<p><b>Action:</b> Instrument and Equipment Repair and Replacement</p> <p>Provide for the overdue replacement and repair of instruments at the secondary level.  \$10,000 per middle school band  \$12,000 per high school band  \$2,000 per middle or high school choir</p> <p>Provide for the upkeep of district owned music equipment, including choir robes, pianos, band instruments, etc.</p> <p>Provides for acquisition of sheet music</p>	<p><b>Status:</b> Teaching and Learning provided \$180,000 in 2015 and \$120,000 in 2016 to begin replacing outdated band instruments.</p> <p>Band programs are benefitting from access to more working instruments which have improved access for students who cannot afford to buy or rent an instrument.</p> <p>While we were able to replace many of the most outdated instruments, there are still many instruments in our inventories that have passed or are approaching their 8-10 year life expectancy and need to be replaced. School administrators are still responsible for providing annual budgets for their band and choir programs to purchase music and repair instruments. The amount provided varies greatly from school to school and most do not provide the 5% of the current replacement value of the total inventory recommend in the <a href="#">NAfME Opportunity to Learn Standards</a>. If Teaching and Learning continues to make annual contributions to the replacement of outdated instruments and equipment we would be close to meeting the NAFME standards, but if this was a one time contribution it will not be possible to maintain quality instrument inventories and music libraries solely on the budgets individual schools are providing</p>

<p><b>Action:</b> District supported, middle and high school drop down recruiting for band and choir.</p> <p>Support bussing for band and choir recruiting events</p> <p>Provide substitute pay to allow middle school and high school to provide drop down recruiting</p> <p>Provide funds for printed recruiting materials</p> <p>Allow students opportunity to play and learn about a variety of instruments</p>	<p><b>Status:</b> All middle and high school music teachers were provided subs and buses to do drop down recruiting this year.</p> <p>Buses and subs were paid out of the T+L Fine Arts Budget.</p> <p>Fine Arts TOSA will print recruiting materials upon request.</p>
<p><b>Action:</b> Add 0.5 Music FTE to Merlo Station Purchase instruments for Merlo Station</p> <p>Provide access to music education to students Merlo Station where there currently is none.</p> <p>Use a small ensemble model aimed at helping underserved/at risk students.</p>	<p><b>Status:</b> Merlo Station and Bridges Academy now offer classes in popular music performance and production taught by John Stapleton who works at both schools. \$2,500 was allocated for instruments.</p> <p>Students perform and compose music on guitar, bass, drum set, and vocals. The class also teaches students how to record and edit their music.</p> <p><a href="#">Link to Merlo Music Studio Site</a></p>
<p><b>Action:</b> Add 0.5 Certified Music Teacher with SPED background to work with SPED students district wide (e.g., in ISC) Purchase instruments for SPED students</p> <p>Provide unique opportunities in music education tailored to the needs of special education students who are not currently receiving music instruction.</p> <p>Improve the quality of music education by providing music educators with specific training in special education.</p>	<p><b>Status:</b> There has not been support to hire a separate music teacher for self-contained SPED classes.</p> <p>Elementary music teachers are being provided training on teaching music to students with special needs.</p>
<p><b>Action:</b> Elementary, Middle, and High School Orchestra</p> <p>Provided added FTE and purchase string instruments for loan to students, reducing financial barrier to enrollment</p>	<p><b>Status:</b> Some high schools have tried offering orchestra classes, but a sustainable orchestra program requires high quality middle school feeder programs which will not be possible unless we can adopt a more accommodating MS schedule.</p> <p>Adding orchestra would be difficult when we are still not supporting all of our band and choir programs with 1.0 teachers and 225 min/week of instruction.</p>

