

MEMORANDUM

TO: Arlington School Board

FROM: Arts Education Advisory Committee

DATE: January 8, 2016

SUBJECT: Recommending Year Report 2015-16 with Staff Response

Background

The Committee continues to review and research Arts programs in order to advance all of the APS strategic goals in the 2011-2017 Plan. We have multiple concerns, including ensuring that Arts opportunities are optimal for all students at all APS schools, adequate resources are available to support increased enrollment, that mandates for new courses do not limit arts electives (focusing on the whole child), that gifted arts students are challenged and supported (providing differentiation in instruction). We are also concerned that the delivery of remediation and or intervention in core subjects to students be done in the most effective manner and not eliminate their participation in Arts education (providing equal access to arts instruction, decreasing the minority gap and increasing arts participation), decrease instructional time in the arts or have arts teachers to deliver remediation blocks.

Despite the wide range of our concerns, we are focusing our recommendations for 2015-2016 on three specific areas: Establishing a line item for Visual Arts supplies for Middle Schools, Providing PE credit for Marching Band, Establishing a funded stipend position for Secondary Choral Accompanists and Establishing a county wide PIP/guidelines to include standardized art and music class times and frequency, including reinstating the policy to have 10 minutes in between classes for setup at elementary schools.

School Board Priorities FY 2016

The Arts Committee recommendations this year, combined with those of recent years, support the School Board Priorities identified for FY 2016. Our focused three recommendations for this year are aimed at improved student achievement. Strategic Goals #1 (Ensure That Every Student is Challenged and Engaged) and #4 (Provide Optimal Learning Environments), by systematizing Music education across schools, it would also reduce achievement gaps in Arts (#2). By providing consistent support to

Music teachers, it also supports Strategic Goal #3 (Recruit, Retain, and Develop High-Quality Staff).

Recommendation #1: Establish line item funding for Visual Arts supplies that is consistent for all middle schools.

2011 – 2017 Strategic Plan Alignment: Aligns particularly with Strategic Goals #1 (Ensure That Every Student is Challenged and Engaged) and #4 (Provide Optimal Learning Environments), but by systematizing Visual Arts education across schools, it would also reduce achievement gaps in Arts (#2).

Rationale: APS provides a consistent budget for Visual Arts supplies in elementary schools, but not for middle schools. Currently there is a wide gap between monies supplied to one middle school vs. another (ranging from \$3.98 - \$8.33 per student). Fairfax County Public Schools collect fees for Middle School creating a dollar amount per student of \$15.00 per wheel, \$25.00 per semester or \$50.00 per year, Loudon County Public Schools have set per pupil dollar (\$) amount of \$14.56. Results from a recent survey by the ACI Advisory Council for the Arts, an overwhelming majority of APS visual arts teachers are spending \$100 - \$500.00 of their own money to purchase materials to teach their classes and must rely on additional funding from PTA, asking for donations and/or applying for grants. Through this recommendation, we hope to provide a baseline of equitable funding for visual arts supplies for all middle schools.

This recommendation was presented by the Arts ACI committee in 2013 and continues to be a high need and priority.

Budgetary Implications: It is recommended that a minimum of \$9.31 per student enrolled be allocated for MS art funding. It is recommended that the \$9.31 be redirected from FY16 MS Instructional supplies having a **\$0 impact on budget**. This recommendation aligns with the dollar amount per student in elementary school.

Committee vote: 6-0

ACI vote: Yes-15, No-0, Abstain-1

Staff Response:

Staff supports this recommendation to create a line item dollar amount per middle school student for visual arts supplies. This recommendation aligns with the elementary visual arts supplies line item already in the budget.

Recommendation #2: Provide Physical Education Credit for Participation in Marching Band

2011-2017 Strategic Plan Alignment: This recommendation aligns particularly with APS Strategic Goal #4 (Provide Optimal Learning Environments), as adoption of this recommendation would ease overcrowding in physical education classes by having Marching Band students fulfill the P.E. requirement outside the regular school day (Marching Band practices and performs after regular school hours). Specifically, the Goal #4 Desired Outcome stating, “APS aligns needs and resources,” will be addressed by this recommendation.

