

EDMONTON PUBLIC SCHOOLS

February 24, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Review of District's Music Enrichment Program

ORIGINATOR: B. Holt, Executive Director, Instructional and Curricular Support Services

RESOURCE

STAFF: Karen Bardy, Gloria Chalmers, Mary-Ellen Deising, Ingrid Neitsch, Pat Sadoway, Judy Sills, Stuart Wachowicz

INFORMATION

**Background:** A review of the district's Music Enrichment program was conducted between September and December 2003. The framework for the review (Appendix I), which identifies areas of the program to be examined, was consistent with the district's framework for reviewing other district programs.

Board reports related to the program were reviewed and discussions were held with the principal and the supervisor responsible for the program as well as with staff in Budget, Curriculum and Personnel. Teaching staff in the program, and principals, students and parents involved with the program were provided with the opportunity of completing a questionnaire (Appendix II). Ten (7 strings, 2 choral, 1 Orff) of 15 teaching staff, 23 of 46 principals, 287 (1 Orff, 6 strings and choral, 38 choral, 242 strings) of 907 students and 46 (38 strings, 8 choral) parents provided input.

Following the collection and analysis of data, the findings were shared with the principal and the supervisor of the program, who also worked with Curriculum Programs staff to develop plans for addressing identified issues. The issues and plans will be shared with the three program support groups and with students and parents generally.

**General Findings:** The review process was a positive, cooperative experience that created opportunities for refining a valued program. In terms of questionnaire feedback, the majority was from people involved in the strings program that constitutes approximately 80 percent of the enrichment program.

Support for the program was strong, indicating that it enabled students to be introduced to string instruments, to strengthen their love and appreciation of music and to have additional music instruction and performance opportunities. It is a support and enhancement of the provincial music curriculum offered in district schools. A majority of the respondents, regardless of category, agreed that, as is currently the practice, the program should serve all students in the district. While a majority of principals and parents indicated that the curricula were satisfactory, teachers and a few others indicated a need for revisions. As well, with regard to standards, the majority of principals and parents were satisfied with the program standards but some teachers felt there was a need to review for consistency. Not surprisingly, principals and teachers felt resources were insufficient

while a majority of the parents and students indicated they were sufficient but that better instrument upkeep was needed.

Suggestions for improvement focused in three major areas: explanation of program purpose and focus, organizational aspects of program and communication of program. Teachers indicated a fourth area related to working conditions. With regard to program explanation, input indicated that there is a need to communicate clearly the focus for each of the three facets of the program, to update curricula and musical offerings and to reinforce reporting of progress. A copy of the strings program progress report is provided in Appendix IV. With regard to organizational aspects, input indicated that consideration should be given to distributing sites more broadly, improving instrument upkeep and reviewing access to the choral library. With regard to communication of program, input indicated a need to more aggressively market the program in schools and in the community and to improve communication between instructors and the schools and in terms of information to students and parents. With respect to working conditions, input indicated a need to review job descriptions and workload and pay inequities.

Additional information about the history of the program; description of the program, including program objectives/goals; resources available; student achievement; where the program is offered; enrolment trends; communicating the program; staffing, budget and questionnaire feedback is provided in Appendix III.

**Conclusion:** The review confirmed that the music enrichment program is valued by principals, teachers, students and parents. All indicated that it is worthwhile to provide students with the opportunity to develop skills related to playing string instruments and to provide the musically talented with additional opportunities to hone their skills and to perform. Some areas were identified as in need of refinement and throughout the remainder of this year and next year some refinements will be made. However, a number of the suggestions have significant cost implications and could not be accommodated without fee increases. Because all stakeholder groups supported providing enrichment programming to all students and identified accessibility as a benefit of the music enrichment program, enhancements will focus on those items that can be undertaken within current budgets.

In the first instance, information will be communicated to stakeholders to inform them about the outcomes of the review and issues raised. For example, they may be unaware that the program employs an instrument technician, that close to \$10,000 a year is spent on instrument repair and that replacing strings is a student/parent responsibility. As well, the specific foci for the strings, choral and Orff facets of the program will be reinforced during the spring recruitment campaign. Based on the feedback received, information about the program will be distributed earlier in the spring than in the past and Curriculum Programs will provide some support to enhance communication of the program in the district and community. As with other programs of choice, program sites are dependent upon enrolment and availability of appropriate space. The string program is offered at 24 locations this year.