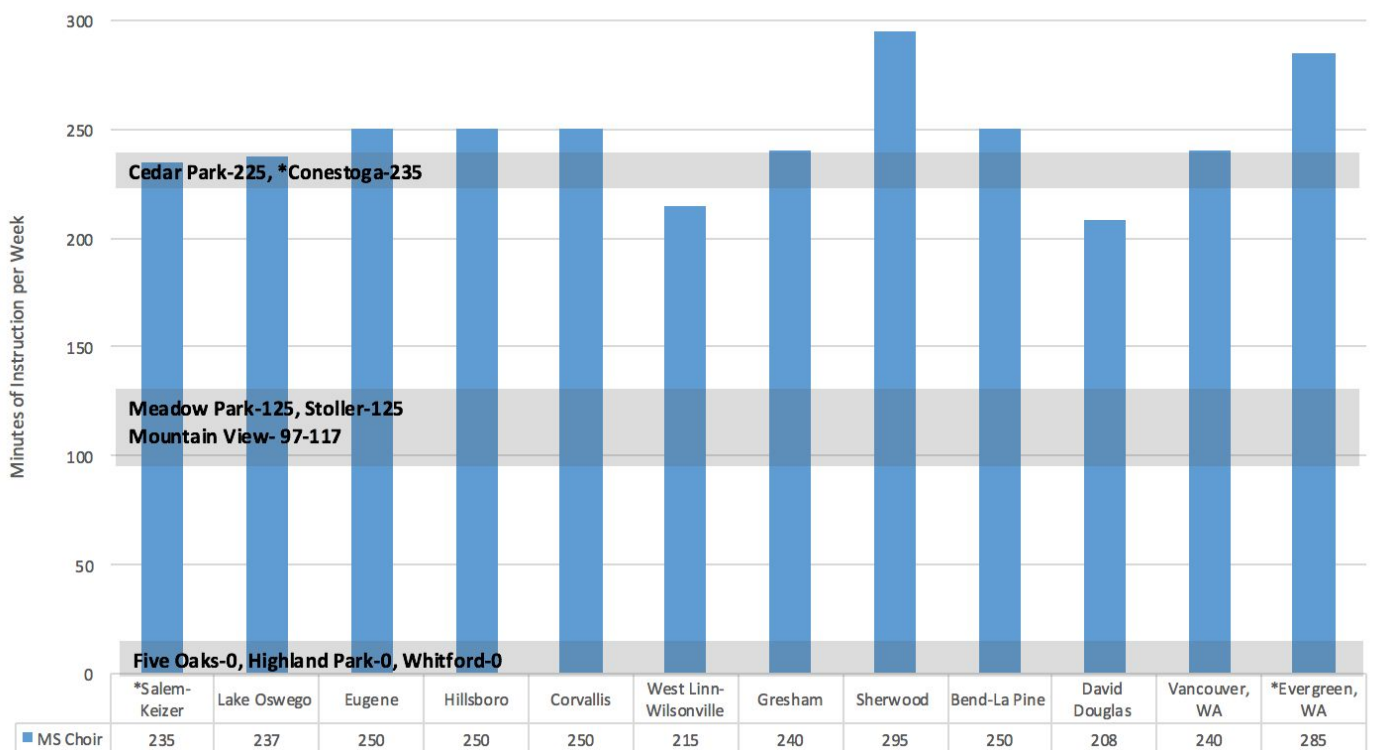
## Appendix A

BSD Middle School Band and Choir instruction time compared to other school districts in Oregon and SW Washington:

### Middle School Band Minutes of Instruction per Week



### Middle School Choir Minutes of Instruction per Week





## Appendix B

K-12 music minutes compared to other school districts in Oregon and SW Washington:

Music Instruction Minutes Per Week by District in Oregon and SW Washington							
	Elementary	MS Band	MS Choir	MS Orchestra	HS Band	HS Choir	HS Orchestra
Beaverton	90	97-285	0-235	0	225	225	0
*Salem-Keizer	60	235	235	235	225	225	225
Lake Oswego	60	237	237	237	225	225	225
Eugene	40	225-275	225-275	0	330	330	0
Hillsboro	50-60	250	250	0	225	225	0
Corvallis	60	215-285	215-285	215-285	225	225	225
West Linn- Wilsonville	60	215	215	215	285	285	285
Gresham	25	240	240	0	205	205	0
Sherwood	60	295	295	0	350	350	0
Bend-La Pine	60	250	250	250	339	339	339
David Douglas	80	208	208	208	225	225	225
Vancouver, WA	40	240	240	240	250	250	250
*Evergreen, WA	60	285	285	285	281	281	281

- BSD Music Task Force recommends 90 min/week Elementary Music and 225 min./week of secondary Band/Choir.
- \* Districts that have Music/Arts Administrators who supervise hiring and evaluations of music staff.
- Minutes for schools on block schedules were averaged for even/odd weeks
- Beaverton is the only district surveyed with schools that schedule middle school band and choir classes with less than 200 minutes of instruction per week.
- Beaverton had the greatest difference between middle schools in the amount of
  - Band: low of 97 min/week and a high of 285 min/week
  - Choir: Low of 0 min/week and a high of 235 min/week.
- Conestoga has both semester and year long choirs
- Beaverton provides the more instruction time than other districts at the elementary level (90 min/week).