The recommendation also aligns with Strategic Goal #1 (Ensure That Every Student is Challenged and Engaged), as student feedback indicates that some students feel more physically challenged by the demands of Marching Band than they do by regular P.E. classes. It also aligns with the Goal #1 Desired Outcome, “Students appreciate the arts through participation in APS –sponsored arts opportunities,” AND Goal #1 Desired outcome stating, “Students become physically fit through participation in school-sponsored physical fitness activities.” This recommendation proposes removing obstacles (scheduling challenges) to student participation in Marching Band. Further, this recommendation facilitates the Goal #1 Desired Outcomes stating, “Students participate in outdoor and/or indoor experiential learning,” “Students are passionate about learning and feel that their coursework is challenging,” and “students apply life skills of teamwork and collaboration, managing time, setting goals, community service, and appreciation of the fine and performing arts.” In allowing increased participation in Marching Band, APS will also be supporting Goal #1, Strategy C, “. . . Students are active and responsible participants in their own learning.”

The Marching Band recommendation also supports APS Goal #2, “Eliminate Achievement Gaps, ” specifically the component stating, “students take part in effective and dynamic classroom instruction that is differentiated according to their particular needs, interests, and learning preferences.” Marching band is particularly engaging to kinesthetic learners, who may have more limited opportunities to engage in their preferred learning style in other classes.

This recommendation also supports Strategic Goal #3 (Recruit, Retain and Develop High-Quality Staff) by allowing for increased participation in the Marching Band, raising the quality of the ensemble, and supporting the Desired Outcome of APS Goal #3, stating, “APS staff members feel included, respected and supported so that they can be productive and successful.”

The recommendation also addresses APS Goal #4, (Meet the Needs of the Whole Child,) quite overtly, as Marching Band nurtures students' intellectual, personal, social and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials. Specifically, Marching Band promotes parental and family engagement through attendance at concerts, competitions and football games, in addition to Band Booster activities; in addition, Marching Band promotes a camaraderie – both teamwork and friendship – among students.

Rationale: The Advisory Committee for the Arts would like to recommend that APS award Physical Education credit for Marching Band, beginning with the 2015/2016 school year. The committee proposes that two semesters of Marching band, taken over a two-year period, be substituted for one full year of PE and that Health curriculum be delivered online. Marching band is a course taught by APS faculty for a grade and is a part of the APS Program of Studies, unlike other athletic programs.

Participation in APS High Schools' marching band and color guard requires a high level of physical fitness. Marching band and color guard practices and performances require many hours of intense physical activity. Marching Band meets for twelve hours per week for eleven to twelve weeks during the fall semester, in addition to mandatory attendance at Marching Band competitions and football games. Marching Band meets for several weeks during the summer as well, and Marching Band members perform physical activity for several hours a day, four days a week in addition to an even more intensive "Summer Band Camp" experience. A high school student volunteer recently tracked his physical activity during a typical Marching Band practice, using a "Fitbit" pedometer-like device, and reported the results to the ACI Advisory Committee on the Arts. The student reported logging 2,330 steps through one evening Marching Band practice, or approximately 2.66 miles. In addition to this aerobic activity, the students benefit at each practice from physical activities including strength training, coordination, stretching, and movement patterns, none of which can be quantified as readily as the aerobic component of the practice.

Curriculum content standards for Physical Education are evident in the curriculum for Marching Band. Marching Band class, in addition to being physically strenuous, teaches skills such as leadership and working as part of a team; participation in the ensemble promotes a life-long love of physical activity, hones time management skills, and provides an environment for successful participation in group activities, all of which support P.E. standards.

Students in marching band are taught the importance of stretching and warming up muscle groups when initiating physical activity. They practice stretching, aerobic activity, and strength training; they increase their agility, learn complex choreography, master physical timing and spend hours mastering both fine and gross motor coordination. They learn proper posture and alignment to avoid injury, as well as specific breathing techniques. In addition, they are taught the importance of nutrition, hydration, and sun protection to increase overall health and stamina during workouts. This is knowledge the students carry with them into adulthood.