In addition, the following actions will be undertaken:

- Clarify district support for the district music enrichment program (Curriculum Programs and Music Enrichment Program Administration)
- Review the music enrichment curricula, including relationship to the Royal Conservatory of Music and the Music Conservatory of Canada curricula (Curriculum, Music Enrichment Program Administration and music staff)

- Pilot the music performance standards in the Choral Program (Music Enrichment Program)
- Investigate the Grande Prairie School district model for the offering of strings classes and orchestras grades 4 to 12 and determine its relevance to Edmonton Public Schools (Curriculum Programs and Music Enrichment Program Administration)
- Reinforce a common reporting procedure to students and parents in the strings program (Music Enrichment Program Administration and strings teachers)
- Review processes related to staffing and to budget (e.g., hiring, job descriptions, work assignments, fee setting and collection) (Music Enrichment Program Administration, Personnel, Budget, Curriculum Programs)
- Include music enrichment in the district website and link to curriculum and programs websites (Curriculum Programs and Music Enrichment Program Administration)
- Consider means of strengthening the ongoing relationship with community music groups (Music Enrichment Program Administration)
- Work with strings, choral and Orff parent support groups to discuss ways they can continue to support the programs (Music Enrichment Program Administration)

GC:ee

Appendix I: Framework for Music Enrichment Program Review

Appendix II: Staff, Principal, Student and Parent Questionnaires

Appendix III: Summaries of Findings

Appendix IV: Music Enrichment Strings Progress Report

**APPENDIX I**

**MUSIC ENRICHMENT PROGRAM REVIEW TEMPLATE (ADAPTED FROM OTHER PROGRAM REVIEW TEMPLATES)**

<b>AREA</b>	<b>INFORMATION THAT MAY BE COLLECTED/COMPILED</b>	<b>POSSIBLE METHODS</b>	<b>FROM WHOM</b>	<b>BY WHEN</b>
Advise of Review		Send letter to string and choral teachers via e-mail (Judy); send letter to principals involved via e-mail (Gloria); send letter to parents of Orff and choir students (via students); send letter to strings parents via newsletter or students.	Principal & Review coordinator	October 10, 2003
Questionnaires		Draft Developed and reviewed.	Draft by Gloria Chalmers Draft reviewed by Judy Sills	October 2, 2003  October 6, 2003
Program Description	Brochures, board reports, website, open houses, etc. How do you communicate program	Review of district/school documents	Program coordinator and Board Office	October 15, 2003
Student Characteristics	Eligibility Number of students served Age/grade distribution Geographic distribution Instrument or subprogram (e.g. voice) distribution	Review of program stats Review of program admission forms Review of feedback to students	Program coordinator	October 31, 2003
Student Achievement	Indicators of achievement used Percentage of students who complete program annually Reporting of achievement to students/parents	Review of "reports" Review of stats	Program coordinator	October 31, 2003
Staff	Number (FTE) and type of staff (e.g., teacher certificated, exempt, contract, etc.) Skill requirements Views on focus and effectiveness of program	Discussion with Personnel Questionnaires Group or individual input sessions	Program Coordinator Staff in Personnel Staff in Program	December 5, 2003

	Strengths of program Suggestions for improvements Satisfaction with results Factors which affect success in program			
Resources	Nature of Resources Quality of Resources State of Resources Who can access How communicated	Review of resources Feedback from staff Feedback from students Feedback from parents	Program Coordinator Staff Students Parents	December 5, 2003
Budget	Type and level of financial support to program Staffing costs Resource costs Space costs	Financial statements	Program Coordinator	December 5, 2003
Student Perceptions	Strengths of program Suggestions for improvements Satisfaction with program Results achieved How did you hear about program	Questionnaires Provided by teachers to any or all students who wish to provide input	Students	December 5, 2003
Parents	Strengths of program Suggestions for improvements Satisfaction with program Results achieved How did you hear about program	Questionnaire to any or all parents who wish to provide input; Offer to meet with executive of strings, chorale and Orff parent groups	Parents  Review Coordinator	December 5, 2003
Perceptions of Others	Strengths of program Suggestions for improvements Satisfaction with program Relationships with other staff in the district	Individual input sessions or questionnaires; send questionnaires to all involved principals	Senior Staff in central Principals	October 31, 2003
Analysis of Input Received		Draft Analysis Report/recommendations prepared	Review Coordinator	December and January 2003/04
Discussion of Draft Report			Principal Program Coordinator Review Coordinator	January 2004
Report Forwarded			Review Coordinator	February 2004

