

**CONSOLIDATED
SCHOOL DISTRICT
— OF —
NEW BRITAIN**

**NEW BRITAIN BOARD OF EDUCATION
CURRICULUM COMMITTEE MEETING**

June 15, 2020 – 6:30 PM | VIRTUAL MEETING



NOTICE OF MEETING

TO: New Britain Board of Education Members
Mayor Erin Stewart
Mr. Mark H. Bernacki, Town and City Clerk
New Britain Common Council Members

DATE: June 12, 2020

RE: New Britain Board of Education Committee Meetings

The following Board of Education committee meetings will take place virtually due to current public health concerns and school closure related to COVID-19:

- **The New Britain Board of Education Policy Committee** will hold a regular meeting on Monday, June 15, 2020 at 5:30 PM.

Members of the public may view a live broadcast of the meeting online via the livestream link:
<https://video.csdnb.org/show?video=1319f802ff39>

The agenda and the board packet in its entirety can be found on the Board of Education website:
<https://www.csdnb.org/BOE-Calendar-Documents.php>

- **The New Britain Board of Education Curriculum Committee** will hold a regular meeting on Monday, June 15, 2020 at 6:30 PM.

Members of the public may view a live broadcast of the meeting online via the livestream link:
<https://video.csdnb.org/show?video=1319f802ff39>

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CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education | Curriculum Committee Regular Meeting

June 15, 2020 – 6:30 PM | Virtual Meeting

1. Call to Order and Opening

- A. Meeting Called to Order

2. New Business

- A. Review and Approve Minutes from Curriculum Committee Meeting on May 18, 2020
Submitted by Ms. Kristin Salerni | Page 5
- B. Newsela Presentation
Presentation by Mr. Stephawn Newsome and Ms. Kristi Maroudas, Newsela, Inc. | Page 7
- C. QuaverMusic Presentation
Presentation by Ms. Leona Clerkin | Page 10

3. Closing

- A. Other Business as Permitted by Law
- B. Adjournment

New Britain Board of Education

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**CONSOLIDATED
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— OF —
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NEW BUSINESS



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education Curriculum Subcommittee Meeting

May 18, 2020– 6:30 PM | Virtual Meeting

Call to Order and Opening

Dr. Violet Jiménez Sims, Curriculum Subcommittee Chair, called the meeting to order at 6:30 PM.

Committee Members Present

Mr. Merrill Gay, Ms. Diane Leja, Mr. Nicholas Mercier, Ms. Diana Reyes, Ms. Nancy Rodriguez, Dr. Violet Jiménez Sims

CSDNB Staff Present

Ms. Amy Anderson, Ms. Lara Bohlke, Ms. Kristin Salerni, Ms. Nancy Sarra, Mr. John Taylor, Ms. Jennifer Wright

New Business

Review and Approve Minutes from the Curriculum Subcommittee Meeting on April 20, 2020

There were no recommended changes to the minutes from the Curriculum Subcommittee Meeting on April 20, 2020.

Mr. Mercier motioned to approve the minutes from the Curriculum Subcommittee Meeting on April 20, 2020 as presented, seconded by Ms. Reyes. Motion carried unanimously.

Discuss Installation of High Tunnel Greenhouse on Roosevelt Campus

Mr. Joey Listro, Executive Director of New Britain ROOTS, discussed the proposed installation of a high tunnel greenhouse on the Roosevelt Campus. High tunnel greenhouses are advantageous because they are solar heated, extend the growing season, and offer protection from weather. Mr. Listro presented slides from the construction of this same high tunnel greenhouse at Slade Middle School three years ago. The total cost for the project at Roosevelt is \$14,925.00. ROOTS received \$5,000.00 from American Savings Foundation and \$7,658.00 from the USDA – National Reserve Conservation Service to fund this project. ROOTS is covering the remaining balance and the grant money has already been approved.

Mr. Listro discussed the connection between the greenhouse project and the “Farm to School” Curriculum and lessons that are part of the ROOTS afterschool and summer learning programs.

Farm to School Curriculum

- Food Literacy
- Seed Anatomy
- Soil Science
- Composting and Worm Composting
- Vegetable Plant Identification and Plant Parts & Functions
- Food Mapping
- Fungus & Mushrooms
- Climate Change and Methods in Organic Agriculture
- Beneficial Garden Insects

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- Beekeeping
- Garden to Plate – Culinary and Nutrition Lessons
- Water Science
- Mock Farmers Market

In closing, Mr. Listro stated that his ultimate goal is to change the way we, as a school district and a city, feed ourselves and our school community and improve our relationship with food.

Ms. Lara Bohlke, District Coordinator of Curriculum for Grades 6-12, further discussed curriculum connections across the district and the supporting role that greenhouses can play with delivery of this instruction. Ms. Bohlke also noted that the location of the greenhouse on the Roosevelt Campus extends this beneficial partnership to preschool (RELC), middle school (HALS), and high school students (SCA).

Mr. Mercier motioned that the Board approve installation of a high tunnel greenhouse on the Roosevelt Campus at the next regular meeting. The motion was seconded. Motion carried unanimously.

Using i-Ready Discussion as a K-5 Diagnostic Testing and Ed Recovery Learning Path Platform

Superintendent Sarra emphasized the importance of following the guiding documents that Mr. Miguel Cardona, Connecticut Commissioner of Education, has shared specifically regarding the focus on education recovery and the reopening of schools. Ms. Lara Bohlke, District Coordinator of Curriculum for Grades 6-12, and Ms. Amy Anderson, District Coordinator of PK-5 Curriculum, explained how the i-Ready virtual platform could play an important role in helping us diagnose where our K-8 students are academically when they return to school next year. i-Ready provides an online platform to diagnose where students are in reading and mathematics and offers a virtual learning path to bring them to where they need to be, while simultaneously offering opportunities for students to also engage in grade level instruction, lessons and activities. Ms. Bohlke and Ms. Anderson believe i-Ready is the most appropriate tool to provide both diagnostic information and learning path resources to address our needs in 2020-2021. This aligns with the State Department of Education’s K-12 Educational Priority Statement regarding COVID-19 allowing CSDNB to adopt the use of i-Ready for the 2020-2021 school year to “assess where students are in respect to the base of learning required for their new grade...and to restore any educational loss while continuing to provide the learning essential to their current grade.”

Ms. Lisa Cattaruzza and Mr. Lloyd Jones from Curriculum Associates attended the meeting to provide information and answer questions about the i-Ready platform. Mr. Jones introduced i-Ready as a web-based, adaptive diagnostic and instructional program. Mr. Jones presented slides providing an overview of the i-Ready Program and highlighted the various reports and instructional resources available.

Ms. Anderson noted that i-Ready has features to support EL learners as well, including highlighting and vocabulary tools as well as translation and audio supports. Funding needed for this program will be available either through Academics or through state funding. Ms. Anderson stated that she would forward a quote and additional documentation to the Finance Subcommittee for review if recommended.

The Curriculum Subcommittee favorably recommended that this request be referred to the Finance Subcommittee for review at their next meeting.

Closing and Adjournment

The meeting was adjourned at 7:33 PM.

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CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Lara Bohlke (Academics) for approval at the Regular Board Meeting on July 13, 2020.

Type of Memorandum

Purchase Order

Background and Purpose/Rationale (Alignment to District Strategic Plan)

In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.

