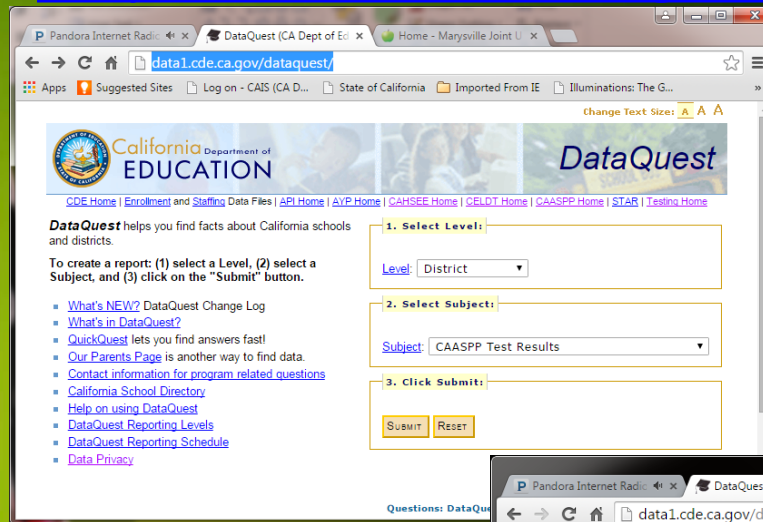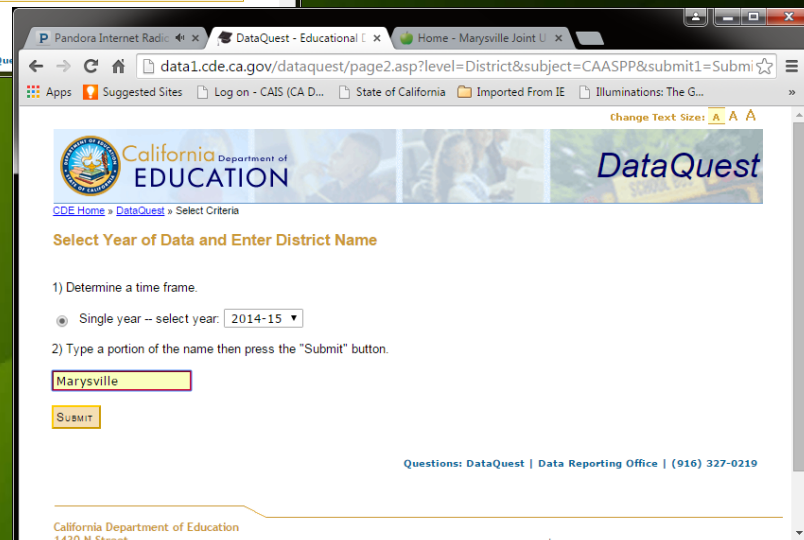# Educational Services
2015-2016

- California Assessment of Student Performance and Progress: *Learning to Fish in the CAASPP Pond*
- Focus of Professional Development
- California State: ELA/ELD and Mathematics
- Staff Accomplishments
- Continuing Developments

Learning to Fish in the CAASPP Pond

- http://data1.cde.ca.gov/dataquest/
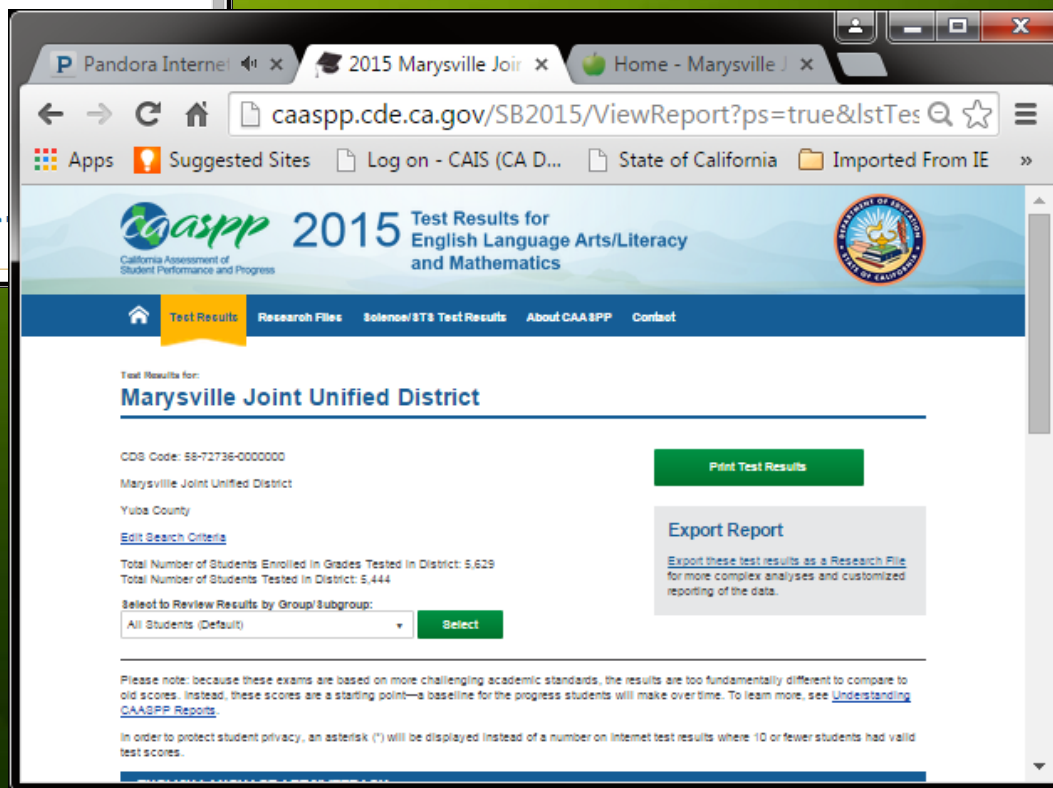
CAASPP Website

Focus of Professional Development

- Project Glad
- Project Based Learning
- Write Steps
- California Kindergarten Association
- Next Generation Science Standards
- Common Core Mathematics
- Illuminate
- Carol Jago

fppt.com

Project Glad:

Promotes English language acquisition, academic achievement, and cross-cultural skills.