**EDMONTON PUBLIC SCHOOLS  
REVIEW OF DISTRICT MUSIC ENRICHMENT PROGRAM**

**QUESTIONNAIRE FOR STAFF IN THE PROGRAM**

1. I teach
  - a) In the choral program \_\_\_\_\_
  - b) In the strings program \_\_\_\_\_
  - c) In the Orff program \_\_\_\_\_
  
2. I have taught in the program
  - a) Less than one year (this is my first year) \_\_\_\_\_
  - b) 2 to 5 years \_\_\_\_\_
  - c) more than 5 years \_\_\_\_\_
  
3. I believe the Music Enrichment should serve
  - a) all children who apply \_\_\_\_\_
  - b) those with particular talents \_\_\_\_\_
  - c) those who would not otherwise be able to afford a music enrichment program \_\_\_\_\_
  - d) other (please specify)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. I believe the current curriculum is
  - a) satisfactory \_\_\_\_\_
  - b) needs some updating \_\_\_\_\_
  - c) If needs updating, please specify  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. I believe there are consistent academic achievement standards:
  - a) yes \_\_\_\_\_
  - b) no \_\_\_\_\_
  - c) If no, what do you believe is required?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
6. I believe the resources (e.g. music instruments, sheet music, etc.) available are
  - a) Sufficient \_\_\_\_\_
  - b) Insufficient \_\_\_\_\_
  - c) If insufficient, please specify what is required  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. I believe the strengths of the Music Enrichment program are:

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8. I believe the Music Enrichment Program would be improved by the following:

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9. Other Comments:

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**EDMONTON PUBLIC SCHOOLS  
REVIEW OF DISTRICT MUSIC ENRICHMENT PROGRAM**

**QUESTIONNAIRE FOR PRINCIPALS INVOLVED WITH THE PROGRAM**

1. I have had involvement with
  - a) the choral program \_\_\_\_
  - b) the strings program \_\_\_\_
  - c) the Orff program \_\_\_\_
  
2. I have been involved with the program
  - a) Less than one year (this is my first year) \_\_\_\_
  - b) 2 to 5 years \_\_\_\_
  - c) more than 5 years \_\_\_\_
  
3. I believe the Music Enrichment should serve
  - a) all children who apply \_\_\_\_
  - b) those with particular talents \_\_\_\_
  - c) those who would not otherwise be able to afford a music enrichment program \_\_\_\_
  - d) other (please specify)  
\_\_\_\_\_  
\_\_\_\_\_
  
4. I believe the current curriculum is
  - a) satisfactory \_\_\_\_
  - b) needs some updating \_\_\_\_
  - c) If needs updating, please specify  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. I believe there are consistent academic achievement standards:
  - a) yes \_\_\_\_
  - b) no \_\_\_\_
  - c) If no, what do you believe is required?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
6. I believe the resources (e.g. music instruments, sheet music, etc.) available are
  - a) Sufficient \_\_\_\_
  - b) Insufficient \_\_\_\_
  - c) If insufficient, please specify what is required  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



7. I receive sufficient and timely information about the program:
- a) yes \_\_\_\_\_
  - b) no \_\_\_\_\_
  - c) If no, what additional information would you like? How often would you like to be informed?

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8. I believe the strengths of the Music Enrichment Program are:

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9. I believe the Music Enrichment Program would be improved by the following:

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10. Other Comments:

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**EDMONTON PUBLIC SCHOOLS  
REVIEW OF DISTRICT MUSIC ENRICHMENT PROGRAM**

**QUESTIONNAIRE FOR STUDENTS IN THE PROGRAM**

1. I am in the
  - a) choral program \_\_\_\_
  - b) strings program \_\_\_\_
  - c) Orff program \_\_\_\_
  
2. I have been in the program
  - a) Less than one year (this is my first year) \_\_\_\_
  - b) 2 to 5 years \_\_\_\_
  - c) more than 5 years \_\_\_\_
  