## Appendix C

### Community Outreach

A total of **1,243 people responded to the Music Task Force survey** from December 14, 2013 to May 13, 2014. The following are common themes drawn from survey comments with Fine Arts TOSA responses to concerns in blue:

- Desire for music education to reach younger learners. Support for music and the arts as part of a well-rounded education. **Elementary students now receive 90 min/week of music.**
- Concern about students being forced to choose between music and sports, foreign language, PE, AP/IB courses. Also conflict for students on IEPs or in the ESL program between music and needed intervention classes. **These challenges still exist mostly at the middle school level as a result of the five period day (90-90-90-45-45) schedule model.**
- Desire for increased frequency of music at elementary level. **Elementary students now receive 90 min/week of music.**
- Concern about the high expense of music programming due to fees, uniforms, and other associated costs resulting in a barrier to student enrollment. Extensive fundraising necessary for travel, uniforms, entry fees, instruments, etc. **Music budgets have increased since 2014 to help offset the cost. Band and choir directors are committed to ensuring all students can participate in their programs and will work with students in need by waiving fees and helping them raise funds. Band directors are also committed to helping all students participate in the extracurricular parts of their programs (i.e. marching band, winter guard, etc.), however just as in sports there is likely to be some cost associated.**
- Concern about parents being unaware of music offerings elementary and middle school limited communication to parents about electives classes and opportunities. **Band and choir directors are now provided bussing and subs to do outreach to their feeder schools, however the middle school forecasting process has not changed since the Music Task Force Final Report. Middle school principals and counselors are in charge of the forecasting process and communication at their schools.**
- Communications not being translated into other languages for families. **Communication strategies and translation resources have been discussed at music team meetings. This is still an area where we can improve.**
- Concern about limited communication about music instruction to parents, curriculum, home practice, student progress, grading. **There has been a large amount of music articulation work done since 2014 which should provide more clarity to music teachers on assessing and grading students in music classes. Music teachers are receiving ongoing professional development in this area, but there is still room for improvement.**
- Support for orchestra or string offerings, including elementary level. **Current scheduling models makes this challenging. We are currently working for equity in existing band and choir classes before adding additional music classes.**
- Concern about lack of equity in music programming and instruction delivery between schools leading to differences in student ability. **There is now equity in elementary, but many disparities still exist at the secondary level.**
- Concern about lack funds for arts and district prioritization of arts funds. **There has been a large increase in funding for fine arts professional development and materials since 2014. \$570,000 for new instruments, \$50,000+ per year for professional development, addition of 28.5 FTE to reach 90 min/week of elementary music, 1.0 FTE Fine Arts TOSA.**