In response to a recent survey by the ACI Advisory Council for the Arts, APS music department faculty have indicated a willingness to address any other areas within the P.E. curriculum that may be a concern.

High school students in Arlington Public Schools face many academic requirements and have limited flexibility in their schedules. They are often unable to take elective courses because of scheduling constraints. The burgeoning school-aged population in Arlington and increasingly crowded schools in the county exacerbate these scheduling constraints. Allowing P.E. credit for Marching Band would alleviate crowding in high school P.E. classes, free up classroom/gymnasium/field space, and give school administrators as well as students increased flexibility in scheduling. In addition, the policy change would give students a chance to explore other interests while insuring that their physical education needs are fully met. One APS faculty member recently observed, "As classes are constantly added to the curriculum, it would make sense to have Marching Band cover the P.E. requirement."

It is in the best interest of our students to allow them to meet P.E. requirements through Marching Band, eliminating redundancy and broadening their academic opportunities while insuring that their health and physical education are superb.

For these reasons, communities around the US are increasingly moving toward allowing P.E. credit for Marching Band. State and local entities that currently allow PE credit for marching band include, but are not limited to, the following:

Virginia requires the following:

Amount of Required Physical Education: The state does mandate physical education and health in grades K to 7. There is a mandate for high school physical education, but it does not specify the grade or year of participation in physical education during a student's high school tenure.

High School Physical Education: The state requires two credits of high school physical education for a student to graduate.

*****The state of Virginia does permit school districts and schools to allow students to substitute other activities for their required physical education credit, based on local district policy.***

California

Granting PE credit for marching band is permitted by California educational code, which allows each school district to make the decision to award PE credit for marching band, under Education Code Section 51242.

(<http://www.cde.ca.gov/pd/ca/pe/physeducfaqs.asp>)

California

May a teacher credentialed in another subject coach a competitive sport for which students receive physical education course credit?

Yes. "A person who holds a teaching credential in a subject or subjects other than physical education may be authorized by action of the local governing board to coach one period per day in a competitive sport for which students receive physical education credit, provided that he or she is a full-time employee of the school district and has completed a minimum of 20 hours of first aid instruction appropriate for the specific sport" (EC Section 44258.7[b]).

Florida

Acceptable to substitute Marching Band for P.E. credit if the student has a "C" or better in Marching Band. Statute 1003.428 (2007).

Idaho

Video link to a television news story about a 2014 Idaho State Department of Education rule making high school students eligible for one PE credit for after-school sports:

<http://www.localnews8.com/news/high-schoolers-to-get-pe-credit-for-afterschool-sports/24716412>

Illinois

H.R. 1028

Enrollment in a "for credit" Marching Band program is permissible substitute for PE credit

Indiana

In 2009, State Board of Education rule changes to allow schools more flexibility in working with students and engaging them in challenging content. No need to submit

application or waiver request. Allows schools to award credit based on meeting content standards. A licensed PE teacher would be responsible for insuring that PE standards were addressed and for assessment. The band director would implement course requirements identified by PE teacher, collect documentation and recommend to the PE teacher a grade and credit be awarded.

Physical Education standards reflect what students should know and be able to do at each grade level. The goal is to have a physically educated person who is able to maintain appropriate levels of cardio-respiratory endurance, muscular strength, endurance, flexibility and body composition necessary for a healthy and productive life. Through a variety of instructional strategies, students practice skills that demonstrate motor skills, movement concepts, strategies and tactics. These standards must be met whether it is through a traditional or credit flex course.

Indiana

Indiana Department of Education

Flexibility in Physical Education

March 2013

In 2009, the State Board of Education made several rule changes, including the definition of credit; the intent was to allow schools more flexibility in working with students and engaging them in challenging content. Students using the credit flexibility option must still meet the academic standards of the courses Physical Education I and II.

