

HSD MUSIC STAFF PRIORITIZED LIST OF RECOMMENDATIONS
TO HSD SCHOOL BOARD

By Unanimous Agreement on Monday, Nov. 24, 2008

1 Policy adoption: Adopt a permanent HSD policy that places band, choir and general music squarely within the regular school day – take power for these decisions out hands of principals, replace with central administrative/board support via policy.

2 Fine Arts Director: Reinstate a HSD Fine Arts Director to oversee elementary and secondary music/arts programs. Duties traditionally include:

- 1) Hiring decisions: music/arts staff
- 2) Centralized music budget: Control and disperse equitably so not site based
- 3) Inventories: musical instruments and scattered music resources: books, videos, vinyl records, etc.
- 4) Upgrades and repairs: MacMillan K-8 curriculum texts and CD's, multicultural kits, district band instruments
- 5) Summer Arts Academy: ensure its continuity each summer
- 6) Monthly music staff meetings: elementary and secondary traditionally meet separately once a month with occasional all-day agenda meetings
- 7) Double dosing concerns (a newer issue)

3 Reinstate all music programs: Reinstate all bands and choirs at all HSD secondary schools (and orchestras where appropriate).

4 Hiring Highly Qualified Teachers: Hire only highly qualified to do the job and do a national search if need be.

5 Centralized budget: Need a centralized budget from which monies can be equitably dispersed for instruments, resources, etc. instead of monies being put in specific school/site budgets. Who will be in charge of this? How much? Who decides, etc.?

6 Double-dosing: Double-dosing kids in reading and math to the exclusion of an arts/music elective is ineffective, as results show that this does not improve WASL scores.

Note: #1 - #3 are paramount; #4 - #6 fall under the auspices of #3 but are also listed separately as critical implementations in order to bring music programs back up to par.

To: Superintendent John Welch and the Highline School District School Board,
Highline Arts Advocacy Coalition, Wendy Sayan
From: HSD Elementary and Secondary Music Staff
RE: Prioritized List of Recommendations for Reinstating Music Programs

December 10, 2008

Dear Superintendent Welch and School Board,

Per your request, please find enclosed our prioritized list of recommendations for reinstating lost music programs and a Fine Arts Director. Our entire music staff collaborated and unanimously agreed upon this list on Nov. 24, 2008.

Also please find supporting documentation: 1) A history of the music programs in our district and where we are now and 2) Research spelling out how music benefits the whole child that can also be found at this website: www.newhorizons.org/strategies/arts/locklear.htm, managed by Johns Hopkins University.

Please keep in mind that our former Fine Arts Director actively worked with OSPI in the development of Washington State Music Frameworks and Classroom-Based Assessments beginning in 1994. Their work finally came to fruition when the State Board of Education passed House Bill 2195 on March 8, 2004, stating that there will be a 1.0 credit requirement for the Arts starting with the graduating class of 2008, without the possibility of a waiver. There are eight mandates to this law, among which is ensuring that arts education in dance, music, theatre, and the visual arts will occur. You can read the full text of the law at www.k12.wa.us/CurriculumInstruct/Arts. Since the implementation of this law is locally controlled, the action or non-action of any single School Board literally makes or breaks music programs.

Here is a link on the State Board of Education Website regarding Frequently Asked Questions about arts education. The document has "live links" to all of the links on the OSPI arts websites for Teaching, Learning, and Assessment to ensure that all students have comprehensive, sequential, standards-based instruction in dance, music, theatre and visual arts in all 295 school districts: www.sbe.wa.gov/artrequirement.html. Look under "Performing Arts."

In closing, the latest word from OSPI is this: **"WA State is leading the nation in the development of a systemic structure that will allow all students to have outstanding instruction in the arts, with reports to the state.** As teachers, your job and the district's job are to utilize the information to make it happen in your district for all of your students. Your intentions are to honor the law regarding "the whole child" and The Arts as an essential, core, and academic subject area." (AnnRene Joseph, OSPI, 12-04-08).

Thanks very much to Mr. Welch for soliciting our recommendations and to the School Board for listening to our concerns. We look forward to working with you to bring back music programs that benefit all of the students in our district from K-12.

Respectfully,

Sandra Locklear
for the Highline School District Music Staff

MUSIC TEACHER OFFERS FACTS AND A PERSPECTIVE

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Regarding your Sept. 24 front-page article "Schools Deny Arts Downplayed" I believe readers are misled into thinking that our Fine Arts programs are healthy when they're not. With all due respect, as HSD community relations director, Ms. Carbone-Rogers is paid to promote a positive image of our school district. But as a music educator of many years here I see things differently.