In these uncertain times, we must be prepared to meet our students where they are. We must be equipped to provide our students with timely resources that allow them to contemplate issues and concepts that are important to them. These resources should be flexible and searchable by content and topic and be available at a variety of reading levels and in multiple languages to support our linguistic diversity and allow for equity of access. We need to be able to do this flexibly, in person and/or virtually. 161 CSDNB teachers have used Newsela this school year, 71 at the elementary level and 80 at the secondary level. 100 of these CSDNB teachers began using Newsela as a resource after March 13th, at which point the majority of the collection became available to teachers free of charge. While many teachers have taken advantage of the free access to tap into original vetted content, more have not, aware that once free access was unavailable, they would no longer be able to use it. We would like to allow teachers to begin to plan over the summer, knowing what resources, virtual and otherwise, they will have at their fingertips, regardless of what 'school' looks like in the fall. Open the first page of Newsela and you will immediately see articles like, 'With Protestors saying, "Defund the police", What does it mean?', 'Heartbreak, Love and Resilience; A Teacher's Letter to the Class of 2020', 'How to be an Environmental Advocate During COVID-19', 'Dealing with Stress and Strong Emotions', and "Space X Launches Flight for NASA'. Resources are available for students as young as primary, such as 'Coronavirus Coloring Book Designed to Help Kids Cope with Pandemic'. Having access to appropriate, vetted, indexed resources, ripped from the headline news, is appealing to our teachers and relevant for our students.

Newsela is a high quality resource that provides all of the following:

flexibility to respond to and meet our content needs and support our students, no matter what happens next year or what our students end up needing

accessibility and equity for every student, regardless of reading level, background, or access to technology.

support for teachers across subjects, including social and emotional learning, both in and out of the classroom

ease of implementation (many Teachers and Students are already familiar with Newsela) and works with Google Classroom

gives us visibility into what's happening across the district

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Newsela is currently available at a steeply discounted price. The Distance Learning District Suite, allows for the purchase of all four content solutions, plus on-demand PD resources, all for \$14 per student for the year. That includes Newsela ELA, Newsela Social Studies, Newsela Science, The Newsela Social-Emotional Learning Collection (for elementary and secondary), and our PD Pass, and is a savings of an additional 15% on what you'd pay normally with the Partner Discount/Full District 30% discount.

To prevent the transmission of COVID-19 in months and years to come, the way we deliver instruction will continue to change and evolve. Newsela has features to support EL learners as well, including highlighting and vocabulary tools as well as translation and audio supports, such as text to speech. Funding needed for this will be available either through Academics or through state funding at an approximate cost of \$107,000. "The CSDE is committed to financially support LEAs' efforts to provide appropriate recovery services for all students, including students with IEPs and to prepare students and teachers to reenter the school building when it is safe to do so." Part of this Education Recovery financial support includes "funding for instructional supplies/equipment (resources)." Newsela fulfills these CSDE parameters and allows CSDNB teachers the resources to provide students relevant articles at their appropriate reading level.

Financial Information

The total is \$107,940.00 and the funding source is Local, Academics, Instructional Supplies Local, Academics, Instructional Supplies - 101096122004-56110.

Committee Review

This was reviewed by the Curriculum Committee on June 15, 2020 and the Finance Committee on June 22, 2020.

[Newsela for New Britain SD Proposal - Newsela District Pricing & Product Options - Lara Bohlke.pdf](#)

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Newsela for New Britain SD							
			Includes EdAdvance 20% Consortium Discount Pricing + 10% Full District Discount				
Schools	<u>Student Enrollment (2-12)</u>	NEWSELA ELA	NEWSELA SS	NEWSELA SCI	NEWSELA SEL	NEWSELA D PASS	
Chamerlain Elementary School	335	\$3,840	\$2,000	\$1,280	\$960	\$320	
Gaffney Elementary School	262	\$2,960	\$1,600	\$1,040	\$800	\$240	
Holmes Elementary School	344	\$3,840	\$2,000	\$1,280	\$960	\$320	
Jefferson Elementary School	288	\$3,280	\$1,760	\$1,120	\$880	\$240	
Lincoln Elementary School	446	\$5,040	\$2,560	\$1,520	\$1,120	\$400	
Northend Elementary School	188	\$2,080	\$1,280	\$880	\$720	\$160	
Smaley Elementary School	433	\$5,040	\$2,560	\$1,520	\$1,120	\$400	
Smith Elementary School	359	\$4,160	\$2,160	\$1,280	\$960	\$320	
Vance Elementary School	315	\$3,520	\$1,920	\$1,200	\$880	\$240	
DiLoreto Elementary & Middle School	643	\$6,400	\$3,200	\$1,840	\$1,360	\$480	
Pulaski Middle School	875	\$7,520	\$3,760	\$2,160	\$1,600	\$560	
Slade Middle School	866	\$7,520	\$3,760	\$2,160	\$1,600	\$560	
New Britain High School	2,208	\$12,160	\$6,080	\$3,520	\$2,560	\$800	
House of Art Letters & Science (HALS) Academy	148	\$1,520	\$960	\$800	\$640	\$160	
Total Enrollment	7,710	\$68,880	\$35,600	\$21,600	\$16,160	\$5,200	
Total LIST Cost before EdAdvance Consortium Discount		\$191,672					
Total Discounted Cost for 2020-2021		\$147,440					
Newsela's Distance Learning Suite Bundle Offer Expires 6/30		\$14/Student	\$107,940				
Multiyear Options		Annual Payment					
5 Year Contract = 3% Discount off total contract value		\$104,702					
3 year contract = 2% Discount off total contract value		\$105,781					

Quaver Music Highlights for New Britain

QuaverMusic is a web based, PreK-8 General Music resource. All resources and lessons are aligned to National Core Arts Standards and identified in our lesson plans (example attached). Quaver's resources and tools provide students and teachers engaging, music literacy focused activities for both classroom and at home learning. Resources can be provided through simple links and QR codes or developed into custom lessons, integrating outside resources for flexible and customized content specific to teaching needs and styles.

Quaver continually improves resources and tools based on the changing needs of classrooms regarding technology and pedagogy. Many recent additions have focused on the challenges of at home learning. **ALL** updates to resources, tools, repertoire and printed material are included in the license cost. Competitors do not provide Quaver's level of quality, support, included updates or student access.

Highlights

Teachers:

- Extensive collection of resources and tools
- Lessons and activities developed and aligned to Kodály, Orff and other standard music pedagogies.
- Flexible customization allowing integrations of teachers' current, non-Quaver, resources in their lessons and assignments.

Students:

- Unlimited free student accounts - this includes Band, Choir and Orchestra students not in GM classes too.
- Engaging student music learning environments, composition tools and music literacy activities all available from home or school via individual accounts.

District:

- Equitable resource platform across entire district
- Platform encourages colleague collaboration and sharing of best practices
- Integration and support for SSO and rostering
- Usage reporting

Support:

- Staffed toll-free number for questions and issues
- Library of 24/7 online PD tutorials
- District specific PD opportunities - currently New Britain has completed two 90-minute PD's scheduled during At-Home learning

Example Activity:

The QR code and link below provides an example of a custom melody composing activity. Melody and rhythmic elements are from traditional folk repertoire. This activity provides a student driven learning opportunity while maintaining teacher guidance and pedagogy principles.

Anyone can scan the QR code or input the link in any web based device.

<https://bit.ly/NewBritainMusic>

Mobile Activity



Purpose

The purpose of this lesson is to provide an opportunity for students to sing, play, create, and move to sixteenth note rhythms.

