

August 14, 2019

Larry Miller
President
Board of School Directors
5225 W. Vliet St.
Milwaukee, WI 53208
governance@milwaukee.k12.wi.us

Re: MTEA Proposal for Music Education Policy

Dear President Miller,

I represent the Milwaukee Teachers Education Association ("MTEA"). I write to respectfully submit the enclosed proposal for a new Administrative Policy and Procedure, carefully drafted by MPS music educators and their union, the MTEA, which would require Milwaukee Public Schools ("MPS") to deliver music education to all students across the District. There have been months of discussion with Administration and DPI input was received and incorporated as well. MTEA and its members feel strongly that this policy proposal will properly ensure equal access to a critical and overlooked component of a quality curriculum, and we are hopeful that the Milwaukee Board of School Directors ("the Board") will agree.

Having received this proposal, the Board is now required to act on it expeditiously. "[P]roposals for new district policies or changes in existing district policies may be submitted by any party, including, but not limited to...employee organizations." (Board Governance Policy 2.11(1)(b).)

MTEA is a qualifying employee organization, and the proposal is exactly the type of district policy that comes under this provision. (See, e.g., Admin. Policy 7.07, an analogous Administrative Policy dealing with physical education.) When such a proposal is submitted more than 48 hours in advance of the regular monthly Board meeting, it must be presented to the Board and, at that meeting, you must *immediately* refer it to the appropriate committee for study and recommendation. (Board Governance Policies 2.06(1)(d), 2.11(1)(b); Board Rule 1.10(1), (4).) In this instance, the

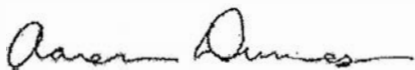
appropriate committee is the Committee on Legislation, Rules and Policies, which is required to consider "proposed changes in...the Board's policy manual...affecting education generally." (Board Rule 2.08(1).) The Committee is then required to "consider[] the proposed policy [and then] submit its recommendations to the Board for approval." (Board Governance Policy 2.11(1)(c).)

MTEA's music educators have engaged with Administration to include their input in developing this policy and procedure. As we enter the 2019-20 school year, however, we feel that it is necessary for the Board to take up this important proposal now. Because we are submitting it more than 48 hours before the Board's August meeting, it should be referred out, acted on by Committee, and returned to the Board for final approval at its September meeting if the Board and Committee act as they should.

MTEA and its music educators are eager to work with the Board, answer any questions it may have, and jointly perfect and implement this and related measures to better serve our students and community.

Sincerely,

PINES BACH LLP



Aaron G. Dumas

Enclosure

CC:

Jacqueline M. Mann
Ben Ward

ADMINISTRATIVE PROCEDURES OF THE

MILWAUKEE PUBLIC SCHOOLS

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.

ADMINISTRATIVE PROCEDURES OF THE

MILWAUKEE PUBLIC SCHOOLS

- (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.

**ADMINISTRATIVE PROCEDURES OF THE
MILWAUKEE PUBLIC SCHOOLS**

***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.
- 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.