According to state law (www.k12.wa.us/CurriculumInstruct/Arts) the HSD has to provide a comprehensive, sequential and standards based K-12 arts program in dance, music, theatre and visual arts in order for students to fulfill their 1.0 arts graduation credit. Note that the Auburn, Kent and Renton school districts all still offer band, choir, and orchestra in their middle and high schools.

Music educator Paula Hawkins part-time job as HSD's Fine Arts Director was cut in 2003 due to the WASL and Small Schools implementation frenzy. Most parents I talked to were as confused as me or clueless as to the shifting baseline. Hawkins was replaced by a coordinator who had 5 other departments to manage. It's no surprise that our major departmental achievements unraveled. In Sept. 2008 this coordinator was replaced by a point person in the "Teaching and Learning" department, whatever that is. From 1991-2003, here are ways your tax dollars were well-spent under the dynamic leadership of a Fine Arts Director:

- 1) Choir and band was offered at every single secondary school; today our district has lost all choirs except at 1 middle and 1 high school;
- 2) HSD music benchmarks and standards were published plus Hawkins co-authored our state's music learning objectives with OSPI that are used today;
- 3) For the first time a music songbook/CD curriculum was adopted in 1995 that now needs updating;
- 4) Travelling multicultural music kits were assembled along with some instrumental kits; the guitar and keyboard kits need to be replaced;
- 5) A music resource library was established at ERAC (district headquarters) that was dispersed in 2004 to who-knows-where due to "a lack of space";
- 6) A research-based proposal passed to increase weekly elementary student music time and is still in place;
- 7) Monthly music meetings were and still are held;
- 8) Violins were secured through a grant from VH1 to revitalize lost string programs but these efforts have so far been hampered as explained in Barbara McMichael's Oct. 1 Letter to the Editor;
- 9) Hawkins co-authored with OSPI the Fine Arts state graduation credit to the 1.0 credit that is still in place today;
- 10) The Summer Arts Academy that was kept alive was cancelled in 2004 and has since been reinstated;
- 11) Funding was available for the part-time position of Fine Arts Director and the rest is history.

So why now the war on electives? 1) Small Schools (which don't solve the fundamental problems of public education) evoke "site-based decision making." HSD central administration chooses to no longer have a hand in what schools do elective-wise. Principals pressured to conform to the status quo now have the power to make or break music programs. 2) WASL stress preempts the arts. Empty choir rooms are being used for "double-dosing" kids in reading so they can pass the WASL exam, when in many cases some good old-fashioned turning off the TV at home might help.

The truth of Carbone-Rogers claim that "the district has made it a priority to meet its budget without cutting arts programs" speaks for itself. Decades-long education research supports music in American public school education. From K-12, the bottom line is that if we don't provide adequate opportunities for our children to learn and participate in band, choir and orchestra during the regular school day, we're depriving them of a great lifelong resource. The musical arts offer a legitimate life pathway for many students.

The fight to save music programs year after years diverts precious teaching energy. The School Board should adopt a policy to permanently embed secondary music programs into the regular school day, rendering them immune to educational fads or to the whims of principals. If federal monies had been directed to embed music programs instead of Small Schools, that's exactly what would have happened. Our beautiful new schools and the ones yet to be built ought to be filled with the sounds of music.

Washington State Arts Education Law and Policy

RCW 28A.150.210—State Learning Goals—Arts is Basic Education and included as an Essential Academic Learning Requirement (EALR) (dance, music, theatre, and visual arts). Education reform, 1993- (*Formerly HB 1209, 1993.*)

NCLB/ESEA, 2002—No Child Left Behind/Elementary and Secondary Education Act—Arts Education is Federal Law and a “core” academic subject area—Title V, Part D, subpart 15 (Section 5551). Arts instruction will be taught by highly qualified and certified instructors, aligned to rigorous state standards (EALRs) and accessible to all students. States will define The Arts. Washington State defined The Arts as dance, music, theatre, and visual arts.

WAC 180-51-061—Minimum requirements for high school graduation for the freshman class of 2004—graduating class of 2008 and beyond, including the new Arts high school graduation requirements for one full year of study in The Arts, aligned to benchmark 3 and/or above of The Arts EALRs and non-substitutable.

