

**Motion:**

We move adoption of the Milwaukee Music Educators Association proposed Music Education Timeline and Administrative Policy.

We move that the administration fully implement the K-8 policy over a 4-year period starting in school-year 2020-2021 and that the full policy for K-12 be completed by 2024.

We move that the administration begin an immediate intense and multifaceted campaign to –

1. Recruit certified music teachers,
2. Pair all partial music positions to create 1.0 FTEs, based on geography and specialty at no more than two schools, and post all paired positions on WECAN with specific descriptions of school(s) and responsibilities,
3. Create methods for recruiting music majors at colleges and universities, and create avenues for those students to gain post-baccalaureate teaching certification,
4. Develop partnerships with colleges and universities with strong music programs, Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), and specifically UW-Milwaukee, for the intentional purpose of creating pipelines to music teaching in MPS,
5. Assign responsibility to district-wide staff to actively recruit diverse music teachers, reflecting the ethnicity of the MPS student population, through attendance at state music conferences and teacher recruitment fairs, and posting on national teacher job boards.
6. Create easy access for colleges and universities to place music student teachers in MPS schools,
7. Enable MPS schools to seamlessly hire music teachers after they student teach in the district,
8. Promote collaboration between MPS music teachers and music experts from ethnically diverse communities and organizations,
9. Frame our music education in multiculturalism that integrates cultural, linguistic, traditional and popular music experiences, joint musical performances with ethnic and diverse communities, and culturally responsive co-curricular music performance ensembles,
10. Implement professional development that integrates multicultural and culturally responsive music into all classrooms,
11. Create programs that encourage our students to pursue degrees and certification in all forms of musical expression, and scholarship programs to eliminate financial barriers for potential music majors,
12. Assign responsibility to the music curriculum specialist and his/her staff to enforce the Music Policy and Procedure across the district, advise principals on the implementation of required minutes and appropriate staffing (certified educators and traveling music teachers), develop a district-wide music curriculum for all grade levels and
13. Support the collaboration, expansion and development of all music programs in MPS.

## **Music Policy & Procedure Fiscal Impact**

### **5 Year Implementation Plan**

#### **Year 0 (2019-2020) Pre-Implementation**

##### **Action Items:**

- Confirm pairings for 1.0 positions by specialty and geography (see p.4 below)
- Regional Superintendent & Music Curriculum Specialist (MCS) meet with principals at Year 1 schools about a change in allocation and educating them on the policy and procedure (November/December)
- Update Principal Financial Tools Handbook to accommodate music (November)
- MCS work with HR to post all new Year 1 1.0 FTE and paired positions positions WECAN with specific descriptions of school(s) and responsibilities (February)
- Active recruitment by MCS of certified music educators:
  - Contact HBCUs, HSIs, and Wisconsin College & University Music Departments
  - WERF Fair (end of February)
  - WMEA State Conference (end of October)
  - MPS Job Fairs (ongoing)
  - NAfME Job Board (ongoing)
- Chief School Administrative Officer holds principals accountable to meet year 1 allocations in Ambitious Instruction Carousels (February)

#### **Year 1 (2020-2021 School Year)**

- Add 12 FTE at the K-5 and K-8 level
- Add 4.0 FTE at the Middle School level

#### **Year 2 (2021-2022 School Year)**

- Add 12 FTE at the K-5 and K-8 level
- Add 3.3 FTE at the Middle School level

#### **Year 3 (2022-2023 School Year)**

- Add 12 FTE at the K-5 and K-8 level
- Add 4.0 FTE to MSL, MacDowell, and Obama
- Add 4.0 FTE at the High School level

#### **Year 4 (2023-2024 School Year)**

- Add 11 FTE at the K-5 and K-8 level
- Add 4.0 FTE at the High School level

#### **Year 5 (2023-2024 School Year)**

- Add 5.5 FTE at the High School level
- Add a maximum of 13.5 total positions based on school size and spread of grade levels. This should be done as needed, dependent on student flow to various schools.

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\*MMEA VERSION\*  
RECOMMENDED ADMINISTRATIVE POLICY

MUSIC EDUCATION

The Milwaukee Board of School Directors (Board) believes that each person deserves the opportunity to develop the skills and knowledge necessary for participation in and appreciation for the arts. To that end, the Board shall require that the instruction of music be provided within all Milwaukee Public Schools (MPS).