June

August

Poor 11%
Excellent 21%
Fair 27%
Good 41%

62% Positive Participant Response

Good 25%
Fair 2%
Excellent 73%
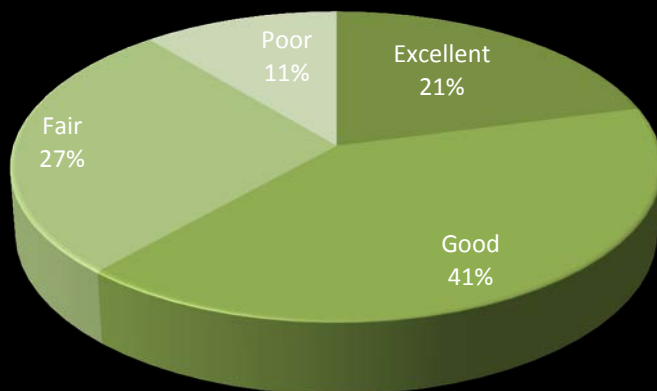
98% Positive Participant Response

fppt.com

Project Based Learning:

PBL is an instructional method that challenges students to "learn to learn" working cooperatively in groups to seek solutions to real world problems. Training provides collaboration time to match curriculum and instruction to the rigor and guidelines of the new California state standards.

Poor 3%
Fair 16%
Excellent 28%
Good 53%
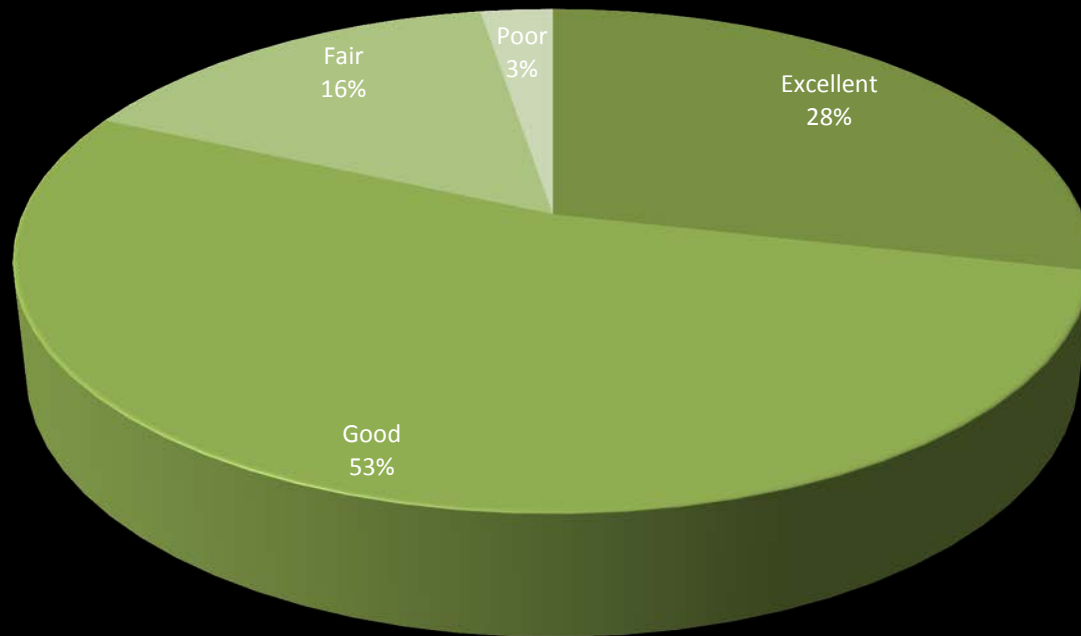
91% Positive Participant Response

WriteSteps:

Training in curriculum that teaches 100% of the writing and grammar in the California state standards with writing instruction that spirals across all grade levels.

Excellent 58%

Good 38%

Fair 3%

Poor 1%
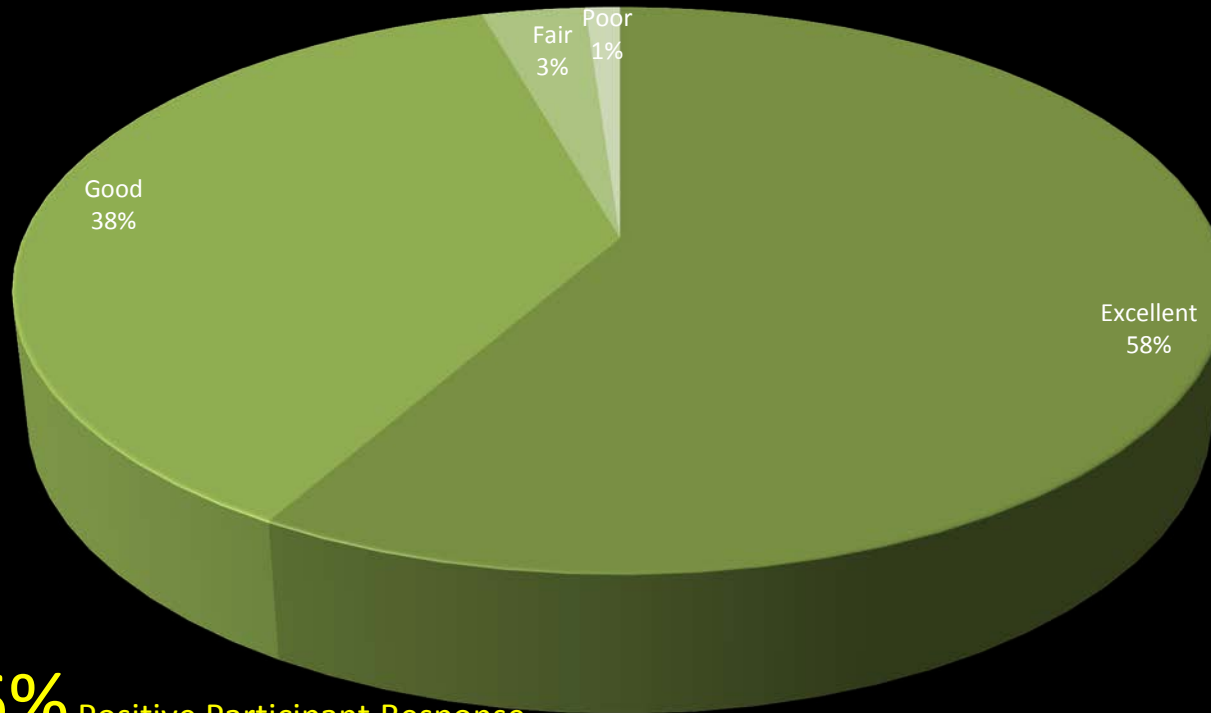
96% Positive Participant Response

California Kindergarten Association:

Instructional Strategies and specific techniques on creating critical thinking questions for both fiction and informational texts that are appropriate and "do-able" for young children to assist slow learners, English language learners, and special needs children meet the California State Standards.

