

Questions/Comments Submitted from Instrumental Program Parent Meeting Presentation - February 28, 2019

	Question/Comment Submitted	Response
1	Need to figure out the Fine Arts vs. other options problem and kids having to choose between other subject areas/electives	Yes, this is a tradeoff that is often the case due to the complexity of creating building schedules. The complexity of student and staffing schedules is one of the most challenging elements of each school year.
2	Why does the staffing FTE have to be equal? Why can't some be .5, .75, .9 etc. to reflect need/demand?	Staffing FTE (full time equivalency) does not need to be equal; however, most teachers are looking for a 1.0 FTE position and not part-time. Having several part-time music teachers would most likely create a lot of turnover.
3	Why fix what's not broken? Music lessons are important at an early age. Fix it across the board including elementary school. Don't let the younger ones suffer.	We will do our best to not let the programming suffer, although it may need to take on a different look. The current system, while not necessarily "broken," has been presenting some challenges in both equity and accessibility. The impending retirement of one of our music teachers now allows us to explore options while still keeping all of our current staff members.
4	Why would we eliminate a highly successful program in the elementary grades? It is so important to start at an early age. You are proposing a weekly middle school lesson. That is no different from what they get in elementary. So why change it?	<p>We only consider these changes to address current struggles of the elementary band/orchestra lesson schedule, as well as to bring our staffing in line with course needs. The option to move band/orchestra start to 6th grade is a different structure in that the weekly lessons proposed at the middle school level are <i>in addition to</i> the already-existing 2 or 3 classes per week.</p> <p>Another difference is that students would not be pulled from another elective area--phy ed, art, library, technology--at the middle school.</p>
5	Will the elementary music curriculum change to incorporate the loss of instrumental programming? Will there be hands on exposure in 4th and 5th so they know what and how to choose an instrument?	Yes, we would have to adjust curriculum for 4th and 5th grade and potentially 3rd grade for both elementary schools. We would also have to be very intentional with our outreach across buildings and summer programs to ensure that we are setting students up for success.
6	Why is fixing equity among teachers the goal of the district? The goal should be students.	<p>Student opportunity and experiences are the priority. As shared, our elementary students do not currently have the same experience by building. In reviewing our programming, the inequity of instruction was discovered.</p> <p>While it is not the responsibility of our community or parents to get involved in personnel issues, as an employer, this needs to be recognized and considered.</p> <p>Furthermore, inequity among staff creates more</p>

		turnover, which negatively impacts students as it hinders students forming relationships with their teachers.
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