- Concern about lack of music options offered at middle schools-schools lacking choir options, schools lacking band options. Many disparities still exist. All middle schools offer band, but the Mountain View and Stoller bands meet every other day resulting in far fewer minutes of instruction. Highland Park, Five Oaks, and Whitford do not offer choir. Stoller, Meadow Park and Mountain View offer choir every other day. Conestoga and Cedar Park offer choir daily.
- Concern about counselors under valuing music education. This is difficult to measure and quantify.
- Concern about music offerings at Option schools. ISB and ACMA offer band and choir. Raleigh Hills is the only K-8 that offers band and choir classes to the 6-8 students. Merlo and Bridges Academy now offer a music performance and production class. HS2 is the only option school that does not offer any music classes.
- Concern about inadequate facilities at some schools. New schools will have state of the art facilities. While some work has been done on auditoriums, band, choir and music rooms have not been identified as a priority for improvements. Older schools like Aloha and Beaverton have expressed a need for more secure instrument storage areas in their band rooms with student Instrument lockers and have been working to secure funding.
- Concern about large class sizes. Minimizing class size is a goal district-wide. Elementary music classes should not be “supersized” to be larger than other classes. Some band and choir classes can accommodate larger classes sizes to balance their ensembles which can help offset class size in other subject areas if scheduled strategically. For example a concert choir can have up to 80 students, a wind ensemble may have around 60 students.
- Concern about condition of instruments and limited variety of instruments offered. Significant funding (\$570,000) has been provided to update instrument inventories since 2014
- Concern about limited window of time in which students can enter band- students grouped by grade level rather than ability level barring new students from entering in later grades. Most of our middle schools use a teaming model that groups students by grade level for the entire school day which prevents them from having ability based music ensembles. A different middle school scheduling model would be needed to have ability based ensembles and allow for multiple levels of entry.
- Concern about high school band participants being “forced” to do marching band. BSD policy states that marching band is an optional ensemble in addition to the band classes taken during the school day. Band directors can encourage participation, but not require it. Since the Fine Arts TOSA does not supervise or evaluate teachers it is up to building principals to ensure this policy is being followed.
- Concern about music teachers being overloaded or being placed outside of content area. All elementary schools now have one or more full time music teachers. Middle schools with full-time band teachers are Conestoga, Cedar Park, Five Oaks, Whitford, Highland Park, and Meadow Park. Schools with full-time choir are Cedar Park and Conestoga. Two band directors cover a middle and high school program (Stoller/Sunset and Mountain View/Aloha). Some middle schools have choir directors teaching classes outside of their content area to make a 1.0 contract (i.e. Mt View- choir/drama, Stoller- choir/advisory/drama, Meadow Park- choir/design)
- Concern about limited performance opportunities as a result of half time teacher allocations. Number of performance opportunities has increased significantly at all elementary schools schools and secondary that have full-time 1.0 teachers.
- Assertion that music builds confidence, team spirit, discipline, responsibility, collaboration, and leadership. Also, provides as sense of community, and belonging.

- Assertion that music gives older students a sense of direction and provides motivation to attend school.
- Assertion that music enhances other academic subjects (math, reading, science)
- Assertion that music provides a sense of place and an activity for those with physical disabilities.
- Assertion that music helps those with special needs and learning disabilities.
- Concern there is no music available for special needs students. [There are not music classes specifically for special needs students, however special needs students should have access to regular music classes.](#)
- Assertion that music draws diverse students together, including students with disabilities that cannot participate in sports.
- Concern about decline in the elementary music and high school marching bands over the years. [There has been an increase in elementary music staffing and instruction time. Participation in band programs is increasing in feeder areas that provide daily band classes and full-time 1.0 band teachers.](#)

# 2017 BSD Music Program Status Update



## Presentation Goals

1. Review Music Task Force 5 year goals
2. Review Music Task Force recommendations from the [2014 Final Report](#) and provide a status report of **green**, **yellow** or **red** in regards to implementation.

# BSD Music Task Force

In September of 2013, the BSD School Board charged a Music Task Force with evaluating the state of music education in the district and developing a reinvestment strategy to improve music programming. The Task Force researched current best practices in music education, compiled information on other district's of excellence in music education, inventoried music instruments and materials, and developed a budget proposal for consideration in the 2014-15 budget cycle.

Subcommittees Included:

- **Staffing & Scheduling**
- **Materials**
- **Community Outreach** (surveyed 1,243 community members)



The work generated by these subcommittees was used to create the [Music Task Force Final Board Report](#). The report included a prioritized list of items to be implemented over the next five years. We are currently in year 3.

The Task Force believed this report represented a blueprint for returning Beaverton music programs to excellence.

## Music Task Force 5 Year Goals

1. To provide a sufficient quantity and quality of instruction (Minimum of 90 minutes per week), kindergarten through 5th grade, to *give every elementary student a solid grounding in musical concepts and skills* and the experience to matriculate successfully, if he or she chooses, to middle and high school music ensembles.
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## Music Task Force 5 Year Goals

3. To *reduce barriers to enrollment* so no student is prevented from participating in any music program due to financial hardship or schedule conflict with singleton classes.
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# Music Task Force 5 Year Goals

4. To *increase diversity* in middle school and high school ensembles through the use of culturally competent programs and practices
  - Band and choir learning teams have focused on culturally responsive practices (i.e. examining practices and beliefs, choice of music, communication style)
  - Proposing Mariachi Ensemble at Beaverton HS. Ability to provide funding to start the program next year is still unknown.
  - HS and MS band and choir teachers are scheduling trips to their feeders to perform and share information with incoming students. Emphasis is placed on dispelling common stereotypes and reassuring students that they will not be turned away due to financial hardship.