Fair 6%

Good 24%

Excellent 70%
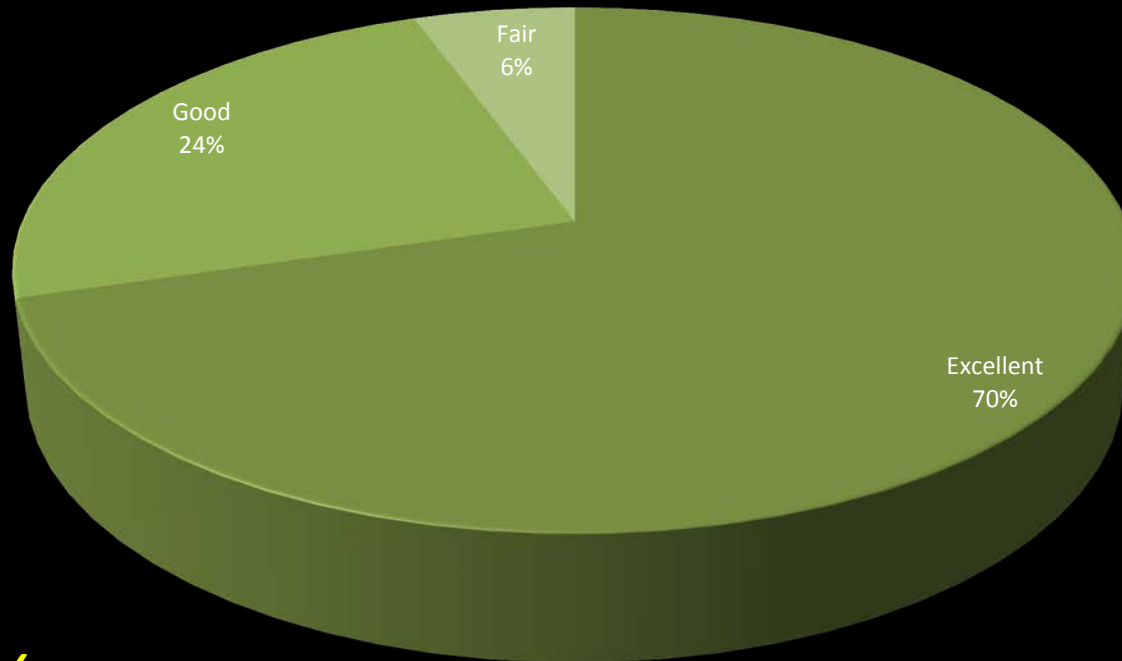
94% Positive Participant Response

Next Generation Science Standards:

Instruction in implementing the recently adopted Next Generation Science Standards (NGSS).
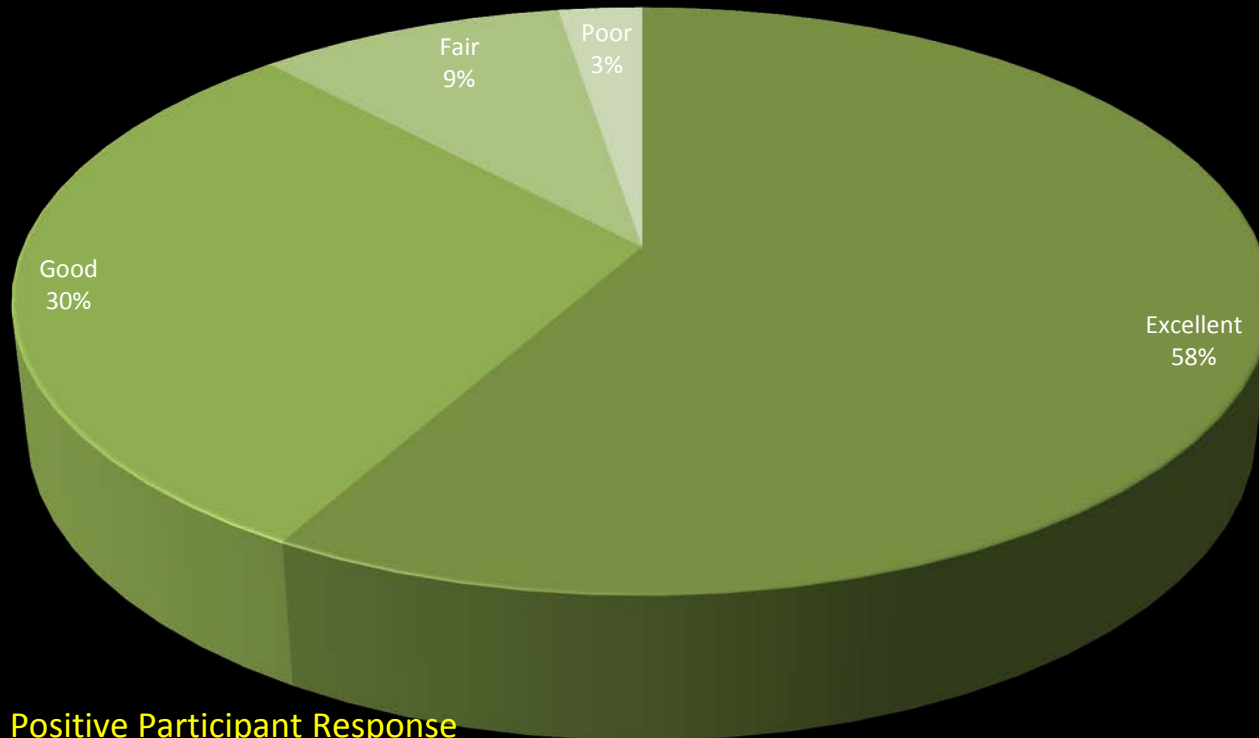
88% Positive Participant Response

Mathematics: Go Math! and Carnegie:

Instruction in developing mathematically competent students who are prepared for the challenges of the new California math standards