Essential Question: How do musicians make creative decisions?
(Creating: Plan and Make)

Key Student Objectives

- Define Sixteenth Notes.
- Perform rhythmic patterns in a song based on sixteenth notes.
- Improvise a rhythm pattern independently on a classroom instrument while others play a steady beat.

Time	Standard	Classroom Resources	Music in This Lesson
Normal 30-45 min	NCCAS: Cr1.1.4a, Cr2.1.4a, Cr2.1.4b, Cr3.2.4a, Pr4.2.4a, Pr4.2.4b	<ul style="list-style-type: none"> • Materials <ul style="list-style-type: none"> ◦ Pencils ◦ Mobile device (optional) ◦ Rhythm Assessment Response sheet • Instruments <ul style="list-style-type: none"> ◦ Conga Drum ◦ Non-Pitched Percussion (two-handed) 	<ul style="list-style-type: none"> • Sixteenth Note Samba
Extended 30-38 min	NAfME: 1, 2, 3, 4, 5, 6, 8		

WELCOME

Introduce students to the lesson topic

1. Super Sixteenth Notes

2-3 min

- Have **Sixteenth Note Samba** playing as students enter your classroom.
- Take attendance, if needed.

Hint: To get the fastest internet speeds, preview all your screens ahead of time so they are pre-loaded in your computer and close all open windows except for Quaver.



INTRODUCE

Tell students about today's lesson

2. Sets of Four

🕒 2-4 min

- Invite students to name items that come in sets of four.
- Click right side of screen to reveal some examples on slides 2 and 3.
- Ask students if they can name notes that come in sets of four per beat.
- Click right side of screen to reveal slide 4. (sixteenth notes)



ENGAGE

Warm up the students and get their attention

3. Sixteenth Note Patterns

🕒 4-6 min

- Pass out two-handed, non-pitched percussion instruments.
- Teach the four two-measure sixteenth note rhythm patterns.
- Divide class into four groups, assigning one rhythm pattern per group.
- Press PLAY to hear a steady beat and layer in each rhythm pattern until all are being played together.
- **Keyword:** Sixteenth Notes - Dividing each beat into four equal parts.

Variation: Experiment with dynamics and teaching students how to blend sound while playing in an ensemble. Cue one group to play at a louder volume while cuing the other groups to play softly, shifting the focus from themselves to others.

Connections (Math): How can we find the fractional names of the notes? Start with a whole note. (Use a piece of paper.). Fold in half, making half notes. Fold again, making quarters. (4 parts, each is 1/4th) Fold again and count the resultant pieces. (1/8ths) Fold again (16 or 1/16th of the original whole!)



INTRODUCE

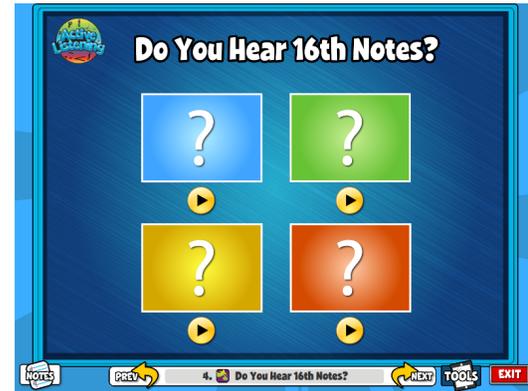
Tell students about today's lesson

4. Do You Hear 16th Notes?

🕒 3-5 min

- Review the definition of ostinato and how it is typically used.
- Invite a student volunteer to press one of the four audio buttons. (Listen for the 4-beat count-off.)
- Ask the volunteer if what they heard contained sixteenth notes.
- Choose a new volunteer and repeat the process.
- **Keyword:** Ostinato - A short, repeated rhythmic or melodic pattern used to support a musical piece.

Variation: Pass out two-handed instruments and have students echo the sixteenth notes matching or at a slower tempo.



DEVELOP

Present and explain the new material

5. Sixteenth Note Samba (Lyrics)

🕒 5-7 min

- Listen to the **Sixteenth Note Samba**. Ask students what musical style they think this song represents. (Samba, from Brazil)
- Ask students to tap or pat to the steady beat.
- Hand out two-handed, non-pitched percussion instruments or two mallets.
- Ask students if they remember hearing the part of the song with "1-e-&-ah, 2-e-&-ah, 3-e-&-ah, 4-e-&-ah."
- Explain this is how you count sixteenth notes when they are written in groups of four.
- Before using the song tracks, set a steady tempo and while playing instruments on the beat, count sixteenth notes out loud together.
- Sing and play along with the song track and when instructed, have students play or echo the rhythms played on the conga drum.

Variation: Based on students' interest in, knowledge of, and ability to perform Samba music, invite students to discuss their preference (or lack thereof) for this song. Ask how their interest, knowledge, and skill regarding Samba music could affect their personal choice.

The **Sixteenth Note Samba** melody is printed at the end of the Lesson Plan. The score and lyrics can be downloaded from Worksheets.



6. Sixteenth Note Samba - Improvising ⌚ 4-6 min

- Pass out two-handed, non-pitched percussion instruments.
- Begin the **Improvisation Loop** and play the sixteenth note patterns on the screen, having students echo them back. Perform one pattern at a time, making sure students really feel it before moving to the next one.
- With or without the loop, invite students (one at a time) to improvise one measure of sixteenth note combinations while the others quietly play the quarter note beat.
- Conclude this section by inviting students to play through the full song using percussion instruments.
- How do musicians make creative decisions? (Essential Question)

SUMMARIZE

Reinforce the lesson

7. What Did We Learn Today? ⌚ 2-4 min

- Click on the bullet points to highlight and review the learning objectives.
- How do musicians make creative decisions? (Essential Question)

ASSESS

Test understanding

8. Rhythm Assessment ⌚ 8-10 min

- Hand out response sheets to each student.
- Have your students take this short, five question assessment to help you determine how well they understand the three lessons on Rhythm.
- Instruct them to circle only one letter per item or question.
- Read the questions to the class, if so desired.
- Click the yellow arrow in the blue box to move on to the next question.

Note: Please refer to the curriculum preface and/or Qtorials for more delivery options.

EXTEND (OPTIONAL)

Provide more lesson materials

9. Sixteenth Note Samba (Lyrics)

🕒 12-14 min

Reinforce students' ability to perform sixteenth note rhythms in various ways.

- Play the loop for **Sixteenth Note Samba** and have students listen carefully to the vocal percussion parts (beat box ostinatos).
- Replay the loop, inviting students to try and chant these fun, beat-box rhythms ("Cheek-ah, cha cheeka-cheeka, Cheek-ah, cha cheeka-cheeka").
- Have students come up with their own beat-box vocal percussion using sixteenth note rhythms.
- See if they can implement those into the **Sixteenth Note Samba**.
- Invite students to compare the style of samba music to rock music, and describe the characteristics of this music that make its performance a work of art. Students can draw from the elements of the music, its aesthetic qualities, and their general reaction from hearing the music.
- Invite students to discuss and recognize the influence Latin-American culture has had on music in your home state.



Variation 1: Invite students to try vocal harmony with the melody of the song, especially during the "1-e-&-ah, 2-e-&-ah, 3-e-&-ah, 4-e-&-ah" parts. Have them listen and try to imitate the harmony already present.

Variation 2: Invite students to create movements or a dance to the music of **Sixteenth Note Samba**.