Standards:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/physed.shtml>

Course Descriptions: <http://www.doe.in.gov/publications/courses.html>

For physical education, the teacher could develop an independent learning course that would encompass standards met through participation in marching band, athletics, as well as other extra-curricular experiences. The PE teacher must still grant the credit.

Keep in mind that course descriptions for PE I and II state that the course should 'provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities, individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance' so opportunities to gain experience in multiple areas would need to be provided. If credit for participation in one sport is granted for PE I, the same sport activity could

Not be used for PE II. However, it could be used for Elective PE, which provides for more in-depth study in one or more areas and the refinement of skills that promote lifetime fitness. The waiver related to the definition of credit is "immediately available to Indiana schools with no need to submit an application or waiver request". This is the flexibility that allows schools to award credit based on meeting the standards. Local

school boards may adopt credit flexibility policies but are not required to do so. If the board adopts a credit flexibility policy, the school needs to develop guidelines, establish the process, and identify ways to communicate the options to parents and students. The actual curriculum and how to measure whether standards are being adequately met is a local decision just as the curriculum is locally determined. However, credit must be granted by a licensed physical education teacher. That person would be the teacher of record responsible for insuring that PE standards were addressed and for assessment. The coach/band director would implement the course requirements identified by the PE teacher, collect documentation and recommend to the PE teacher that a grade and credit be awarded.

Michigan

MCL 380.1502 - The state permits school districts or schools to allow students to substitute interscholastic sports, JROTC, marching band or cheerleading for the required physical education credit, beginning with the class of 2011.

Nevada

Code 389.488 – Specifically names Marching Band as an activity acceptable in lieu of P.E. class for high school students.

New Hampshire

Can substitute “extended learning activities” for physical education in middle and high school.

New Jersey

“The New Jersey Department of Education will provide for a superior education by utilizing multiple and diverse paths to success for all children in New Jersey.” -- NJAC6A: 8-5.1(a) 1ii, commonly known as “Option Two.” Allows credit for co-curricular activities such as marching band

<http://www.nj.gov/education/archive/aps/info/option2.htm>

New Mexico

As of March 2014, School districts can allow students to use marching band, JROTC and athletics in lieu of gym class.

Ohio

Ohio: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Physical-Education/Frequently-Asked-Questions-about-the-Physical-Educ#FAQ1243> "The board of education of each school district and the governing authority of each chartered nonpublic school may adopt a policy to excuse from the high school physical education

requirement each student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years. If the board or authority adopts such a policy, the board or authority shall not require the student to complete any Physical Education course as a condition to graduate. However, the student shall be required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study."

Ohio (Hamilton, Ohio)

Beginning in the 2011-2012 school year, Hamilton High school students in grades 9, 10, and 11 who successfully complete two full seasons of marching band (including color guard) may be excused from the state mandated physical education requirement. State statute limits the participation to fulfill the physical education requirements to interscholastic athletics, marching band, cheerleading, and NJROTC.

Ohio (Kansas, Ohio)

Under Ohio state law, local boards of education may accept interscholastic athletics, marching band, or cheerleading to excuse a student from the high school physical education requirement. Effective August 2012.

Texas

2010 -- The state permits school districts or schools to allow students to substitute interscholastic sports, community sports, JROTC, marching band, cheerleading, drill team, any athletic team participation for their required physical education credit.

A comprehensive list of related state level school health policies can be found in the NASBE (National Association of State Boards of Education) database.

Budget Implications: This recommendation has **\$0 impact on the budget** and possibly could have a positive effect on lowering PE class size and staffing due to a dually enrolled model.

Committee vote: 6-0

ACI vote: Yes-15, No-1, Abstain-0

Staff Response:

Staff supports this recommendation of having Marching Band count as a PE credit which would align with practices across many other states in which the local district or

school board policy can allow students to substitute other activities for their required physical education credit.

Recommendation #3: Provide stipend funding for accompanists for all secondary choral programs.