3. I heard about the program
  - a) through my school \_\_\_\_
  - b) from friends in the program \_\_\_\_
  - c) other (please specify)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. The music enrichment program has (circle one)
  - a) helped me improve my (singing, string playing)  
a lot                      somewhat                      not at all
  - b) given me opportunities to perform in public  
often                      sometimes                      not at all
  - c) improved my confidence as a performer  
a lot                      somewhat                      not at all
  - d) increased my love of music  
a lot                      somewhat                      not at all
  
5. I believe the resources (e.g. music instruments, sheet music, etc.) available are
  - b) Sufficient \_\_\_\_
  - c) Insufficient \_\_\_\_
  - d) If insufficient, please specify what is required  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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6. What I like best about the Music Enrichment Program is:

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7. If I could change one thing about the Music Enrichment Program, it would be:

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8. Other comments:

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**EDMONTON PUBLIC SCHOOLS  
REVIEW OF DISTRICT MUSIC ENRICHMENT PROGRAM**

**QUESTIONNAIRE FOR PARENTS OF STUDENTS IN THE PROGRAM**

1. I have a child/youth involved in
  - a) the choral program \_\_\_\_\_
  - b) the strings program \_\_\_\_\_
  - c) the Orff program \_\_\_\_\_
  
2. My child/youth has been involved with the program
  - a) Less than one year (this is my first year)\_\_\_\_\_
  - b) 2 to 5 years \_\_\_\_\_
  - c) more than 5 years \_\_\_\_\_
  
3. I believe the Music Enrichment should serve
  - a) all children who apply \_\_\_\_\_
  - b) those with particular talents \_\_\_\_\_
  - c) those who would not otherwise be able to afford a music enrichment program \_\_\_\_\_
  - d) other (please specify)  
\_\_\_\_\_  
\_\_\_\_\_
  
4. I believe the current curriculum is
  - a) satisfactory \_\_\_\_\_
  - b) needs some updating \_\_\_\_\_
  - c) If needs updating, please specify  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. I believe there are consistent academic achievement standards:
  - a) yes \_\_\_\_\_
  - b) no \_\_\_\_\_
  - c) If no, what do you believe is require?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
6. I receive timely and effective feedback on my child/youth's performance:
  - a) yes \_\_\_\_\_
  - b) no \_\_\_\_\_

7. I believe the resources (e.g. music instruments, sheet music, etc.) available are:  
a) Sufficient \_\_\_\_  
b) Insufficient \_\_\_\_  
c) If insufficient, please specify what is required \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. I believe the strengths of the Music Enrichment Program are:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. I believe the Music Enrichment Program would be improved by the following:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Other Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SUMMARIES OF FINDINGS

### History of District's Music Enrichment Program

The district's music enrichment program was originally conceived to provide enriched opportunities for students with some musical talent. However, over time, the purpose of the district's music enrichment program has evolved and is now intended to provide access to the benefits of music programming for a broad range of students. This purpose was stated in a 1997 report to board in which music enrichment was to achieve the following:

- ensure that students acquire a level of competence in oral and or strings training
- generate appreciation for music and musical performance
- encourage student performance at an exemplary level as measured by adjudicated Edmonton and provincial music festivals

### Chronology

- **1936 Edmonton School Boys Band established.**  
Initially this band was to provide a training program in instrumental music; however, as schools developed their own bands, the Edmonton School Boys Band began to focus on providing a program for students with exceptional musical ability.
- **1959 Strings Program established.**  
This program was intended to provide strings instruction for students with musical talent.
- **1965 All City Senior Choir ("Centennial Singers") established.**  
The purpose of this choir was to provide an opportunity for students with musical talent from a number of schools to work and learn together for continuing development.
- **1969 All City Symphonic Band established.**  
Girls were first admitted to the Edmonton School Boys Band which was renamed the All City Symphonic Band.
- **1972 Administration of program by Central Services.**  
Instructional Services assumed operational control of district-wide strings classes previously formed at the school level.
- **1972 All City Junior Choir established.**
- **1975 Elementary Enrichment Choirs ("Cluster Choirs") established.**  
The purpose of the cluster choirs was to provide an opportunity for students from a number of schools with some talent to work and learn together for continuing development.
- **1983 Purpose of program confirmed as providing opportunities for musically talented students.**  
The music enrichment program continued to provide opportunities for musically talented students over and above the regular school program. There were no instructional fees; fees were assessed for instrument rental. The following was in operation in the district in 1983:
  - Band program: All City Symphonic Band (70 students)
  - Choral program: Centennial Singers, All-City Junior Choir, Edmonton Senior Boys' Choir, Edmonton Junior Boys' Choir, Jasper Place Area Junior High Cluster Choir, Mill Woods Cluster Choir, North Edmonton