# Music Task Force 5 Year Goals

5. To *foster innovative educational practices*, including technology use, by providing music staff with reasonable workloads, proper support budgets, and the opportunity for collaboration.
  - Smart Music ([Video Link](#)), Finale, Canvas, Google Drive, Teacher Source
  - District-wide music learning teams, music PD budget, studio classroom observations, inservice trainings, district choral festivals, honor bands





# Music Task Force 5 Year Goals

6. To implement and support a *unified curriculum* with built in measures of student progress.

- **Elementary Music**

- Common Learning Targets and Rubrics
- Scope and Sequence
- Model Assessments
- Purchase of supplemental curriculum resources, teacher created resources in BSD Music Google Drive and TeacherSource

- **Band & Choir**

- Common Learning Targets and Rubrics
- Band Scope and Sequence (Programs that do not meet the Task Force recommended 225 min/week will not complete the sequence)
- Common Technique Books and Sight Reading Resources
- Teacher Created Resources in BSD Music Google Drive and TeacherSource

# Music Task Force Recommendations

**Action:** Add 1.0 Music Administrator (or Music TOSA as alternative)

Facilitate the hiring of quality music teachers (in cooperation with other administrators) in order to provide students with a quality music education

**Status:** 1.0 Fine Arts TOSA Coordinates Music, Art and Drama Programs

TOSA checks the district website weekly for music postings and contacts principals to offer assistance with screening and interviews. Principals then choose if and how much they would like to involve the TOSA.

# Music Task Force Recommendations

**Action:** Add 1.0 Music Administrator (or Music TOSA as alternative)

Provide models for the evaluation of current music teachers (in cooperation with other administrators) in order to further improve the quality of music education.

**Status:** 1.0 Fine Arts TOSA  
Coordinates Music, Art and Drama Programs

TOSAs are not allowed to be involved with evaluations of other teachers. This is done by building administrators.

# Music Task Force Recommendations

**Action:** Add 1.0 Music Administrator (or Music TOSA as alternative)

Provide for the professional development of our current teaching staff.

**Status:** 1.0 Fine Arts TOSA  
Coordinates Music, Art and Drama Programs

Music teachers are being provided ongoing, meaningful, subject specific professional development.

# Music Task Force Recommendations

**Action:** Add 1.0 Music Administrator (or Music TOSA as alternative)

Work with district administration to maintain a district music budget in order to provide for more efficient use of funds.

**Status:** 1.0 Fine Arts TOSA Coordinates Music, Art and Drama Programs

The Fine Arts TOSA manages a yearly professional development budget. While some funds have been provided for replacing music instruments, schools are still responsible for providing budgets to support their music programs including music libraries and instrument maintenance.

# Music Task Force Recommendations

**Action:** Add 1.0 Music Administrator (or Music TOSA as alternative)

Coordinate placement of itinerant music staff (in cooperation with other administrators).

**Status:** 1.0 Fine Arts TOSA Coordinates Music, Art and Drama Programs

TOSAs are not included in the process of placing itinerant music teachers or in-district transfers. This is done by building administrators and HR.

## Music Task Force Recommendations

**Action:** Add 1.0 Music Administrator (or Music TOSA as alternative)

Manage district inventory of musical instruments, sheet music, and other music equipment.

**Status:** 1.0 Fine Arts TOSA Coordinates Music, Art and Drama Programs

Fine Arts TOSA manages BEF instrument donation program, ES instrument carts, shared district instrument inventory lists on Google docs, and central inventory of shared resources/music.

## Music Task Force Recommendations

**Action:** Add Elementary General Music FTE

Address equity of student contact time between elementary schools throughout the district. Increase student contact time to approach 90 minutes per week at the elementary level to meet minimum National Standards (NAFME, 1994).

**Status:** 22.5 FTE added in 2014 to reach 90 minutes of music every 5-6 days. Additional 6.0 FTE has been added since 2014 to accommodate full day kinder and growth.

All elementary school students now receive 90 minutes of PE and music every 5-6 days.