Fair
1%

Good
27%

Excellent
72%
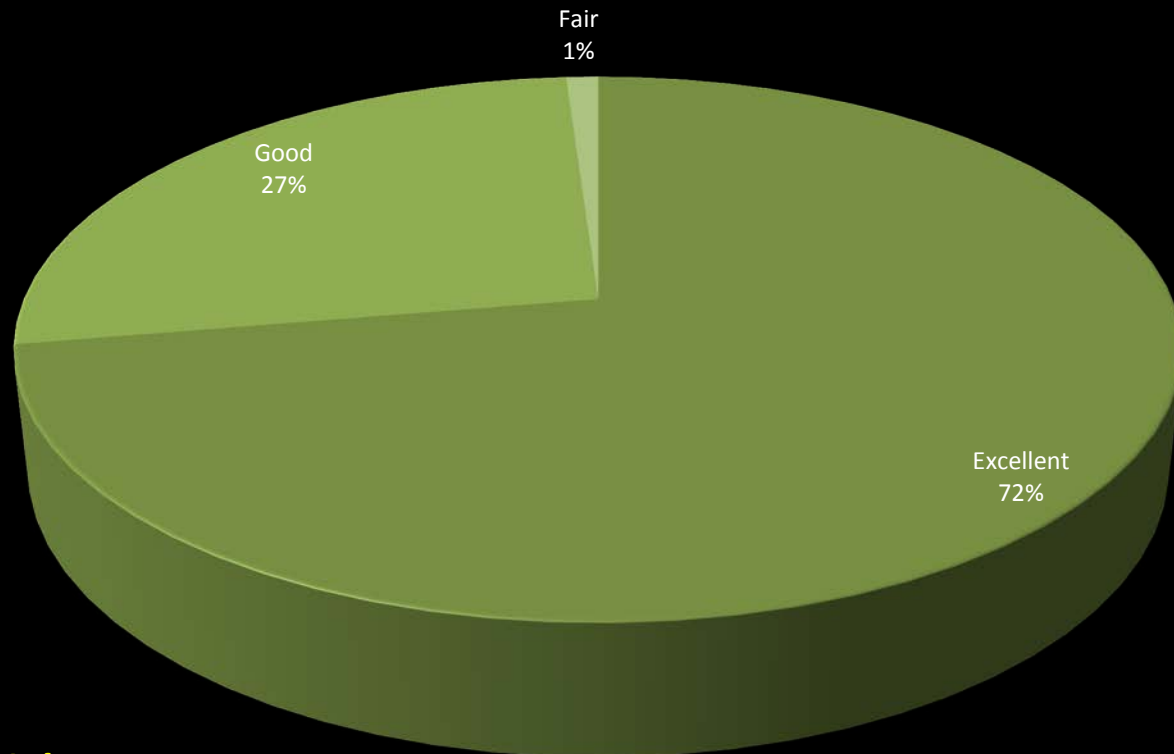
99% Positive Participant Response

Illuminate:

Hands on exploration of the tools and resources in moving from data to analysis to decision-making, learning to use teacher-created quizzes, demographic data, and state tests to focus instruction on student needs.

Fair
3%

Good
37%

Excellent
60%
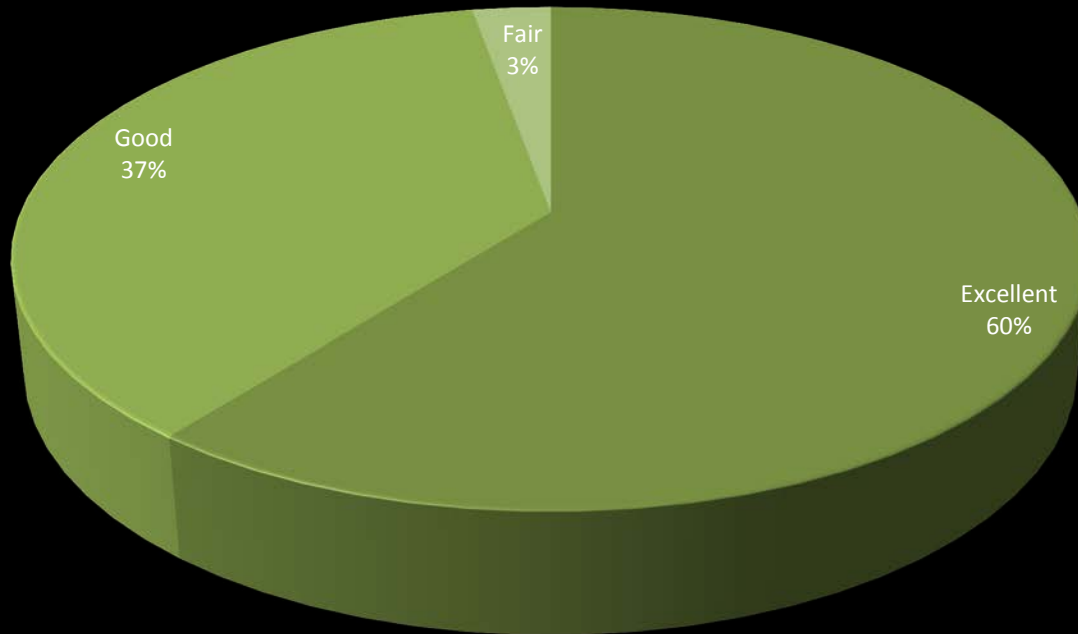
97% Positive Participant Response

Carol Jago:

Model lessons, bouquets of texts, and sample evidence-based questioning techniques to help make assessment of student progress an integral part of teaching. Teachers learn efficient methods for analyzing student work in order to foster significant improvement from one essay to the next.

Good
14%

Excellent
86%
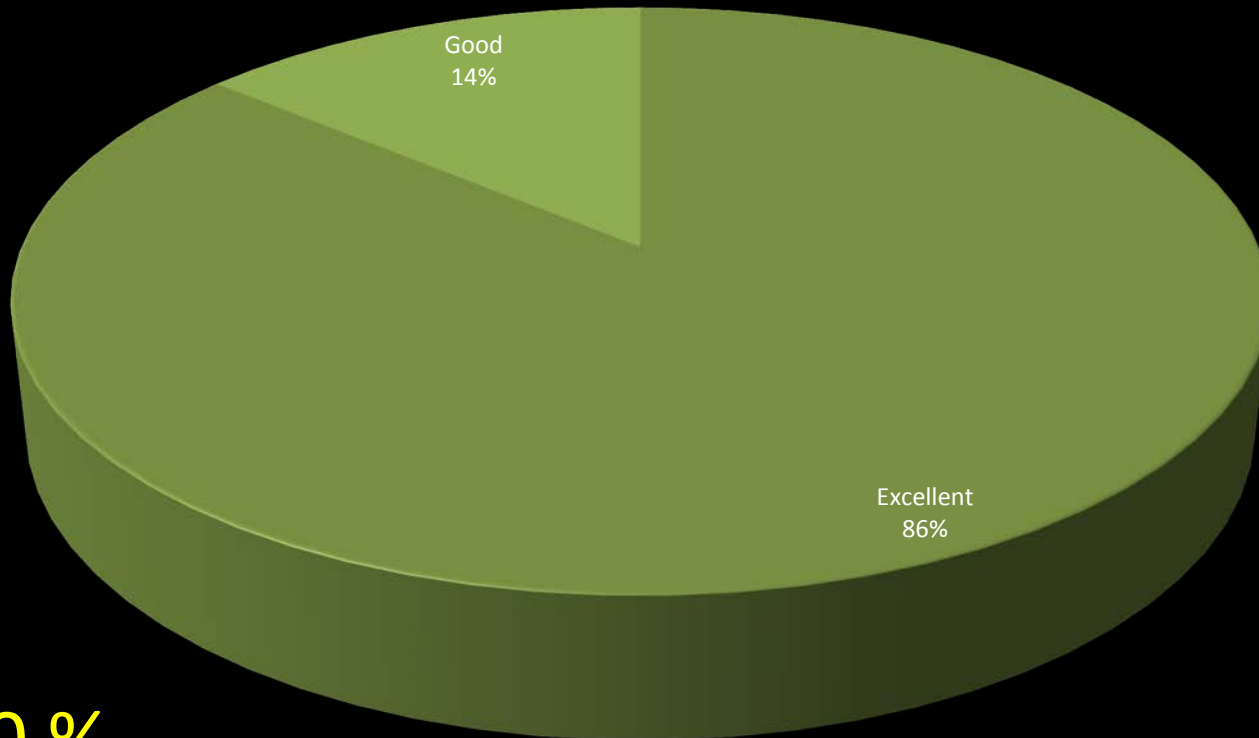
100 % Positive Participant Response