2011 – 2017 Strategic Plan Alignment: Aligns particularly with Strategic Goals #1 (Ensure That Every Student is Challenged and Engaged) and #4 (Provide Optimal Learning Environments), but by systematizing Music education across schools, it would also reduce achievement gaps in Arts (#2). By providing consistent support to Music teachers, it also supports Strategic Goal #3 (Recruit, Retain, and Develop High-Quality Staff).

Rationale: The accompanist is a necessary and valuable component of the middle school and high school choral music curriculum. At a minimum the accompanist should be available to the teacher and chorus for rehearsals and concerts. Ideally the accompanist should also be available during class time when music teachers are providing instruction on such curriculum items as how to incorporate various singing techniques, on how to respond to conducting patterns and interpretive gestures, providing differentiation on instruction, and on how to evaluate performances.

According to a recent survey of APS choral music teachers, there is a wide gap in the resources available to compensate accompanists and, consequently, a wide gap in the amount of time that the teachers have access to accompanists. Middle and high school music teachers currently compensate the accompanists using funds from booster organizations, PTA grants, fundraisers and donations. At the elementary level, choral music teachers often depend on volunteers or colleagues to provide accompaniment. Because there is currently no uniform system for providing accompanists, several new teachers reported that they had no idea what to do about accompanists.

Recent studies of academic performance have highlighted the key role that a robust music education can play in eliminating achievement gaps and fostering career success. (See references.)

Budget Implications: Funding for accompanists for high schools and middle schools = 4.4% of BA step 1 \$2010.00 x 9 schools =\$18,090, see 2015-16 pay plan with stipend for comparisons.

Committee vote: 6-0

ACI Vote: Yes-14, No-0, Abstain-0

Staff Response:

Staff supports the recommendation of funding for accompanists' for secondary choral, Through the use of establishing stipend positions to align with 2016 pay plan.

Recommendation #4: Establish a county wide PIP to include standardized art and music class times and frequency including reinstating the policy 10 minutes in between classes for set up and transition at the elementary school level.

2011 – 2017 Strategic Plan Alignment: Aligns with Strategic Goals #1 (Ensure That Every Student is Challenged and Engaged), Goal #2 (Eliminate the Achievement Gaps), Goal #3 (Recruit, Retain, and Develop High-Quality Staff), Goal #4 (Provide Optimal Learning Environments), and Goal # 5 (Meet the Needs of the Whole Child).

Rationale: Before the change of no longer having early release Wednesdays, concurrently with the implementation of FLES which added 90 minutes (three 30 min class times) of Spanish instruction at all elementary schools, elementary schools followed a standardized number of minutes of art and music instruction. Prior to the implementation of FLES all arts and music teachers had 10 minutes between classes to set up their room for a different class and often different grade levels. The additional 90 minutes of Spanish instruction per week and intervention blocks should be offset by no longer having early release and all teachers having 45 min blocks of planning time rather than 90 minutes, not changing the minutes allocated for art and music and the need for transition times. When students move from one class to the next in MS or HS they are allowed transition time, as is the teacher to prepare for the next group of students. It will be difficult to recruit and retain highly qualified staff with the current model. APS visual arts and general music teachers noted that the change of early release and implementation of FLES has created a schedule without transition time and the amount of minutes for arts instruction varies greatly throughout the county.

Previous policy:

Elementary art and music schedules as previously reflected in the policy 35-8.3 – Contracts and Work Schedules D. teacher planning time all early release schools need to provide 10 minutes in between classes for art and music.

For recommended appropriate time allocation for arts instruction please see the chart below.

Schedules and time allocation for arts classes

Art	30-45 min/week in 1 block 30 – 45 min week	PreK-K MIPA	Recommended by APS Curriculum office and/or adopted curriculum
	60 min/week in one block	1-2	
	60 min/week in one block	3-5	
Music	2 x a week a 30 min class in one block or 1 x a week 45 min class in one block no less than 30 min in a music block no more than a 45 min block frequency is 1-2 x a week	preK-5	Recommended by APS Curriculum office and/or adopted curriculum
	Additional Weekly Block of 30-45 m (Chorus)and Instrumental music blocks as listed in the adopted APS Elementary Program of Studies When combining classes for chorus teacher/student ratio should be (50-60 students with 1 teacher, 60-75 with 1 teacher, 1 other adult)	4-5	Listed in Elementary Program of Studies Recommended by APS Curriculum office and/or adopted curriculum