Cluster Choir, West Edmonton Cluster Choir, and South East Cluster Choir. (in total 600 students)

- Strings program: offered in 43 school locations (1000 students)
- **1987 Program was serving 1300 students.**  
No instructional fees were levied. Program was provided for students with musical talent.
- **1987 Junior High Honour Band and Senior High Honour Band established.**  
The All City Symphonic Band was reorganized into its current format of Junior High Honour Band and Senior High Honour Band which form annually to perform at Night of Music.
- **1993 Fees were increased.**  
Choral enrichment fee was increased from \$15 to \$30. The fee for the beginner strings program was increased by \$20. The fee for second and subsequent years of the strings program was increased by \$25. Students who owned their own instruments were charged a transportation fee of \$10.
- **1996 Edmonton Public Schools' Honour Orff Ensemble established.**
- **1997 Purpose of Music Enrichment Program defined and administration assumed by Victoria School.**  
The purpose was identified as:
  - to ensure that students acquire a level of competence in choral and or strings training
  - to generate appreciation for music and musical performance
  - to encourage student performance at an exemplary level as measured by adjudicated Edmonton and provincial music festivalsFees represented 35% of the costs of providing the program.
- **2003 Music Enrichment Program continues to be funded partially by the district and partially by fees.** The program is required to cover 50 percent of the program costs from fees.

### **Description of Program**

The Music Enrichment Program is three-faceted. It includes:

- Strings Program which offers instruction on violin, viola, cello or string bass to students in grade three and up, weekly 70 minute lessons, and 5 orchestras which provide ensemble experience for students in the second year or more in the program.
- Choral Program that offers 4 elementary choirs and one secondary treble (unchanged voices) choir that meet weekly for 1 and a half hours.
- Orff Program offers one or two ensembles depending upon interest.

### **Program Objectives/Goals:**

- For all three programs, it is to provide additional performance opportunities for students who show an interest and/or aptitude for music.
- For strings, it is to instruct the strings curriculum.
- For choral and Orff it is to enrich the choral and Orff components of the EPS music curriculum.

## **Resources**

- A) Strings
  - Instruments available for a nominal fee of \$30 which is included in the registration fee
  - There is a substantial library of music for all instruments and orchestras
  - Parent group provided \$10,000 worth of music to the program last year
  - While music is purchased on an ongoing basis, during the last 4 years little has been purchased due to budget limitations
- B) Choral
  - A substantial choral enrichment library built over the last 20 years
  - The library, manned by volunteers, is available to choral teachers but to district teachers only upon special request.
- C) Orff:
  - Instruments are provided courtesy of Victoria School
  - Music is the property of the instructors

## **Student Achievement**

- String students are taught with strict adherence to a string curriculum.
- Ongoing evaluation occurs in classes using a variety of assessment strategies
- Report cards are issued twice a year
- Choral and Orff students do not receive any formal evaluation – curriculum is an enrichment of the choral and Orff components of the EPS music curriculum.

## **Location of Program**

- The strings program draws students from close to 70 district elementary, junior and senior high schools. Strings Classes are offered at: Afton, Argyll, Baturyn, Caernarvon, Coronation, Delton, Delwood, Eastwood, Forest Heights, Greenfield, Holyrood, McDougall, Kildare, Lago Lindo, Laurier Heights, Lynnwood, McCauley, Mount Pleasant, N.E. Christian, Parkdale, Riverdale, Spruce Avenue, Virginia Park, York
- Victoria and Kate Chegwin schools serve as string cluster sites after school hours and provide lessons on all instruments at a variety of grade levels
- Honour Orff Ensemble draws students from Avalon, Belgravia, Crestwood, Delwood, Dickensfield, Edmonton Christian West, Grandview Heights, McKernan, Menisa, Parkallen, Riverbend, Virginia Park and Victoria. The Orff program is offered at Victoria School.
- The choral program draws students from 57 district elementary, junior and senior high schools. The elementary choirs are offered at Greenview, Greenfield, Rio Terrace and Victoria schools. The secondary choir rehearses at Victoria School.