RCW 28A.230.095—Essential academic learning requirements and assessments. By the end of the 2008–09 school year, school districts shall have in place in elementary, middle, and high schools assessments or other strategies to assure that students have an opportunity to learn the EALRs in Social Studies, The Arts, and Health and Fitness. Beginning with the 2008–09 school year, school districts shall annually submit an implementation verification report to the Office of Superintendent of Public Instruction. (*Formerly HB 2195, 2004.*)

RCW 28A.230.130, Amended by ESHB, sec. 407 (2006)—Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities, to help students demonstrate the application of the EALRs to the world of work, which includes The Arts, and non-substitutable. (*Cannot be waived after 9-1-09.*)

WAC 180-51-003, Effective 6-7-06—Brief Description—Creating career and technical education high school course equivalencies for students meeting state standards (EALRs) in fundamental academic content areas (which includes The Arts).

SB 6245—Alternative routes to endorsement, 2004.

SHB 1495—Celebrating state tribal history and culture through The Arts, 2005.

AnnRené Joseph
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Updated August 2006

**HIGHLINE SCHOOL DISTRICT COMMUNITY MEMBERS:
MARK THE DATE ! WE NEED YOU !!!
IMPORTANT FINE ARTS WORK STUDY SESSION!**

Remember middle or high school choir? That's a thing of the past in our school district! But because of the current budget crisis and the need to determine how next year's district budget will be spent, there now exists a window of opportunity to restore our cut music programs! On behalf of the students in our district, let's show our School Board how serious we are about getting back our choirs and keeping our band programs functioning during the regular school day. Bernie Dorsey, our new School Board President, is a Highline High School graduate and is open to change. He said that the more people that show up to fill the room, the more likely we are to get results! Tell everybody you know and bring others with you. Please read on.

Who: Highline School District School Board

What: Fine Arts Programs Work Study Session:

<http://www.hsd401.org/ourdistrict/board/boardmeetingschedule.htm> - see specs below

When: Wednesday, April 15, 2009 at 6 PM (confirm on website or call district office at 206.433-2217)

Where: ERAC (HSD district offices next to the bowling alley across from Azteca -15675 Ambaum Blvd. SW; Burien, WA; 98166)

Why: To find solutions to reinstate music programs in our school district. Due to No Child Left Behind, Small Schools, the WASL, and site-based decision making, our district has lost all choral programs (except at Mt. Rainier HS and Pacific MS). Additionally, the Fine Arts Director position was axed in 2005 as well as the centralized music budget. What we are requesting: a HSD policy advocating music during the regular school day at every grade level K-12; reinstatement of our choral programs at the middle and high school level; reinstatement of a Fine Arts Director (part-time is better than nothing); reinstatement of a centralized music budget for instrument and music purchases and repairs. For a more extensive analysis, see the links below.

Important Note Regarding Work Studies: Unlike school board meetings, people are not allowed to speak at Work Study Sessions unless specifically called upon by a Board Member, i.e., to answer a question a Board Member may have. Please do not allow this to deter you from coming! The Board is very interested in seeing exactly how much community support there is for determining a new direction for the arts and music programs in our district.

Upcoming Board Meetings: If there is something you have to say to your School Board between now and April 15 regarding music programs in our district, you have 3 opportunities: at the Mar. 11, Mar. 25, and April 8 School Board Meetings. Please note: Those who want to share their thoughts with the School Board can do so as a "scheduled" speaker during the *Communication* portion of the agenda. Scheduled speakers must call the District Office at 206.433.2217 by 12 p.m. on the day of the meeting in order to be included on the agenda, and are allotted 5 minutes to speak. Those who wish to address the School Board but have **not** called to sign up to speak by the noon deadline may sign-up to speak for 2 minutes during the *Unscheduled Communication* portion, toward the end of the meeting.

WHY “NOW IS THE TIME!”: Upcoming HSD Budget Work Study Sessions: The window of opportunity exists now to reinstate music programs, as our state and school district are facing unprecedented budget cuts, to the tune of \$5-8 million. Because of the current budget crisis and the need to determine how next year’s district budget will be spent, there now exists a window of opportunity to restore our cut music programs. How will cuts be determined? Proposed cuts will be based on:

vSchool board direction.

vCommunity and parent input.

vAnalysis by staff.

What can you do? Voice your opinion on proposed cuts.

vComplete a survey now.

vFill out online comment form at www.hsd401.org.

vComment at a school board meeting.

vAttend a board budget work session: March 25, April 22, May 27 - Budget Plan to be Finalized in June 2009

vCommunicate with your legislator. Online: www.leg.wa.gov By phone: 1.800.562.6000

Highline Times Article Outlining HSD Fine Arts Issues: To get the full scope and gist of Fine Arts issues in the HSD, read the article written by HSD music educator Sandra Locklear, published by the Highline Times on Oct. 22, 2008.