# Music Task Force Recommendations

**Action:** Equity in Middle School Instructional Time and Options

Ensure FTE of 1.0 choir and 1.0 band at every middle school to allow students access, regardless of the school they attend, to the same music options and adequate amount of instructional time.

**Status:** Improvement since 2014, but still very different across the district.

Cedar Park: Band 1.0, Choir 1.0  
 Conestoga: Band 1.0, Choir 1.0  
 Five Oaks: Band 1.0, Choir 0.0  
 Highland Park: Band 1.0, Choir 0.0  
 Meadow Park: Band 1.0, Choir 0.5  
 Mountain View: Band 0.4, Choir 0.5  
 Stoller: Band 0.5, Choir 0.3  
 Whitford: Band 1.0, Choir 0.0

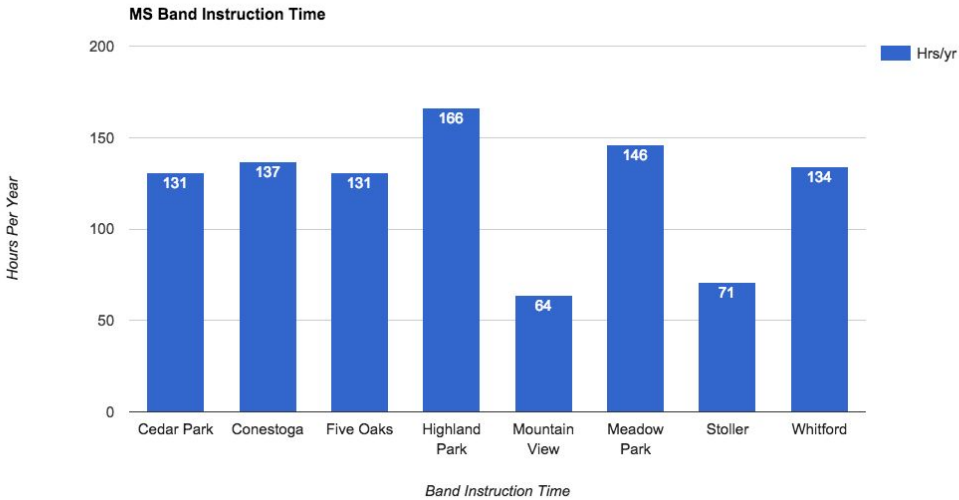
# Music Task Force Recommendations

**Action:** Equity in Middle School Instructional Time and Options

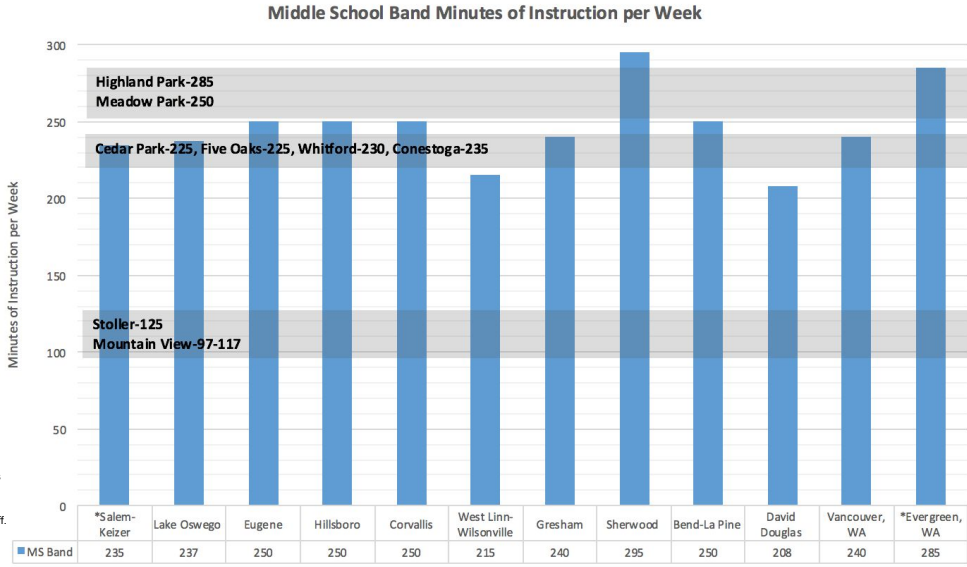
Resolve the inequity in class time that currently exists between middle school music programs in the district by ensuring that ensemble music classes meet for an average of **225 minutes in a regular school week.**