## Enrolment Trends

	<b>Strings</b>	<b>Choral</b>	<b>Orff</b>
<b>1999 – 2000</b>	690	Elem: 218; Sec. 15	Jr. 23, Honour Orff - 40
<b>2000 – 2001</b>	708	Elem: 140; Sec. 20	Jr. 20, Honour Orff - 35
<b>2001 – 2002</b>	640	Elem: 150; Sec. 22	Jr. 23, Honour Orff - 40
<b>2002 – 2003</b>	667	Elem: 150; Sec. 26	Jr. 22, Honour Orff - 40
<b>2003 - 2004</b>	696	Elem: 154; Sec. 25	Jr. 0, Honour Orff - 32

## Program Communication

The programs are communicated through

- a brochure and website but due to cost the brochure may not be reprinted
- information provided to all EPSB music teachers
- ads in school newspapers (strings)
- orchestra tours
- school visits in the spring
- word of mouth

## Staffing

- 7 total staff in strings; 2 staff are certificated teachers and paid on salary grid; other staff contract at \$35 per hour (note: 2 of these are certificated teachers and 2 have just received B Eds)
- 6 total staff in choral; all are university trained in choral music; 3 are certificated teachers and two are masters students at the U of A; all hourly on contract
- 2 total staff in Orff – both are certificated teachers with Masters certificates in Orff – both paid hourly on contract
- Administrative staff consists of .4 FTE program administrator, .8 FTE Secretary D and .145 FTE technician D

## Budget and Fees

- District provides \$184,635 and fees cover the remainder of the program costs.
- In 2003-2004, fees for strings, orchestra, choral and Orff were raised by \$50.
- In 2003-2004, fees for first year string instruction are \$220 and \$255 for subsequent years, plus an additional \$30 a month for those requiring instrument rental; for orchestra only fees are \$170 and an additional \$35 or \$60 for students already enrolled in classes; for choral, fees are \$135; for Orff, fees are \$135; for out of district students, fees for string instruction and orchestra are \$450 and \$350 for choral and Orff; the adult fee is \$400.
- In 2004-2005, fees will be increased from \$5 to \$35 depending on the specific offering.
- Staffing costs account for 89 percent of the budget.
- Services, supplies and equipment account for 11 percent of the budget. This is a substantial reduction from past years does impact ability to purchase new music or repair instruments.

## **Principal, Teacher, Parent and Student Satisfaction Based on Questionnaire Responses**

### **PRINCIPALS (23)**

#### **Program, Purpose, who should be served:**

- Majority said all children; those talented but clarify criteria; those who can't afford
- Majority said curriculum is satisfactory; a few said update curriculum and assessment materials and broaden repertoire
- Majority said there were consistent standards; two said no and said need assessment materials
- Divided on sufficiency of materials available; but commented that there is never enough money for non-core items
- Two-thirds felt they got enough information; one third said they did not e.g. concert dates are not advertised, teacher did not turn up for auditions, don't get the reporting information, not clear on student expectations, don't always know about upcoming performances

#### **Strengths**

- Having more students involved in music
- Providing additional music opportunities
- Bringing students together from across the district
- Increasing access through reasonable fees
- Furthering talents
- Addresses other intelligences of students
- Providing quality programming
- Having quality teachers dedicated to what they do

#### **Suggestions for improvement**

- Provide more access to students with "needs"
- Improve organization, e.g., especially means of contacting choir directors
- Offer out of more district schools
- Solicit students more aggressively in April/May and advise schools if the school will no longer be a program site
- Advertise program more broadly in the community
- Expand program to involve more students
- Allow schools to charge program for custodial costs
- Get district music teacher input into the program
- Improve repertoire for the choral program
- Improve classroom management

### **TEACHERS (10 total responses – 9 current staff and 1 former staff member composed of 6 of 7 strings plus 1 former; 1 of 2 ORFF and 2 of 7 Choral)**

#### **Program, Purpose, who should be served**

- Majority said all; strings mentioned that students need physical dexterity; students who otherwise can't afford music lessons, those with particular talents
- ORFF (1) said curriculum OK; one comment from Choral said OK; 3 strings said OK and 3 said needs upgrading (including one who said as it does not align with EPS music or other strings curricula); unfair to have contract employees develop curriculum for free (strings)
- Orff and Choral (total 3) said consistent standards; Strings 1 said consistent, 4 said no, and 2 said somewhat; movement between levels not consistent or always based on achievement