<http://www.highlinetimes.com/articles/2008/10/20/interact/columnists/column03.txt>

Research backing: There is a lot of research out there validating the importance of music in public education, here are a few of them:

<http://www.newhorizons.org/strategies/arts/locklear.htm> - Johns Hopkins University site

<http://www.edutopia.org/arts-music-curriculum-child-development>

<http://www.strauchmonster.com/page4.html> - Recent Whitworth College Study

Thanks very much in advance for your support and interest!

SPECIALIST 'EXTRAS'

(no particular order)

compiled by Margie Paynton – Highline School District March 2009

The following list is intended to point out inequities in responsibilities, materials, and time between specialists and general education teachers. While this document was prepared largely by elementary music specialists, many items also apply to secondary teachers as well as PE specialists. There is some overlapping of issues, and some items might be stated in different terminology.

- Classes often include ILC and/or BD integrated students and home school students, which can increase classroom capacity to over 30 and an increase in management issues.
- There are expectations with regard to assemblies, including planning and set-up as well as participation from music students. Further, with many assemblies being 'arts' related, it falls to the music specialist to 'prep' students for what they will see/hear.
- Specialists end up monitoring all CC&E students instead of just one classroom's worth, as well as keeping up with IEP accommodations for testing (i.e., reading test to student or scribing for them).
- Specialists receive no regular para help time to do copying, grading, or extra academic help.
- Having a parent aide or helper in the classroom must be arranged by the specialist, and often varies not only from day to day, from class to class. In other words, the specialist is THE teacher who does it all.
- Specialists assess and differentiate for hundreds of students representing many different learning styles and capabilities.
- General education classroom teachers do not teach every subject every day – there is not enough time. Further, planning for reading and math is often highly pre-planned and scripted.
- Team planning for specialists has to largely happen on their own time, either through email or meeting after our contract day.
- Specialists and their students are active teachers and learners; there is no time to sit down at a desk and get off their feet.
- As for professional development, specialists search it out and pay for the registration and the sub.
- Specialists manage their own materials, including the scheduling of kits and often their transportation from one site to another. On the other hand, science kits just 'arrive.'
- There is no repair/replacement budget for music kits; some recent repairs were made possible after applying and receiving a grant.
- Planning for specialists often involves different lessons for two different classes of the same grade level, since each has its own character. Further, additional planning is needed for ELL, ILC and split grade level classes.

- There is not a stable of subs that we know can handle music classes. Most subs are geared toward the classroom and know nothing about music. The few we do know of must be contacted well in advance. Therefore, either 'generic' planning for a sub must be done, or two sets of plans prepared, one for a knowledgeable musician and the other for someone uncomfortable with the curriculum content but needing the work/pay.
- Some specialists are the contact person for any visiting groups for assemblies.
- To meet administration and community expectations, many of us form zero hour groups or give up planning or lunch time to have performance groups
- We are the last teachers to get updates in technology, equipment, etc.
- None of us has more than what would be considered "the basics" in curricular equipment. Further, when there are two teachers in the same building, a system of 'sharing' must be worked out between the two.
- The budget that once allowed for \$4 per student per year was taken with no explanation.
- We are given FTE per number of classrooms unlike the librarian who is given FTE per number of students.
- We teach every grade level - some times all within one day with no transitional/set up time between.
- Music teachers are not able to remove groups of students (pull outs) to other classrooms who learn slower or have different learning needs; we are expected to teach them all as one homogenous group.
- Music specialists are often the liaison for parents trying to find private lesson teachers for their child. The specialist is constantly revising and searching out a list of such teachers.
- Our materials are 14 years old (the previous series was 30!) The books and manuals are falling apart, the CDs are scratched and battered, the Big Books used for Kindergarten- 2nd grade are ripping and falling off the binders due to age and usage. Yet, the district is buying new texts about every 2 years for math and/or literacy.
- Itinerant teachers are usually not equipped with adequate supplies, materials, or technology (and sometimes teaching space) and must either attain these on their own time, haul them from home and from school to school, or plan well enough in advance to be able to share with the lead music teacher.
- There is not time given for common planning for itinerant specialists, so these folks must plan for common grade levels, programs, etc. on their own time.