Professional Development **Overall**

Pie chart:
- Excellent 58%
- Good 32%
- Fair 8%
- Poor 2%
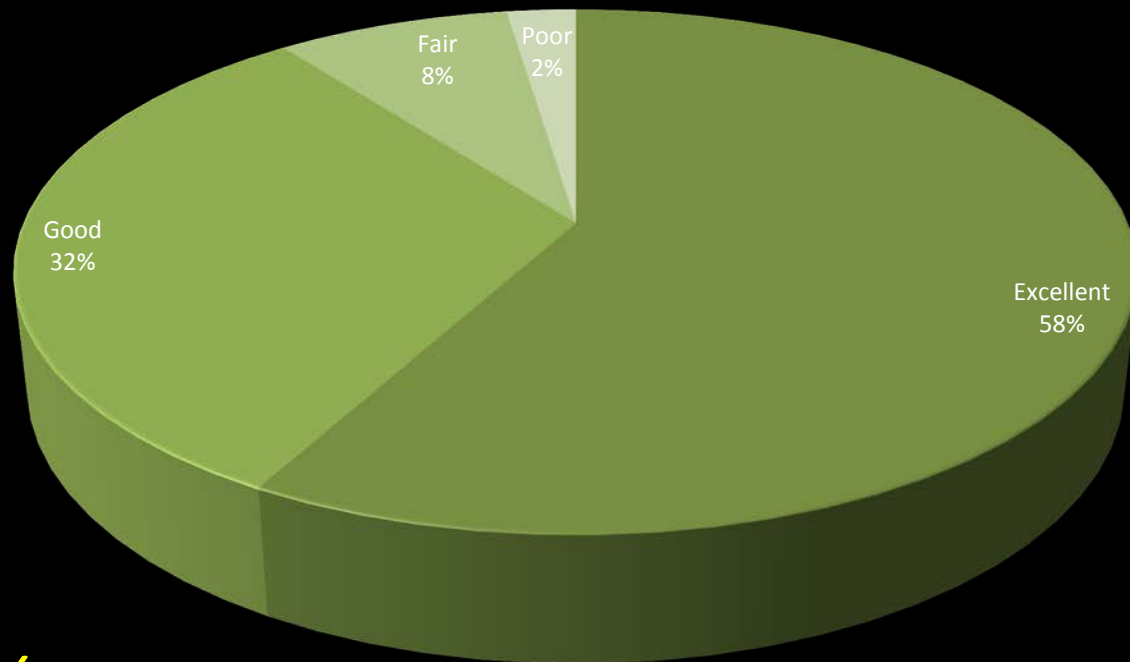
90% Positive Participant Response

Annual Professional Development

Training	Number of Trainings	Number of of Hours
Music	1	20
Special Education	1	56
Playworks (STARS)	1	342
California Physical Education Workshop	1	96
Project Based Learning (Gayle Hinton)	2	554
California Kindergarten Association (Heidi Butkuss)	2	280
Carol Jago	2	537
Literacy TA	2	777
Sheltered Instruction Observation Protocal	5	1365
Project Glad	6	3741
Next Generation Science	8	1044
WriteSteps	13	1431
Illuminate	23	1820
Common Core Mathematics	26	4415
Building Instructional Resources	33	2562
TOTAL	**126**	**19040**

Educational Services
2015-2016 Mathematics

Area	What are we doing in 2015-16?	Where are we headed?
Building Capacity	• This year MJUSD is implementing CCSS with our newly Board approved mathematics programs. Teachers first implemented the programs last year, and this year are building upon their understanding of the pacing, instructional strategies, and pacing of lessons to more fluidly offer the entirety of the programs. • Working through the process of this understanding requires ongoing grade level and cross grade level articulation. • Additional professional development will be provided throughout the year for CCSS, the new math programs, high quality first instruction, and administrating/using results from our new interim assessments and CAASPP data to plan and deliver instruction. • The goal is a blended program of professional development that includes teacher led Academies, follow- up workshops in curriculum pacing, Go Math!, Carnegie, Accelerated Math, continued work with our teachers in developing their CCSS skills, and ongoing work with our educational contractors.	• The goal is to build capacity through educator prepared and led Professional Learning Communities focused on data and intervention, instructional support/coaching, and professional development for all educators will be needed to implement CCSS and improve student achievement. • Formal and informal data checks and feedback will also be necessary to refine and revise current resources to strategically meet the academic needs of our district. • To support our students in receiving instruction from our highly qualified teachers, all professional development will take place during non-instructional hours.
Expectations: Mathematics Assessments	• Teacher built district interim assessments are administered throughout the school year to assess student growth and progress in mastering California grade level standards. These assessments will be reviewed by educators over the course of the year to ensure they are keeping pace with the instructional focus of the district. It is important these assessments are used as part of a bigger process in establishing student performance which also includes teacher built formative assessments and classroom accomplishments. Teachers should continue to identify or design their own formative and summative assessments. Formative assessments should be used as the driving power of instruction.	• The goal is to provide teachers with high quality assessments that inform instruction. With the new Illuminate program, there will also be the capability to enter online assessment passages to assess reading comprehension and prepare students for the California Assessment of Student Performance and Progress (CAASPP). • District Interim Assessments in Illuminate are available for printing or built for students to take online. • Performance based mathematics assessments are a critical piece of the assessment calendar for which scores will be entered into Illuminate. Rubrics will be included in scope and sequencing for the district. • As we implement Professional Learning Communities (PLCs) teachers may develop their own formative assessments and optional writing prompts with their PLC teams to provide additional results of student learning. The results of students' performance will help teachers to plan next steps. • The role of assessment is essential to measuring growth, determining direction, and planning instruction. Developing quality assessments to measures student achievement is critical to this process. Continuous feedback and analysis will be needed to refine and improve assessments.
Mathematics Resources	• Teachers have current state adopted and board approved program materials to use to help implement CCSS.	• The goal is provide teachers with resources to implement best practices that include board approved mathematics curriculum, formative assessments, and teacher built interim assessments to inform instruction. • Implementation of efficient and consistent professional development utilizing traditional and creative methods to provide an academic program for students supports the district in best preparing our students for post-secondary education and careers. • Systematically assessing the strength of our programs using internal and external measurements will support this practice and enhance communication and collaboration between and among District staff, students, parents, Board of Education, and community.