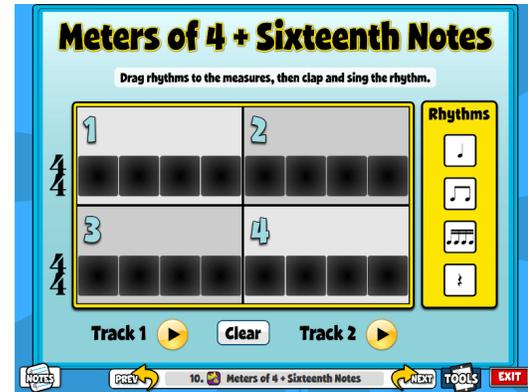
10. Meters of 4 + Sixteenth Notes

🕒 5-7 min

Augment students' ability to read and perform sixteenth note patterns.

- Use the note bank to create rhythm patterns containing sixteenth notes.
- Have students clap or play the patterns on non-pitched percussion instruments along with the tracks.

Mobile-Enabled: The Meters of 4 + Sixteenth Notes! activity is also available on mobile devices. Use the activity to allow students more time to experiment, create, and explore in small groups or as individuals.



How to access mobile activities:

- Click the highlighted **TOOLS** button at the bottom of the screen then click the **MOBILE** icon.
- If the student's device has a QR code scanner, open it, and scan the code on the screen to quickly access the activity.
- Alternatively, have students open their browser apps and go to www.quavermusic.com/mobileapp, then enter the short alphanumeric access code shown on the screen.
- For optimum performance we suggest using the Quaver QR Scanner available in the QStudent app. The app is available from the Apple App Store or the Google Play Store.

11. Sixteenth Note Grooves

 3-5 min

Provide an opportunity for students to build, listen to, and play along with their own sixteenth note creations.

- Begin by having students listen to and observe the QBackBeat Lite sixteenth note groove already created for them.
- Have students edit the note groove to create their own. Each rectangle is one beat and each division is one sixteenth note.
- Click in the box to add a sound. Click the box again to remove a sound.
- Have students listen to, then play along with, their sixteenth note creations.
- To clear the pattern, click the CLEAR button.

Variation: Using the groove where every other measure is blank, have students try to improvise during the blank measures using both sixteenth note and triplet combinations. (Begin with a slow tempo setting, as this will be very challenging)

Note: Students can access this Creative in one of two ways. It can be assigned through Resource Manager, exactly as seen in this lesson, or students can use the version accessible through the Creatives button on their Student Dashboard. For more information on how to use QBackBeat Lite, click the Help button.



12. Sixteenth Note Grooves

 10-12 min

Provide an opportunity for students to build, listen to, and play along with their own sixteenth note creations.

- Now together, create some of your own sixteenth note grooves using QBackBeat Lite.
- Have the class listen to the grooves and try to play along with them using non-pitched percussion instruments.
- Try creating a groove where every other measure is blank except for a hi-hat or bass drum on quarter notes.
- Each rectangle is one beat and each division is a sixteenth note. Click in the boxes to create a groove.
- Click a box again to remove a sound. Click CLEAR to clear the board.
- Invite students to try and improvise during those blank measures, using either percussion instruments or vocal percussion.
- Invite students to experiment with different tempo settings, too, to see how this affects the way sixteenth notes feel to them.

Variation: Have students collaborate with teacher to establish objective criteria by which to evaluate each student's composition. Then, have students make and document revisions to their piece by applying feedback based on the evaluations. Briefly discuss how implementing evaluations like this could help students improve their work over time.

Note: For more information on how to use QBackBeat Lite, click the Help button.



13. Quiz Challenge - 4th - Module 01

- Quiz Challenge is designed to offer an optional way to review or assess the class on the elements contained in the 3-lesson module. (The other option is, of course, the 5-question assessment found in the 3rd lesson of each module.)
- Feel free to use either option or administer both.
- **Note:** Virtually all aspects of Quiz Challenge are customizable (questions, answer options, number of questions and answer options, time per question, team names, which team retains control of the board, and so on).
- The Game:
 - One way to play is to assign students to Team 1 and Team 2. (Additional teams can be added via the Options icon in lower left corner).
 - Have a member(s) of Team 1 select a category and a point amount. Team 1 attempts to answer a question. (The default game mode is set up for the game play to switch to the other team(s), whether or not "Team 1" gets the correct answer. This can be changed in the Options icon.)
 - There is a default 30-second timer which will begin to countdown once the question loads. In questions with audio, the 30-second timer will not begin automatically. See below. (30-second timer length can be adjusted in the Options icon.)
 - **Questions with Audio:** Certain questions contain audio files needing to be played in order to answer the question successfully. When the questions with audio load, the play button will need to be pressed. The timer will not start until (1) the audio file has finished playing or (2) the Start button below the timer is pressed.
 - Game play continues until all point amounts have been selected.
- Play, enjoy, assess and remember, each Quiz Challenge is fully customizable!





CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Leona C. Clerkin (Academics) for approval at the Regular Board Meeting on July 13, 2020.

Type of Memorandum

Purchase Order

Background and Purpose/Rationale (Alignment to District Strategic Plan)

With the increase of on-line learning, we have partnered with Quaver Music to support general music teachers at the elementary level to provide remote learning opportunities for our students K- 5. The Quaver music program has been generously allowing the general music teachers K - 8 piloting rights to the on-line platform. There are 10,000 schools currently using Quaver Music, with 6,547 digital resources with Quaver and 1,195 interactive songs, all aligned to the National Music Standards. This platform gives teachers an opportunity to enhance their pedagogy and increase student engagement, while empowering classroom teachers with tools to directly address the five core CASEL competencies of self-management, self-awareness, social awareness, responsible decision-making, and relationship skills. Music has a powerful role to play in developing the academic, social, and emotional skills of students, both in and out of the music classroom. The purchase of this platform would enhance the learning experiences of students at home should be continue distance learning, and at school, should we return in the fall.

Financial Information

The total is \$16,800.00 and the funding source is Local 101096322074-53500.

Committee Review

This was reviewed by the Curriculum Committee on June 15, 2020 and the Finance Committee on June 22, 2020.

[Quaver Quote New Britain \(1\) - Leona Clerkin.pdf](#), [Quaver Overview & Proposal \(3\) - Leona Clerkin.pdf](#)

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May 6, 2020



Quaver Music's Custom Curriculum 1 Year License Proposal

Item	Quantity	Unit Cost	Total
Quaver Music's K-5 resources	10	\$1,680	\$16,800
24/7 Digital Training Library Access for Teachers	Unlimited	Included	
Full day, on site, professional development	1	Included discounted cost (\$1,500)	
Student Licenses	Unlimited	Included	
Technology Implementation & Support	1	Included	
Unplugged kit- off-line resource USB drive	10	Included	
		Total	\$16,800

From: Sean Smith
Quaver's Marvelous World of Music
QuaverMusic.com, LLC
1706 Grand Avenue
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Quote good for 90 days



Company Overview



PROPRIETARY





QuaverMusic.com Company Overview

QuaverMusic.com (QuaverMusic) is the world leader in music education for grades PreK-8. Established in 2009, our curriculum resources have now been adopted by more than 8,000 schools in all 50 states and 30 countries around the world. Over three million students are currently learning music from teachers using Quaver curriculum resources.

From its founding in 2009, QuaverMusic has been committed to one mission: ***Enriching Lives Through Music Education***. One of the founders, Dr. David Mastran, had retired as Chief Executive Officer of a large New York Stock Exchange company. The other founder, Graham Hepburn, was an educator and a touring musician in England who regularly performed in front of audiences of thousands. Mastran and Hepburn met onboard a cruise ship in the South China sea, and QuaverMusic—named for the English “quaver” or eighth note—was born.