Students shall be provided instruction and educational opportunities to develop 21st-century skills and understandings through music education:

- (a) Problem-solving skills that give students a way to harness their innate creativity to produce and perform music, with the understanding that problems can have more than one solution and that questions can have more than one answer.
- (b) Communication skills that foster effective use of thoughts, ideas, and emotions.
- (c) Citizenship skills that will enable them to connect as human beings across time and space, and discover the range and variety of what we are capable of feeling.
- (d) Cognitive development, self-regulation, and social and emotional skills that are essential to becoming successful members of society.
- (e) The opportunity to collaboratively perform music, which fosters perseverance and guides students to the understanding that excellence is the only acceptable standard.
- (f) Imagination, creation, and innovation, which are skills that research has proven are most fully developed through an arts education.
- (g) The understanding that music can express what neither words in their literal form nor numbers can fully encompass. The limits of language do not define the limits of cognition.

1) STANDARDS FOR SCHEDULING

a) Scheduling practices can vary within each school's particular setting. School principals are required to ensure that the following minimum standards for music education are met:

- (1) State statutes require that music instruction shall be provided for all pupils in grades kindergarten through 6 shall be performed by or under the direction of a

licensed music instructor. The standard set by the MPS Board of School Directors is that:

- (a) Each student in grades K-2 has music experiences in school for no fewer than 60 minutes per week.
- (b) Each student in grades 3-5 has music experiences in school for no fewer than 75 minutes per week.
- (c) Each student in grades 6-8 has music instruction of no fewer than 100 minutes music per week.

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(2) State statutes require that general, vocal, and instrumental music classes be available to all pupils from grades 7 through 12 and shall be taught by a licensed music teacher. The standard set by the MPS Board of School Directors is that:

- (a) Instrumental and vocal classes in the elementary, K-8, or middle school meet at least three times weekly for a total of not less than 120 minutes per week. A daily program is preferred to achieve a comprehensive, sequential, and standards-based program of music instruction.
  - (b) All performance based classes and general music classes at the high school level will meet for not fewer than 200 minutes per week.
  - (c) All students in performance-based classes shall be provided small-group lessons at least every other week by either the MPS Traveling Music Teachers or another qualified music instructor.
  - (d) All schools will budget for one 45 minute period of lessons for each 100 students in grades 4 and above.
- b) Principals are responsible for monitoring the scheduling of elementary, middle, and high school music classes to ensure that all students receive the appropriate amount of instruction. This will annually be monitored by the Music Curriculum Specialist and reported to the School Board.
  - c) The federal Every Student Succeeds Act (ESSA) acknowledges music as a core part of a "well-rounded education." No student in MPS will be denied access to participation in any school's music education program.

## **2) INSTRUMENTS**

- a) All MPS schools will maintain an inventory of instruments to be made available for student rental and use.
  - i) Inventory, records, repair and maintenance of these instruments will be the responsibility of the building music teacher in collaboration with the District Instrument Specialist.
  - ii) The District Music Curriculum Specialist is responsible for maintaining a district level inventory of instruments and developing appropriate rental policies

## **3) MONITORING and EVALUATION**

a) Annually, in August, a report shall be made available to the Board, through the Music Curriculum Director, on the district's music education programs.

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\*MMEA VERSION\*  
RECOMMENDED ADMINISTRATIVE PROCEDURE

MUSIC EDUCATION

**1. MUSIC EDUCATION CLASSES**

- a. All music education staff are to be employees of Milwaukee Public Schools and be certified by the State of Wisconsin or working to attain certification.
- b. All music education courses will be environments in which students learn, practice, perform, and are assessed on developmentally appropriate musical and performance skills and academic knowledge.
- c. With the exception of high school level performance classes at the discretion of the instructor, all music education classes must have a student/teacher ratio similar to other classes in the school, in accordance with School Board Administrative Policy 7.25.
- d. DPI Administrative Code PI 8.01(2)(j)4 requires that music instruction shall be provided in accordance with a written comprehensive music curriculum including developmental experiences involving singing, playing instruments, listening, movement, creative expression, and music reading.
- e. Wisconsin State Statutes requires that music instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed music teacher. Music instruction including general music, vocal music, and instrumental music shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed music teacher, per State Statutes 121.02(1)(L)1., 121.02(1)(L)2, 121.02.(1)(L)3.
- f. Each school must develop a schedule by which music instruction can be provided in an appropriate classroom space, with secure storage for instruments.
  1. There must be timely transition into music class from other classes
- g. As laid out in Administrative Policy 1.06, each school must provide basic instruments, equipment, and supplies necessary to insure equity of instruction.