School	Band min/week	Choir min/week
Cedar Park	225	225
Conestoga	235	235
Five Oaks	225	0
Highland Park	285	0
Meadow Park	250	125
Mountain View	117 (97 6th)	117 (97 6th)
Stoller	125	125
Whitford	230	0

# Music Task Force Recommendations

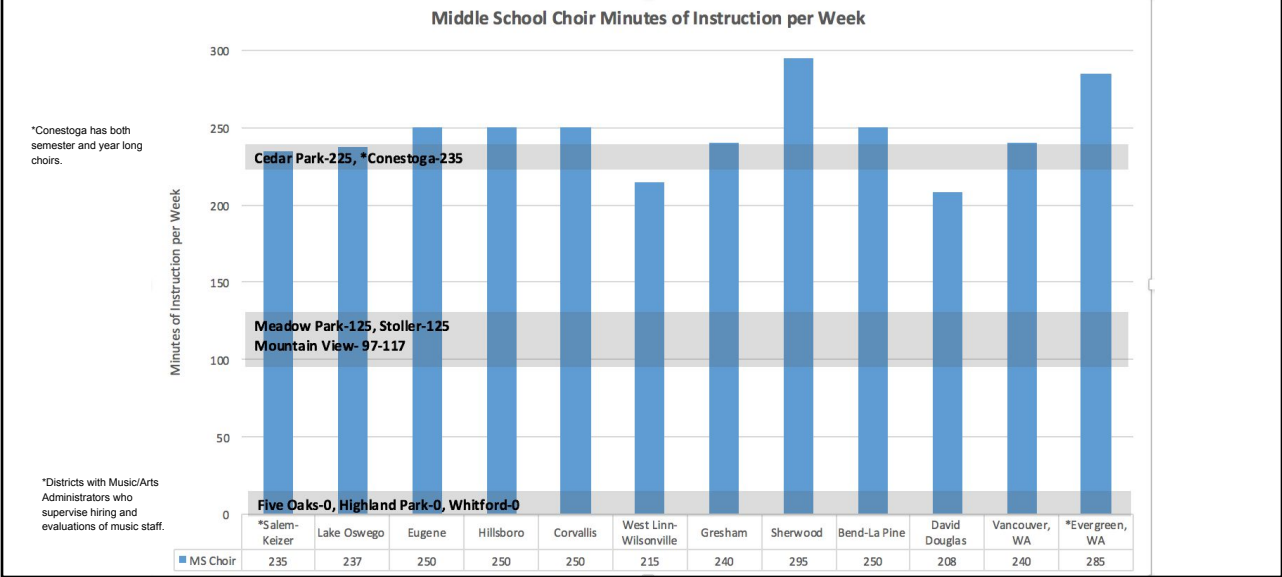


# Music Task Force Recommendations



\*Districts with Music/Arts Administrators who supervise hiring and evaluations of music staff.

# Music Task Force Recommendations



# Music Task Force Recommendations

**Action:** Equity in High School Instructional Time and Options

**Status:** Some increases in staffing since 2014, but disparities still exist. All high school class periods are 90 min. on an A/B block schedule which average around 225 min. a week.

Ensure **FTE of 1.0 choir and 1.0 band at every high school** to allow students access, regardless of the school they attend, to the same music options and amount of instructional time.

Aloha: **Band 0.8, \*Choir 1.0**  
 Beaverton: **\*Band 1.0, Choir 1.0**  
 Southridge: **\*\*Band 1.0, Choir 0.6**  
 Sunset: **Band 0.5, \*\*Choir 1.0**  
 Westview: **\*Band 1.0, \*Choir 1.0**

\* Groups that qualified for OSAA State Competition  
 \*\*1st Place at OSAA Metro League Competition

## Music Task Force Recommendations

**Action:** Fifth Grade Band Pilot- Staff and Instruments

Add 1-4 fifth grade band instructor positions (.2 FTE each) that feed to a single middle school.

**Status:** After school 5th grade band was piloted at Mountain View MS in the spring of 2016.

Instructors were paid with a stipend. It was determined that we would not be able to hire and retain qualified teachers on stipend pay making this model unsustainable. A sustainable 5th grade band program would require hiring FTE supported teachers.