Today, QuaverMusic.com is the largest company in the world dedicated to Pre-K through 8th grade general music education. Over 95 full-time staff work at our company headquarters in the iconic Music Row district in Nashville, Tennessee where we develop engaging content and curriculum resources. Our campus currently consists of five buildings that house a recording studio, graphic artist department, software development department, video editing teams, sales and marketing department, customer service department, systems integration department, fulfillment, and company administration—all devoted to Music-Based Learning®.

At QuaverMusic, we offer not only an online curriculum but a full-service capability. We provide in-person professional development as well as online training. We have weekly blogs and monthly webinars explaining what's new and how to use our resources. We are certified by IMS Global to interface with any district's school system. In short, QuaverMusic is a full-service music education company. We offer all the services a district may need including developing a custom curriculum specifically tailored to the district's goals and academic standards. In the Exhibit below, you'll see just a few of the people and places that make up our Nashville, Tennessee headquarters.

QuaverMusic Headquarters & Team





For the past decade, QuaverMusic has worked with districts large and small, in the United States and around the world, to develop, implement, and measure the success of music education programs in the PK-8th grade general music classroom.

In the U.S., QuaverMusic delivers online curriculum resources to large and prestigious schools districts across the country. These districts are located in and around Houston, Dallas, Boston, Milwaukee, Washington D.C., Nashville, Denver, Phoenix, Atlanta, Seattle, and many more cities in every state. QuaverMusic was the first and only company to have a statewide contract to support music teachers with an online music education curriculum—South Carolina.

Globally, QuaverMusic serves teachers across all Department of Defense Education Agency (DoDEA) schools from Western Europe to Japan and South Korea, and in several Department of State schools throughout the world. Elite schools in India, China, Australia, Africa, Canada, and elsewhere around the world employ QuaverMusic curriculum resources to support effective music teaching.

A Comprehensive Solution: Resources, Training, and Support

A license to QuaverMusic teaching resources is more than just a curriculum. It's a passport to complete support and development for teachers, students, and administrators. The key components which comprise a district curriculum license are as follows:

- 1 World-Class Digital Teaching Resources
- 2 Engaging Student Experiences
- 3 Customization Platform
- 4 District System Integration
- 5 Total Teacher Support

1 World-Class Digital Teaching Resources

At the heart of the QuaverMusic experience are world-class curriculum resources that harness the power of music to increase engagement and retention in students. Quaver resources employ a combination of standards-based content, meaningful interactivity, and the benefits of tech-powered teaching to support teachers and students in reaching their goals.

1.1 Standards-Based, Structured Content

Quaver's general music curriculum content is organized into grade-specific lessons that are easy for teachers to launch on any classroom technology. These ready-to-use lessons are launched from a Lesson Selection Menu, seen here in Exhibit 1-1.

Exhibit 1-1 Quaver Curriculum Lesson Structure



Each lesson includes a printable, editable lesson plan and notes for each activity screen, making a digital curriculum easy for teachers to implement right away. Exhibit 1-2 below shows a printable lesson plan complete with NCCAS standards and details on each lesson activity.

Exhibit 1-2 Sample Lesson Plan

Kindergarten
1st Nine Lessons
Voice

Lesson 4 - Whisper, Talk, Shout, and Sing

Purpose

The purpose of this lesson is to develop students' ability to use their voices in different ways.

Essential Question: How do musicians make creative decisions? (Creating: Plan and Make)

Key Student Objectives

- Recall the four ways to use the voice.
- Name specific situations in which each voice is used.
- Demonstrate the voice types with movements in a song.
- Recall that silence is when there is no sound.

Time	Standard	Classroom Resources	Music in This Lesson
Normal 30-45 min	NCCAS: Cr1.1.0.Ka, Cr1.1.Ka, Cr1.1.Kb, Re7.2.Ka	<ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> Goldilocks and the Three Bears picture book (optional) WTSS icons Instruments <ul style="list-style-type: none"> Drum 	<ul style="list-style-type: none"> Whisper, Talk and Shout and Sing March of the Ducks Yes, I Can! If You're Happy and You Know It
Extended 30-38 min	NAFME: 1, 3, 6		

WELCOME

Introduce students to the lesson topic

1. Whisper, Talk, Shout, and Sing ⌚ 2-4 min

- Have **Whisper, Talk and Shout and Sing** playing as students enter your classroom.
- Take attendance, if needed.
- During your planning time, we strongly recommend that you review the five assessment items found in the third lesson of this module (lesson 6). This will help you know which points to emphasize as you go through the module.

Hint: To get the fastest internet speeds, preview all your screens ahead of time so they are pre-loaded in your computer and close all open windows except for Quaver.

1.2 Engaging Interactivity

Quaver curriculum lessons are packed with teacher-led activities designed to engage students with interactive technology in a meaningful way. Our teaching content pairs easily with modern interactive whiteboard technologies and is also compatible with a simple computer and projector. While content is projected at the front of the class, the teacher is able to lead a variety of activities to address all learning styles. In the course of a single lesson, teachers will lead discussions, hands-on activities in small and large groups, and may invite students to interact with the content displayed to reinforce or assess their understanding.

Exhibit 1-3 Teacher and Student Engaged with Interactive Resources





With an in-house team of graphic artists, songwriters, musicians, audio engineers, and more, the Quaver team is able to produce songs, videos, and animations of the highest quality available. Our curriculum development team places a high priority on excellence in sound pedagogy, authenticity of resources, and accuracy of content. Modern music and animation engage today's students, while an easy-to-navigate platform gives teachers the confidence to do what they do best—teach.

1.3 Benefits of Tech-Powered Teaching

Quaver curriculum resources are cloud-based and fully online—no bulky curriculum binders, no glitch-laden downloads, no outdated textbooks. This delivery of teacher resources online has many advantages over a text-based or partially online curriculum. These advantages include:

- **Teaching is Much Easier.** The lesson plans and resources are all online at the teacher's fingertips. Activity suggestions and ready-to-launch resources are just a click away! No books to carry or software to load. Each lesson is sequenced with resource screens that can easily be followed. The navigation is easy.
- **Students are More Engaged.** Tech-savvy students are naturally drawn to interactive lessons with modern animation and music. Whiteboards, projectors, or large flat screens can all be used to display highly visual, engaging activities. Multiple learning styles are accommodated by the visual, aural, and kinesthetic resources. Students can even use iPads or other mobile devices.
- **Endless Resources are Available.** Our online library supports hundreds of interactive teaching resources and music to supplement existing lessons. Quaver's Resource Manager can be used to search for specific resources and create folders to store favorite lessons. Resources can be imported from the Internet and used as well.
- **Customization Options are Endless.** Teachers can create their own custom lessons by rearranging pre-built lessons or importing outside resources to create new content from scratch. Resource creation screens can be used to create Powerpoint-like screens, record videos of student or teacher activity, create custom quizzes and rubrics, build checklists, and much more.
- **Parents Can Be Involved.** Student accounts can easily be created and assignments given. The parents can log into the students account and monitor the progress that is being made. The teacher, student, and parent can send messages and communicate with one another through our system.
- **The Curriculum is Always Current.** Our online resources are updated automatically four times a year. Content and functionality are always current. No downloads required! Any corrections are made immediately.

We believe an online resource is the most efficient way to deliver and customize teacher resources. A teacher with better resources is a better teacher. The key to yielding these positive results is a combination of easy-to-use resources, teacher-led technology use, and content that uses interactivity to enhance learning. At QuaverMusic, we call this: Tech-Powered Teaching, and we are experts in helping teachers implement these strategies successfully in their unique classrooms.