Educational Services

2015-2016 English Language Arts and English Language Development

Area	What are we doing in 2015-16?	Where are we headed?
Building Capacity	• This year MJUSD is implementing CCSS with our 2002 English Language Arts Programs. Teachers are supplementing these programs with teacher built units, additional expository text, and the K-6 Write Steps writing skills program. • Working through the process of deciding on a new ELA/ELD curriculum is the next layer in the implementation of CCSS. District Professional Development Days will emphasize High Quality First Instruction, and the new ELA/ELD curriculum. • Additional professional development will be provided throughout the year for CCSS, Accelerated Reader, high quality first instruction, and administrating/using results from our new benchmark assessments and CAASPP data to plan and deliver instruction. • The goal is a blended program of professional development that includes teacher led Academies, follow-up workshops in GLAD, SIOP, and WriteSteps, continued work with our teachers in developing their CCSS skills, and ongoing work with our educational contractors.	• The goal is to build capacity through educator prepared and led Professional Learning Communities focused on data and intervention, instructional support/coaching, and professional development for all educators will be needed to implement CCSS and improve student achievement. • Formal and informal data checks and feedback will also be necessary to refine and revise current resources to strategically meet the academic needs of our district. • To ensure our students are receiving high quality first instruction all professional development will take place during non-instructional hours.
Expectations: ELA Assessments	• Teacher built district interim assessments are administered throughout the school year to assess student growth and progress in mastering California grade level standards. These assessments will be reviewed by educators over the course of the year to ensure they are keeping pace with the instructional focus of the district. It is important these assessments are used as part of a bigger process in establishing student performance which also includes teacher built formative assessments and classroom accomplishments. Teachers should continue to identify or design their own formative and summative assessments. Formative assessments should be used as the driving power of instruction. • Accelerated Reader 360, is a reading management software program that supports the teacher in managing and monitoring individualized reading practice by providing four types of quizzes -- reading practice, vocabulary practice, literacy skills and textbook quizzes that assist in assessing students' daily progress, measuring how much they read ("quantity"), how well they read ("quality") and at what level of difficulty they are reading. AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help set individual goals and direct ongoing reading practice. The program tracks student progress over the course of the school year.	• The goal is to provide teachers with high quality assessments that inform instruction. • With the new Illuminate program, there will also be the capability to enter online assessment passages to assess reading comprehension and prepare students for the California Assessment of Student Performance and Progress (CAASPP). • District Interim Assessment are loaded into Illuminate to be printed and/or built for students to take online. Performance based writing assessments are a critical piece of the assessment calendar for which scores will be entered into Illuminate. Rubrics will be included in scope and sequencing for the district. • As we implement Professional Learning Communities (PLCs) teachers may develop their own formative assessments and optional writing prompts with their PLC teams to provide additional results of student learning. The results of students' performance will help teachers to plan next steps. • The role of assessment is essential to measuring growth, determining direction, and planning instruction. Developing quality assessments to measures student achievement is critical to this process. Continuous feedback and analysis will be needed to refine and improve assessments.
ELA Resources	• Teachers have the current adopted program materials to use to help implement CCSS. There are some gaps in the programs due to the program being developed prior to the adoption of CCSS that will need to be filled. • For K-6 it is required that teachers follow the foundational skills/phonics strands in Open Court. Teachers may supplement all other areas with additional resources as long as CCSS grade-level standards and complexity are taught.	• The goal is provide teachers with resources to implement lessons that include grade-level assignments, formative assessments, writing prompts and to provide teacher built and monitored assessments to inform instruction. • Implementation of efficient and consistent professional development utilizing traditional and creative methods to provide an academic program for students supports the district in best preparing our students for post-secondary education and careers. • Systematically assessing the strength of our programs using internal and external measurements will support this practice and enhance communication and collaboration between and among District staff, students, parents, Board of Education, and community.

K-12 Program Coordinator

	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15
CAASPP Professional Development set up and site support including specific needs for Special Education	10%	5%	10%	40%	20%	20%	40%	60%	50%	20%	5%	5%
Instructional Support at School Sites	40%	60%	50%	40%	35%	40%	40%	20%				30%
Professional Development	30%	30%	30%	20%	35%	30%	20%			50%	25%	25%
Support for District Benchmarks	10%	5%	10%	20%	5%	5%		15%	40%	10%	25%	25%
Benchmark Data for School Site Plans					5%	5%						
Co-Stars Grant	5%							5%				
Civil Rights Data Collection									10%	20%	20%	
Online Curriculum Management	5%										25%	5%
Report Cards												10%

Office Management

Category	Project	Number Processed
Professional Development	Data Management	126
	Preparation	126
	Timesheets	3000
	Conferences	15
	Contracts	31
	VPSS	5
FieldTrips	Day	310
	Overnight/Out of State	40
Translations	Written	300
	DELAC, ELAC, IEP, SST and Testing	75
Records Maintenance and Distribution	Transcript Requests	137
	Cumulative Record Requests	50
	Dropout "Dead" Cumulative Records	6
	Cumulative Record Purge	1200
Quotes and Requisitions/Transfers	Quotes and Requisitions/Transfers	60
	Curriculum Cost	$1,600,000
	Textbooks Received	18,593

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Instructional Networking Academies: Page 1

To register for an Instructional Academy: Please click on the following link to go to our online registration form.
http://goo.gl/forms/38jh2cr1gM
Please use Chrome

To host your own Instructional Academy: Please click on the following link to go to our online application form.
http://goo.gl/forms/D8rbOzPAhg
Please use Chrome

To request a topic for an Instructional Academy not listed, please click on the following link to go to our request form.
http://goo.gl/forms/7GMcz30XfK
Please use Chrome

Marysville Joint
Unified School District
Educational Services
Room 110
1919 B Street
Marysville, CA 95961
Phone (530) 749-6159
Fax (530) 741-7893

www.mjusd.com

Instructional Networking Catalogue

Sharing Our Tricks of the Trade

Our mission is to improve and sustain the professional growth of district educators through collegially planned learning opportunities that continue to support the academic enrichment of our students.