## Music Task Force Recommendations

**Action:** Fifth Grade Band Pilot- Staff and Instruments

Purchase instruments to support classroom instruction.

**Status:** After school 5th grade band was piloted at Mountain View MS in the spring of 2016.

\$20,000 was allocated to purchase school owned instruments. Instruments are now part of the Mountain View inventory and having a significant impact on increasing equity of participation in their band program.



## Music Task Force Recommendations

**Action:** Fifth Grade Band Pilot- Staff and Instruments

Develop schedules, best practices, and collaboration models for preparation to full district implementation.

**Status:** After school 5th grade band was piloted at Mountain View MS in the spring of 2016.

This model was determined unsustainable for scaling district-wide. A sustainable model would require hiring certified 5th grade band teachers with FTE that could also support the middle and high school programs in the feeder area.

## Music Task Force Recommendations

**Action:** Instrument and Equipment Purchase for Elementary Music Classrooms

Bring parity to elementary music classroom equipment to provide a consistent and equitable music education experience across the district. Provide the means for authentic and meaningful music education experiences in every elementary music classroom throughout the district.

**Status:** \$250,000 from the bond was allocated for music instruments and equipment.

Fine Arts TOSA coordinated the purchasing process to ensure competitive bidding for quality instruments. Quality instruments will last a minimum of 10-12 years.

Every elementary music program now has the recommended minimum inventory.

## Music Task Force Recommendations

**Action:** Instrument and Equipment Repair and Replacement

Provide for the overdue replacement and repair of instruments at the secondary level.

\$10,000 per middle school band

\$12,000 per high school band

\$2,000 per middle or high school choir

**Status:** Teaching and Learning provided \$180,000 in 2015 and \$120,000 in 2016 to begin replacing outdated band instruments.

Band programs are benefitting from access to more working instruments which have improved access for students who cannot afford to buy or rent an instrument.

## Music Task Force Recommendations

**Action:** Instrument and Equipment Repair and Replacement

Provide for the upkeep of district owned music equipment, including choir robes, pianos, band instruments, etc.

Provide for acquisition of sheet music.

**Status:** School administrators are still responsible for providing annual budgets for their band and choir programs to purchase music and repair instruments. The amount provided varies greatly from school to school and most do not provide 5% of the current replacement value of the total inventory recommend in the [NAfME Opportunity to Learn Standards](#).

## Music Task Force Recommendations

**Action:** District supported, middle and high school drop down recruiting for band and choir.

Support bussing for band and choir recruiting events, provide substitute pay to allow middle school and high school to provide drop down recruiting, provide funds for printed recruiting materials, allow students opportunity to play and learn about a variety of instruments.

**Status:** All middle and high school music teachers were provided subs and buses to do drop down recruiting this year.

Buses and subs were paid out of the T+L Fine Arts Budget.

Fine Arts TOSA will print recruiting materials upon request.

## Music Task Force Recommendations

**Action:** Add 0.5 Music FTE and purchase instruments for Merlo Station

Provide access to music education to students Merlo Station where there currently is none.

Use a small ensemble model aimed at helping underserved/at risk students.

**Status:** Merlo Station and Bridges Academy now offer classes in popular music performance and production taught by John Stapleton who works at both schools. \$2,500 was allocated for instruments.

Students perform and compose music on guitar, bass, drum set, and vocals. The class also teaches students how to record and edit their music.

[Link to Merlo Music Studio Site](#)

## Music Task Force Recommendations

**Action:** Add 0.5 Certified Music Teacher with SPED background to work with SPED students district wide (e.g., in ISC) Purchase instruments for SPED students

Improve the quality of music education by providing music educators with specific training in special education.

**Status:** There has not been support to hire a separate music teacher for self-contained SPED classes.

Elementary music teachers are being provided training on teaching music to students with special needs.

## Music Task Force Recommendations

**Action:** Elementary, Middle, and High School Orchestra

Provide added FTE and purchase string instruments for loan to students, reducing financial barrier to enrollment.

**Status:** Some high schools have tried offering orchestra classes, but a sustainable orchestra program requires high quality middle school feeder programs which will not be possible unless we can adopt a more accommodating MS schedule.

Adding orchestra would be difficult when we are still not supporting all of our band and choir programs with 1.0 teachers and 225 min/week of instruction.

# Questions?