2 Engaging Student Experiences

In addition to providing each educator with effective teaching resources, a district license to QuaverMusic curriculum resources includes equitable access to Music-Based Learning® for every student in the district.

Technology presents many exciting possibilities in the classroom, but it also presents serious classroom management challenges that can detract from learning. As leaders in digital curriculum resources, we've worked with teachers to find the least disruptive, most effective way to integrate technology in meaningful ways.

QR Code Delivery of Content

We've found the easiest way to incorporate mobile devices in the music classroom is through QR Codes. By scanning these digital links with any mobile device, or entering a unique code on a personal computer, students can access any screen in the Quaver curriculum. Teachers simply pull up a QR Code on the projected screen and students can access the content individually or in small groups or centers. This eliminates the challenge of app management or behavior issues that can occur when technology becomes a distraction. Exhibit 2-1 below illustrates the act of scanning a QR Code in Quaver resources.

Exhibit 2-1 Scannable QR Codes throughout Quaver Resources



Exhibit 2-2 Quaver Student Dashboard

Free Student Accounts

Quaver licenses also include an unlimited number of free student accounts, which students can use to access individualized content online. Once logged in, they can access a Student Dashboard full of assignments, assessments, and other content to support classroom teaching. Exhibit 2-2 below shows a Student Dashboard for a sample student.





Teachers can also deliver customized assignments and auto-graded assessments to students via their Quaver accounts. Student accounts can be created in a number of ways: 1) students can manually create their own accounts, 2) teachers can create accounts in bulk by uploading a student list to Quaver’s system, or 3) the Quaver Implementation team can assist with automatic student rostering and Single Sign On integrations. Once accounts have been created, students can use any device to access their assignments and Student Interactives and can communicate with the teacher via messaging. This opens up a world of personalized and blended learning for a teacher to customize to each student’s needs. It also empowers parents to be engaged in the student’s arts education, as they can access the resources at home and communicate with the teacher if needed.

No longer will administrators need to decide which students have access to instruments or special arts programs—all students will have equitable, consistent, access to high-quality arts education resources to extend their learning after the school day ends.

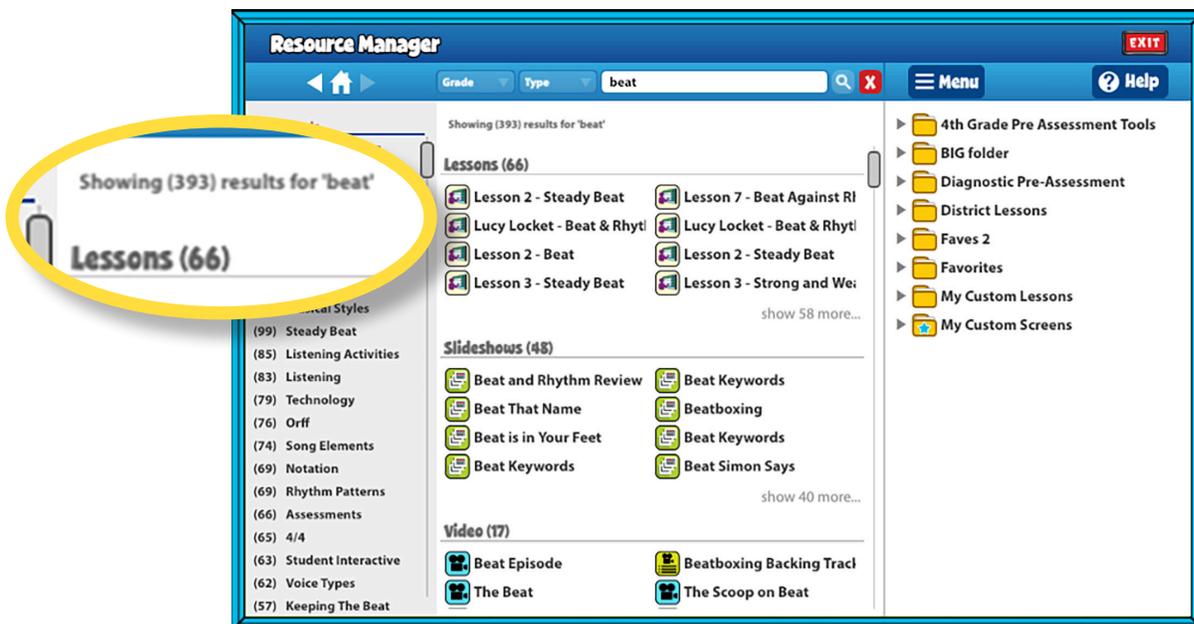
3 Customization Platform

In addition to ready-to-use resources, teachers have access to Quaver’s Resource Manager which allows them to search, create, and share custom content across the district.

3.1 Search for Resources

Resource Manager is home to more than 6,500 individual teaching resources. Teachers can search by content area or keyword, and organize the resulting Quaver resources into folders or custom lessons for easy access throughout the year. Exhibit 3-1 below shows a search for resources that can be used to teach “beat.”

Exhibit 3-1 Resource Manager Search



The search returned over 300 lessons and individual songs or other activities. The teacher can then launch right into any activity, or drag and drop resources into a folder or lesson.

3.2 Create Your Own Resources

Custom Teaching Resources

To further enable teachers to meet the needs of their students, Resource Manager also allows teachers to import content from outside the Quaver platform and to create custom screens for teaching or distributing to student accounts. The Resource Creation menu seen in Exhibit 3-2 below, allows teachers to create a variety of custom screens include YouTube screens, Audio Playlists, Custom Rubrics, and more.

Exhibit 3-2 Custom Screen Options



Music teachers in any district will be trained in a variety of pedagogies and approaches to teaching music. The ability to customize a standard curriculum to meet each of these teacher's needs is a huge benefit to district management.

Custom Assignments and Assessment Tools

In addition to content designed for teaching, Quaver also allows for the creation of custom assignments, assessments, and rubrics. With easy drag-and-drop functionality, teachers can create each of the screens seen below and distribute them to student accounts, as seen in Exhibit 3-3 below

Exhibit 3-3a Custom Assignments Examples

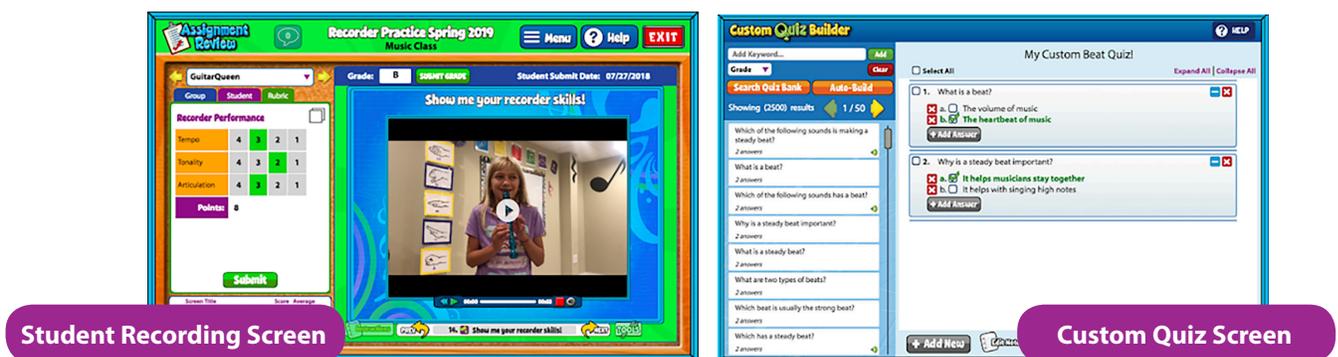




Exhibit 3-3b Custom Assignments Examples

	Excellent (5 points)	Meets Expectations (4 points)	Developing (3 points)	Needs Improvement (2 points)
Timeliness	Project turned in ahead of time.	Project turned in on due date.	Project turned in late.	Project was not turned in at all.
Quality of Work	Student went above and beyond when completing the project.	Student project reflects project requirements.	Student project does not meet one or more requirements.	Student work does not meet any of the project requirements.
Initiative	Student went above and beyond.	Student followed directions.	Student did not one or more directions.	Student followed no directions.