Collaboration Nation with Molly McKay
Brief Course Description: Every single teacher employed by MJUSD has in her/his toolbox many ideas, techniques, strategies, and skill that would be useful for many colleagues – SHARE!
Materials: Open minds, generous spirits, energy, enthusiasm, and goodwill. This brainstorming is designed to fertilize the fields of collaborative exploration; expanding professional competencies and relationships.
Maximum Number of Participants: Unlimited
Location: Kynoch Elementary
Length of Workshop: 60 Minutes
Subject: Presentation Design
Grade Levels: All
Date and Time: 9/16/15 3:00 – 4:00

Meaningful Menus with Michelle Cross
Brief Course Description: Are you tired of hearing your students say "I'm done." Come learn how to create a system to keep students busy with meaningful job menus.
Materials: Laptop
Maximum Number of Participants: 30
Location: Kynoch Elementary, Room 5
Length of Workshop: 60 Minutes
Subject: Any
Grade Levels: K-5
Date and Time: 11/4/15, 3:00 – 4:00

Creating a Custom Planbook with Excel with Michelle Cross
Brief Course Description: If you spend a lot of time writing the same things in your planbook, come learn a faster way using Microsoft Excel.
Materials: Laptop, flashdrive
Maximum Number of Participants: 30
Location: Kynoch Elementary
Length of Workshop: 60 Minutes
Subject: Any
Grade Levels: All
Date and Time: 11/17/15, 3:00 – 4:00

Writing Using Technology: with Alicia Wright
Brief Course Description: Creating Edmodo Assignments
Materials: Laptop
Maximum Number of Participants: 30
Location: Yuba Gardens P213
Length of Workshop: 120 Minutes
Subject: All/Technology
Grade Levels: All
Date and Time: 12/9/15 3:00 – 5:00

Body Combat with Heather Baker
Brief Course Description: Come learn how to help yourself and your students channel anxiety/frustrations into a positive workout. You will leave feeling FIERCE! I will teach you how to kick, strike, and kata your way through this mixed Martial Arts cardio routine. I guarantee you will leave feeling like you can accomplish anything!
Materials: Yoga Mat for conditioning and cool down, workout shoes/clothes. Bring a towel as you WILL work up a sweat!
Maximum Number of Participants: Unlimited
Location: Kynoch Elementary cafeteria
Length of Workshop: 60 Minutes
Subject: Personal Wellness of Mind, Body, & Spirit
Grade Levels: Come one, come all!
Date and Time: 9/21/15 3:00 – 4:00

Body Flow with Heather Baker
Brief Course Description: Come learn how to teach your students to use their breath, mind, and body to get a sense of calmness and clarity. We will be doing a combination of Tai Chi, Yoga, and Pilates. This *"aint no wimp class"*! You will work hard using your own body weight, core and breath. Trust me; you will leave this class letting everything roll off your back, without a care in the world! Great tension and stress reliever.
Materials: Yoga Mat, comfortable clothing for stretching, an open mind (you don't need to be physically flexible to take this class). Bring a towel as you WILL sweat!
Maximum Number of Participants: Unlimited
Location: Kynoch Elementary cafeteria
Length of Workshop: 60 Minutes
Subject: Personal Wellness of Mind, Body, & Spirit
Grade Levels: Come one, come all!
Date and Time: 9/24/15 3:00 – 4:00

Why I Teach
Brief Course Description: Teachers deserve to be valued for their expertise, for their voice, to make decisions--to be appreciated. Write a letter to yourself. If I knew Then: A Letter to Me, Today.
https://www.youtube.com/watch?v=mlPYLJI247g
https://www.youtube.com/watch?v=CBk2mXtHJ8Q
Materials: None
Maximum Number of Participants: 30
Location: Yuba Gardens, P213
Length of Workshop: 60 Minutes
Subject: Professional Learning Community
Grade Levels: All
Date and Time: 10/14/15

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Instructional Networking Academies: Page 2

http://goo.gl/forms/38jh2cr1gM

WriteSteps Make and Take for Transitional Kindergarten and Kindergarten with Amy Hansen
Brief Course Description: Let's get our kiddos writing! We will work together to review the instructional components in WriteSteps while building important resources for our classrooms.

Materials: Make and take materials provided to build your own classroom Grows and Glows binders. Muscles and boxes to take your materials back to the classroom.
Maximum Number of Participants: Unlimited
Location: Yuba Garden Intermediate, P213
Length of Workshop: 60 Minutes
Subject: WriteSteps
Grade Levels: TK/K
Date and Time: 9/29/15, 10/07/15, 11/4/15, 1/19/15 3:00 – 4:00

Illuminate Kindergarten Assessments and Tool Kits with Jessica Melo
Brief Course Description: Come get ready for trimester assessments. Hear what's working for others and get all your questions answered

Materials: A copy of the kindergarten assessments and any materials you use
Maximum Number of Participants: 30
Location: Covillaud Elementary, B104
Length of Workshop: 60 Minutes
Subject: Report Cards
Grade Levels: Come one, come all!
Dates and Time: 10/21/15, 2/3/16, 5/4/16 3:00 – 4:00PM

Easy Ways to Include Music in the Everyday Classroom with Christina Sleigh
Brief Course Description:

Materials:
Maximum Number of Participants: 30
Location: Lindhurst Band Room (F6)
Length of Workshop: 60 Minutes
Subject: Music
Grade Levels: K-12
Date and Time: 9/30/15, 3:30 – 4:30

Improving Digital Literacy through Blogging with Heather Moural
Brief Course Description: Setting up your class on "Kidblog" is free and easy! Get students writing and using those fundamental digital literacy skills that they will need for SBAC testing. Blogging is highly engaging for students, and mimics SBAC text and keyboarding demands.

Materials: Laptop
Maximum Number of Participants: 30
Location: Kynoch Elementary, Room 22
Length of Workshop: Two, one hour sessions
Subject: Digital Literacy
Grade Levels: 2-12
Date and Time: 9/30/15, 10/28/15, 3:00-4:00

Deeper Learning Network
Brief Course Description: The 50+ videos in this series showcase 10 Deeper Learning networks that are preparing students for success -- they collectively serve more than 500 schools and 227,000 students. https://www.teachingchannel.org/deeper-learning-video-series

Materials: None
Maximum Number of Participants: 30
Location: Yuba Gardens, P213
Length of Workshop: 60 Minutes
Subject: Instructional Strategies
Grade Levels: All
Date and Time: 9/30/15, 3:00-4:00

Mangahigh with Alicia Wright
Brief Course Description: Effective and Engaging Math Games

Materials: Laptop
Maximum Number of Participants: 30
Location: Yuba Gardens P213
Length of Workshop: 120 Minutes
Subject: Math/Technology
Grade Levels: All
Date and Time: 9/16/15 3:00 – 5:00

How Is Project Glad Impacting Your Classroom with Nou Vang
Brief Course Description: We will work together to collaborate and review GLAD strategies while building instructional resources that promote effective student interaction and develop metacognitive use of high-language and literacy.