- Orff (1) said resources sufficient; Choral (2) said resources insufficient; 1 string did not respond, 1 said sufficient and 5 said insufficient

### **Strengths**

- Providing additional music experiences (all 3)
- Providing opportunities for those who could not otherwise afford (strings)
- Providing additional performance opportunities (strings and choral)
- Encouraging keen singers to be more involved in singing activities (choral)
- Providing highly trained staff, knowledgeable about their instrument (strings)
- Providing focused instruction on one instrument (strings)
- Strengthening the arts component and helping to build well-rounded citizens (choral)

### **Suggestions for improvement**

- Improve visibility, communication of program (strings and choral)
- Provide information about auditions in a timely manner (ORFF)
- Provide professional development, e.g. classroom management, pedagogy (strings)
- Provide more planning time, e.g., to discuss reporting student progress (strings)
- More equitable distribution of workload and criteria for awarding positions e.g. senior orchestra (strings)
- Improve support and communications from and with administration (strings and choral)
- Improve support from district music teachers (strings and choral)
- Ensure that enrichment administration is knowledgeable about strings (strings)
- Maintain class sizes of 11 to 15 students (strings)
- Include string classes taught during the day as part of the music curriculum (strings)
- Provide a clear outline of expectations and responsibilities for conductors
- Place program in a location that values the program (strings)

### **Other**

- Recognize certificated teachers and pay according to grid (strings)
- Hire teachers that are recognized as highly qualified by the broader community (strings)
- Keep it going (choral)

## **PARENTS (46) – Strings and Choral Program**

### **Program, Purpose, who should be served:**

- Majority said all children who apply to the program (strings, choral)
- Majority said the curriculum is satisfactory but a few indicated a need for revision (strings, choral)
- Majority said there are consistent academic standards (strings)
- Majority felt there was sufficient feedback provided to parents about their child's performance but a few indicated that feedback was inconsistent (strings)
- Majority were satisfied with the resources; some (6) parents indicated that more instrument upkeep was needed as some of the instruments are in poor shape (strings)

### **Strengths:**

- provides an opportunity for their children to experience a broad range of music and develop their appreciation of music (strings, choral)
- offers excellent musical instruction at a reasonable price (strings, choral)
- provides for both individual and group instruction (strings)
- offers an excellent orchestra program (strings)
- has excellent teachers (strings, choral)

- provides access for all students (strings)
- provides an opportunity to perform in public (1) (strings)
- enables children to receive instruction from a teacher in their school (1) (strings)

**Suggestions for improvement:**

- clarify, not redefine, the purpose, goals, and administration of the program (1) (strings)
- clarify or define the role of the district in relation to the program (2) (strings)
- clarify the role of the parent group (1) (strings)
- increase publicity about the program (4) (strings)
- create effective class sizes (3) (strings)
- provide an opportunity for students to hear other levels of music students perform (1) (strings)
- provide more variety in the kind of music learned (1) (strings)
- provide more teachers for instruction (1) (strings)
- spend monies on the music program rather than on the Night of Music (1) (strings)
- have stricter guidelines for student behaviour (1) (strings)
- provide more challenging curriculum at the early levels (1) (strings)
- help students who are interested in taking the Royal Conservatory of Music exams (strings)
- assess students more effectively in order to place them at an appropriate level (1) (strings)
- improve communication between administration and parents (1) (strings)
- ensure the program is managed effectively (1) (strings)
- review curriculum and make multi-ethnic (1) (choral)
- expand Orff program to include more students (1)

**STUDENTS (286) – Strings and Choral Program**

**Program, Purpose, who should be served:**

- Majority said that the program helped them improve their singing or string playing
- Majority of students said that the program sometimes provided an opportunity to perform in public
- Majority said that the program increased their love of music
- Majority said that the resources were sufficient

**Strengths:**

- Many students indicated that they loved the teachers in the program and that the program helped them love music
- Many students indicated that they liked the program because it enabled them to play music; perform in public; learn new instruments and new music; and increase their love of music
- Many students indicated that they enjoyed their teachers and their fellow students

**Suggestions for improvement:**

- Many students said there were no areas of improvement
- Some students said that there should be more performing in public, more challenging music provided, more songs as part of the curriculum, an opportunity to play more instruments, provide classes closer to home, and provide more classes during the week, provide classes after school, provide smaller classes