Custom Rubric Screen

Assignment Builder

Assessments and assignments can then be auto-graded by the QuaverMusic system or reviewed by teachers via Teacher Administration tools. The resulting GradeBook, seen in Exhibit 3-4 below, provides meaningful data on student achievement.

Exhibit 3-4 Teacher GradeBook

	Due 2/16/2015	Due 2/9 HW A	Due 2/9 End o	Due Feb 2 Enc	12615 End of	End of Homev	Homework Q1	End of Homev
AmMiddles	0	0	0	0	0	0	0	100
AmMiddles	0	90	75	0	80	60	80	0
AmMiddles	0	80	0	0	100	100	80	80
BaFama	0	70	62	66	100	60	100	100
BaSchwezer	0	80	87	100	80	100	100	100
BaSimms	0	90	0	41	0	100	40	80
BaSmalls	0	100	0	0	80	0	0	80
CaHoselbacher	0	0	0	83	100	80	100	80
CaHoselbacher	0	90	87	91	100	100	60	80
DaFischer	0	90	0	83	0	60	0	80
DaFischer	0	0	0	0	0	0	0	0
DaBrossman	0	70	100	66	60	80	80	80
DaGeorge	0	0	0	0	0	0	0	0

3.3 Share Resources Across District

Additionally, any of the custom content mentioned above can easily be shared with other teachers in the same district. This capability can encourage collaboration among teachers and allow district leadership to better institute a common curriculum and teaching culture across school campuses. Typically schools only have one music educator, which can lead to isolation and lack of professional development opportunities. By sharing curriculum resources and ideas across the QuaverMusic platform, teachers can gain valuable insight and support from other educators within their district—contributing to greater job satisfaction and higher retention of district educators.

4 District System Integration

As a cutting-edge education company with a digital product, we offer a variety of levels and methods for integrating with your district's technology and supporting district-wide implementation of the resources. These integrations are beneficial for any district interested in gathering meaningful data on teacher usage and student performance.

4.1 Single Sign On and Rostering

We offer Standard Integrations Services at no additional charge, including the implementation of any of our supported SSO technologies (Clever/OAuth, SAML/ADFS, LTI, Google), student/teacher rostering via the OneRoster data format, or Gradebook data export via .CSV.

We can also integrate with other vendors and Learning Management Systems (such as Schoology) who support any of these technologies. If your district requires a roster integration using a proprietary rostering solution, an additional charge can be negotiated. Our dedicated technology integrations team can interface with your district to consult on and facilitate these integrations. A collection of some integration partners are represented by Exhibit 4-1 below.

Exhibit 4-1 Rostering/Single Sign On Options



In addition, QuaverMusic has been recognized with an ISTE Seal of Alignment in Student Standards. This means our resources represent a high-quality, standards-aligned learning experience that enhances students' digital literacy and skills. We've also partnered with Project Unicorn to improve data interoperability within K-12 education. We are committed to increasing secure access, privacy, and interoperability in our products and empowering educators and families to achieve an enhanced level of engagement in students' education.

Exhibit 4-2 ISTE and Project Unicorn Partner Badges





4.2 Usage Reports

District-level administrators are also granted access to all the resources available to their teachers, with the addition of valuable Usage Reports, seen in Exhibit 4-3 below. These reports allow administrators to easily examine usage and performance in each and every classroom across the district, even to the level of student performance on assessments.

Exhibit 4-3 Usage Reports

STATE/DISTRICT/SCHOOL/TEACHER	OPTIONS	LESSONS	EPISODES	CP SONGS	TWBS	PD
LOCAL PUBLIC SCHOOLS		3796	311	1091	353	4
Lincoln Elemen... Jane Doe		48	116	99	247	0
Washington Elem Jane Doe		340	5	5	11	1
Adams Elemen... John Doe	Gradebook	528	24	899	67	1
Kennedy Elem... Jane Doe		912	154	0	6	0
Jefferson Elem... John Doe		465	0	0	0	0
Hamilton Elem... John Doe		841	0	0	1	2
Roosevelt Elem... Jane Doe		662	12	88	21	0

5 Total Teacher Support

Access to an online curriculum is only the first step. At QuaverMusic, we practice **Proactive** Professional Development. This means we engage in on extensive training and support for teachers throughout the district license, and we keep the conversation going with regular check ins and additional communications. Read on to learn more about our training and support efforts.

5.1 Proactive Professional Development

Every multi-year district purchase includes a plan for Professional Development that spans the life of the license. Depending on the size of the district and length of the license, these might be on-site in person trainings, digital video calls, or a combination of video and online recorded video. See the pricing details at the end of this proposal for your district recommendations. No matter the format, these trainings are adaptable to your district. Our Quaver trainers consult with district leadership before and after the training to discern what your teachers need and ensure our customers fully understand and utilize their Quaver curriculum resources in a way that meets their teaching style.

Exhibit 5-1 below shows a group of teachers engaged in an on-site training day, exploring their QuaverMusic.com resources with a Quaver trainer as a guide.

Exhibit 5-1 On-Site Training Event



5.2 Ongoing Online Support

QuaverMusic also offers additional Professional Development opportunities throughout the year at no cost to licensed users. These offerings include weekly emails, monthly training videos, and a fully maintained professional development curriculum available 24 hours a day online.

Our online Professional Development options allow educators to tune into ongoing training 24 hours a day, 7 days a week. With eleven training courses (seen in Exhibit 5-2 below) focused on how to integrate specific resources in the classroom, teachers can continue their own professional development as they choose.

Exhibit 5-2 Online Professional Development Curriculum

Video Training Courses



Master your use of QuaverMusic resources with free online professional development.