Materials:
Maximum Number of Participants: 30
Location: Ella Elementary
Length of Workshop: Ella Teacher Lab
Subject: English learners
Grade Levels: K-8
Date and Time: 9/23/15, 2:40 – 3:40

From Research to Projects with Alicia Wright
Brief Course Description: Helping students navigate the Internet, gather information, cite sources, and create projects in all subject areas.

Materials: Laptop
Maximum Number of Participants:
Location: Yuba Gardens P213
Length of Workshop: 120 Minutes
Subject: All/Technology
Grade Levels: All
Date and Time: 10/14/15 3:00 – 5:00

Managing Technology Centers Effectively with Alicia Wright
Brief Course Description: Come learn how to get the most out of your technology time.

Materials: Laptop
Maximum Number of Participants:
Location: Yuba Gardens P213
Length of Workshop: 120 Minutes
Subject: Technology
Grade Levels: All
Date and Time: 10/21/15 3:00 – 5:00

The Teacher's Voice- how to survive vocally without causing damage to your vocal chords when teaching in extreme condition with Christina Sleigh
Brief Course Description: Do you feel vocally tired after a long day of teaching? Do you find that you lose your voice when you get hit with a head cold? Come find out some quick and easy tips for ensuring good vocal health throughout the school year!

Materials:
Maximum Number of Participants: 20
Location: Lindhurst Band Room (F6)
Length of Workshop: 60 Minutes
Subject: Music
Grade Levels: K-12
Date and Time: 9/23/15 3:30 – 4:30

Symbaloo Visual Bookmarks with Heather Moural
Brief Course Description: Make your home page more efficient with this incredible resource! Symbaloo is a great way to organize those web pages, videos, and other web links you use daily! Go to Aeries, e-mail, a frequently used You Tube video, or your curriculum log-in pages with one click!

Materials: Laptop
Maximum Number of Participants: 30
Location: Kynoch Elementary, Room 22
Length of Workshop: 60 Minutes
Subject: Webpages
Grade Levels: All
Date and Time: 9/23/15, 10/14/15, 3:00 – 4:00

Dogonews with Alicia Wright
Brief Course Description: Expository Text Activities

Materials: Laptop
Maximum Number of Participants:
Location: Location: Yuba Gardens P213
Length of Workshop: 120 Minutes
Subject: All/Technology
Grade Levels: All
Date and Time: 11/18/15 3:00 – 5:00

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Continuing Developments

- Evaluating Sustainability and Effectiveness of District Provided Professional Development
    - Project Glad
    - Project Based Learning
    - Write Steps
    - California Kindergarten Association
    - Next Generation Science Standards
    - Common Core Mathematics
    - Illuminate
    - Carol Jago
- Digging into Data to Improve Student Academic Achievement
- New Music and Physical Education Teachers
- Training in Current Programs for Teachers New to the District
- Instructional Academies
- ELA/ELD Curriculum Adoption
- GLAD Mentors
- Training in Renaissance Learning: Mathematics and English Language Arts
    - STAR assessments are computer adaptive to dynamically adjust to each student's unique responses.
    - AR 360 supports independent reading practice and the three key instructional shifts being emphasized in the Common Core: more nonfiction reading, more reading of complex texts, and the ability to cite text evidence.
- Transitional Kindergarten Teacher Training
- Google Drive: Fieldtrips and Registrations
- Benchmarks and Report Cards
- CELDT, CAASP, CAHSEE, EAP

Continuing Developments

SB 172: Pending Governor's Signature

This bill would suspend the administration of the high school exit examination and would remove the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for each pupil completing grade 12, for the 2015–16, 2016–17, and 2017–18 school years. The bill would, until July 31, 2018, require the governing board or body of a local educational agency, as defined, and the State Department of Education on behalf of state special schools, to grant a diploma of graduation from high school to any pupil who completed grade 12 in the 2003–04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination.

The governor has until September 30 to sign or veto legislation in his/her possession on the day the legislature adjourns (usually August 31), or it becomes law without being signed.

MJUSD Music Programs

	Introduction to Music	Instrumental Music	Choir
Primary K-3	Introduction to music begins in Kindergarten with rhythm instruments and choir. In second and third grade some students advance to recorders.		
Elementary 4-6		Band and/or Violin begin in 4th grade. Attendance is on a pull-out basis. Students are ability-grouped based on proficiency.	Pullout programs for choir begin in 4th grade.
Middle School 6-8	Middle school students are offered Musical Drama.	Middle school students are offered band, violin, and/or guitar.	Middle students are offered choir. Open to all students with no experience required.
High School 9-12	Basic instrument courses are offered to beginning students on either guitar, strings and piano.	High School students are offered marching band, drum line, ensembles, percussion, concert band, jazz, band, guitar, strings, piano, and keyboarding.	High school students are offered choir, choral music, chorus, jazz choir, show choir, vocal ensemble, opera, and musical theatre.

*All course offerings are site specific.

Frequently Asked Questions

1. **What is the MJUSD music program?**

   The primary music program focuses on five basic elements of music, which are rhythm, tempo, melody, harmony and tone. The primary music program focuses on five basic elements of music, which are rhythm, tempo, melody, harmony and tone. The elementary music program at some sites advances into instrumental music instruction offered in grades 4 through 6. Students at these sites will miss approximately 30 minutes of class time per week for instrumental music or choir instruction with the music teacher. Students will be responsible for completing any missed classwork. Music instruction is a small group lesson. Students are expected to practice weekly assignments at home on their instruments. The secondary Music programs offer music students a daily elective option allowing students to build skills towards continuing music post high school while meeting state and national arts standards in music.

2. **Are school instruments available?**

   Instrumental programs are provided at sites having access to musical instruments.

3. **What are the advantages of participating in the music program?**

   It offers an opportunity for musical and performing arts experience. It gives students another social connection and a positive team environment in a school setting. Students can learn about habits of daily practice toward achievement of long-term success. It can also build students' confidence in a public presentation setting.

4. **What about choir?**

   At this time choir is available as part part of the school day curriculum in some elementary schools. School day choir instruction begins in 7th grade and is open to students who have no prior experience.

EDUCATION

EDUCATION