Currently as reported by arts teachers' time allocation per class, frequency of classes is decided at the site level using the master schedule rather than following previously established effective guidelines. Additionally, some schools have lessened instructional time to 30 minutes for art requiring teachers to take transition time from one class to the next from that 30 minutes' block, leaving 7-8 minutes of arts instruction. Arts teachers

have been tasked with ending one class and then walking that class to another special, being expected then to return to their classroom to receive a new class most likely a different grade level scheduled at the same time. This creates an impossible task which impacts instruction, optimal learning environment, retaining high quality staff. The prior policy requiring 10 minutes in between classes should be reinstated.

Budget Impact: \$0

Committee vote: 6-0

ACI Vote: Yes-15, No-1, Abstain-1

Staff Response:

Staff supports the recommendation of establishing standard art and music times throughout the county and reinstating the PIP which allows 10 minutes transition time between classes.

Update of Previous Recommendations:

Past Recommendation #1: Ensure that Joint Use Facilities are accessible first for instruction.

Status: Resolved: In an effort to bring closure to this issue, a meeting was held to include all parties involved in the scheduling and administration of joint use facilities. The group included Assistant Superintendents for Instruction, Finance & Facilities, principals of Gunston and Jefferson Middle Schools, the director of Maintenance, the Arts Education supervisor and Gunston's Joint Use Coordinator. In the final analysis, it was determined that there were no unresolved problems at the joint use schools. Each Joint Use Coordinator has successfully worked with the county to ensure the needs of the school are met. Details of how the space is managed follows.

School Board Policy 40-1.19 Financial Management – Use of School Facilities states that the *use of space will be allocated in the following priority order:*

1. *APS instructional use*
2. *APS student organizations and groups that are affiliated with APS whose primary mission is to support the schools*
3. *Arlington County government programs and designated program partnerships*
4. *Other Group One users on a first come, first served basis*
5. *All other users on a first come, first served basis*

This prioritization of space allocation is also reflected in the joint-use memorandums of understanding entered into with the County for joint use facilities.

Both Facility Coordinators also confirmed that the school has full access to the theaters during the instructional day. There are times when there are show setups in place that restrict full use of the stage area but the facility coordinators will have setups moved when needed to accommodate school use needs. It was agreed upon by all parties present that sets are required to be movable at any time so that during the instructional day including Act II the stage area is open and available for instruction. Also all arts teachers should have keys to the auditorium.

Past recommendation #2: Establish line item funding for Visual Arts supplies that is consistent for all secondary schools.

Please see current recommendation # 1

Recommendation #3: Provide stipend funding for accompanists for all school productions, particularly for secondary choral programs.

Please see current recommendation # 3

Arts Advisory Committee members 2015-2016:

Co-chairs: Hanna Eun and Susan Scott

Members: Chris Ditta, Karen Dunlap (member observer), Courtney Hill, Karen Lewis, Brittany Yam,

Pam Farrell (Arts Education Supervisor and liaison to the Arts Advisory Committee)

REFERENCES

Arts Advisory Committee Report and Recommendations with Staff Response (January 2012):

<http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/29/Staff%20Response%20-%20ARTS%20Committee%20-%20FINAL.pdf>

Joanne Lipman, "Is Music the Key to Success?" *The New York Times*, October 12, 2013. (http://www.nytimes.com/2013/10/13/opinion/sunday/is-music-the-key-to-success.html?pagewanted=all&_r=1&)

Lori Miller Kase, "Using Music to Close the Academic Gap: New studies on the cognitive advantages of learning instruments at early ages," *The Atlantic Monthly*, October 9, 2013. (<http://www.theatlantic.com/health/archive/2013/10/using-music-to-close-the-academic-gap/280362/>)

<http://www.shapeamerica.org/advocacy/son/upload/state-profiles.pdf>