Quaver's Professional Development Curriculum consists of 11 Video Training Courses, each designed to teach you how to use specific content and functionality in your QuaverMusic.com account. Each course focuses on an aspect of your QuaverMusic resources and contains between 5 and 30 video sessions, organized into modules with easy-to-follow, step-by-step instructions. Most videos are less than 5 minutes long, so you can dig into a specific task, or tackle a resource from beginning to end. Explore each course below, and take your learning at a pace that's right for you! When you're ready for professional development credit, complete our [PD credit application](#)

Quaver Video Training Courses:

 <p>1. Getting Started with QuaverMusic.com</p> <p>Master the basics of account set up for you and your students, with tips for setting up your classroom technology.</p>	 <p>2. Curriculum Lessons</p> <p>Learn how to find, launch, and teach Quaver's ready-to-use curriculum for a 36-week school year.</p>	 <p>3. ClassPlay ★</p> <p>Learn how to find a song in Quaver's ClassPlay library and use the variety of teaching activities you'll find there.</p>	 <p>4. Search & Customization</p> <p>Learn how to use Quaver's powerful Resource Manager, where you can search for content across all Quaver resources, then organize or customize it to meet your needs</p>	 <p>5. Essentials</p> <p>Learn how to find and navigate Quaver's topic-based classrooms, complete with video episodes and supporting materials.</p>
 <p>6. Song-Based Lessons</p> <p>Learn how to find, launch, and teach with these additional lessons inspired by Kodaly, Orff, Music Learning Theory, and other teaching</p>	 <p>7. Musicals</p> <p>Explore how to prepare for and successfully present a Quaver Musical with your students.</p>	 <p>8. Choral Resources</p> <p>Learn how to use Quaver's Choral Resources with your choir or general music students to develop great vocal technique.</p>	 <p>9. Supplements</p> <p>Discover the wealth of supplemental resources waiting for you on your Teacher Dashboard, including Bach's Brain, World Music, Student</p>	 <p>10. Teacher Administration ★</p> <p>Learn how to measure and assess your students through the creation of student accounts and the</p>

A growing community of more than 3,000 teachers actively collaborate on social media through a teacher-led QuaverMusic Facebook group. This provides an additional level of support, which is extremely valuable to new and experienced teachers alike.



5.3 Responsive Customer Service

The Quaver Customer Service Team provides world-class Customer Care and Technical Support of the digital curriculum to all Quaver Schools, Teachers, and Administration through professional, multi-layered customer service.

Our Customer Service team can be reached by phone at (866) 917-3633, Monday through Friday between the hours of 7 am and 6 pm Central Time. A few members of this dedicated team are pictured in Exhibit 5-3 below.

Exhibit 5-3 Customer Service Gurus



In addition to phone and email support, we encourage teachers to visit our automated Help Site that hosts online video tutorials and allows teachers to self-diagnose issues such as bandwidth or pop-up blockers and suggests solutions based on their responses.

These training, customer support, and integration teams, along with our content development teams, are all centrally-located at our Nashville headquarters location, making it easy to be responsive to your needs.

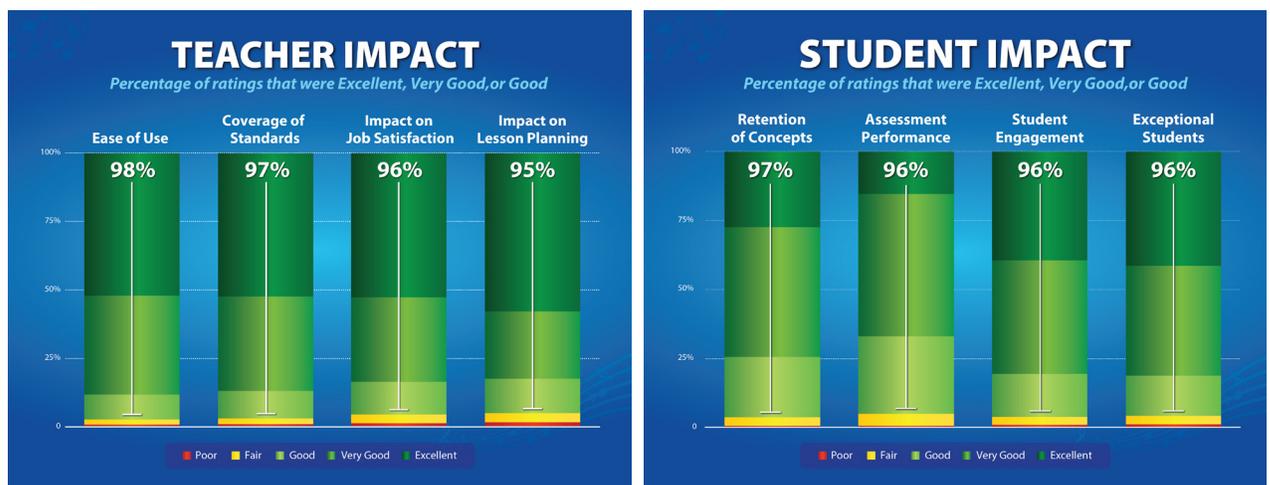


Evidence of Impact

At QuaverMusic, we seek out and respond to feedback from the teachers and students using our resources. Our office walls are full of letters from students, and teachers know they can pick up the phone and reach a Quaver team member with any question, suggestion, or concern. We also ask for a formal review from our customers every year through an anonymous digital survey. We use their feedback to fuel future development and improvements of our resources and to keep our curricula relevant and effective for today's teachers and students.

Anonymous Results from over 2,300 Teachers

At the end of the 2017/18 School Year, the Fine Arts Supervisors from 87 school districts asked their music teachers to assess the impact of Quaver's General Music Curriculum. Additionally, the Quaver team reached out to a wider audience of teachers individually in all 50 states across the country. The composite grades given by the 2,364 teachers who responded to the National Survey are unpacked below.



Impact on Teachers

Teachers found the online curriculum resources were very easy to use, seamlessly covered standards, vastly increased their job satisfaction, and saved them considerable time in lesson planning.

Impact on Students

For students, teachers noticed an increase in concept retention, better performance on assessments, a significant increase in student engagement, and a positive impact on exceptional students.



Conclusion

As previously mentioned, our mission is Enriching Lives Through Music Education. We are committed to that goal and will continue to work to support teachers as they instill a lifelong love of music in their students.

We say that our mission does not end with a sale—it begins. Our goal is to have our curriculum successfully implemented in every school in a district. Simply selling the curriculum does not achieve our mission. We have to help teachers use our curriculum to achieve our mission of enriching students' lives. As a result, we are committed to being partners to our customers to help them implement the curriculum in their classrooms through ongoing, proactive professional development and support. We don't disappear with the sale—we appear continually throughout the term of the license.

In the last year, we've extended our important mission, as we endeavor to make music education more relevant across the school campus and district landscape. To help expand the impact and relevance of arts education, we've set out the following goals:

- **Modernize Music Education by bringing more modern music into the classroom.** When treated appropriately, we believe students can learn effectively from music that connects to what they are hearing outside the classroom. Our resources include pop, hip-hop, rap, and other genres alongside traditional, folk, and world music.
- **Provide More Accessible Composition Tools** so that all students, even those in PK–3rd grade can learn to write music and express their creativity. Young students can easily drag and drop icons to create music and can click on rhythms and background tracks to enhance their compositions. They can even save their compositions as MP3s, download them, and send them to their friends or parents.
- **Emphasize Cross Curriculum Learning**, linking lessons in music education to math, science, literacy, world culture, and science in the spirit of Arts Integration. Music touches all subjects and provides context for the lessons. Our Cross-Curriculum Connections map helps teachers choose lessons to connect with different subject areas.
- **Introduce Social and Emotional Learning (SEL)** as music is the perfect place to develop the whole child. Music helps provide a well-rounded education not only academically, but socially and emotionally as well. Social and emotional learning takes place naturally in the music classroom; our goal is to help teachers formalize and emphasize that connection.
- **To Advocate for the Expansion of Arts Education.** We believe music education has a greater role to play in our communities and in society in general. Music should be one of the last classes cut from the budget not the first. We are trying to increase the importance of music education through our advocacy efforts.

To ensure our mission aligns with the goals of today's arts educators, we rely heavily on the feedback of teachers on the front lines of music education and on our district partners. This feedback ensures we can continue to develop music teaching resources and functionality quickly and effectively, staying on the cutting-edge of music education and technology. We're not just digitizing textbooks, but creating truly interactive content optimized for classroom bandwidth and district goals.





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