

## FINE ARTS

### Staffing, Assignment, & Hiring (Fine Arts)

| Investment        | Elementary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Middle                                                                                                                                     | Allowable Funding |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Fine Arts Teacher | <p><b>Requirement:</b> Per <a href="#">COMAR 13A.04.16.01</a>, schools must provide an instructional program in fine arts each year for all students in grades pre-K—8 as follows:</p> <ul style="list-style-type: none"><li>• Pre-K-5: students shall have experiences in the fine art forms of dance, media arts, music, theatre, and visual art</li><li>• Grades 6-8: students may specialize in one or more of the fine art forms of dance, media arts, music, theatre, and visual art</li></ul> <p>All schools must have a certified fine art (art, music, dance, and/or theatre) teacher.</p> <p><b>Minimum Requirements for Pre-K—8 Schools</b></p> <table><tr><th># of Students</th><th>FTE</th></tr><tr><td>&lt;300</td><td>1.0</td></tr><tr><td>301-500</td><td>1.5</td></tr><tr><td>501-750</td><td>2.0</td></tr><tr><td>751-950</td><td>2.5</td></tr><tr><td>951-1250</td><td>3.5</td></tr><tr><td>&gt;1251</td><td>4.0</td></tr></table> <p><b>Recommendation:</b> When creating new FTEs, schools should ensure they can offer visual art and music before adding positions for other fine arts areas. City Schools will continue prioritizing the hiring of certified fine arts teachers in multiple arts disciplines.</p> <p><b>Recommendation:</b> For middle schools adopting the high school scheduling model to increase access to opportunities to specialize in a fine arts subject, the following staffing guidance is recommended but not required.</p> <table><tr><th># Students</th><th># Staff</th><th>Rationale</th></tr><tr><td>&lt;300</td><td>2.0</td><td>Staffing in Music and Visual Art</td></tr><tr><td>301-500</td><td>3.0</td><td>Staffing in Music, Visual Art and Theater OR Dance + 1 additional depth of study course</td></tr><tr><td>501-750</td><td>4.0</td><td>Staffing in Music, Visual Art and Theater AND Dance + 2 additional depth of study courses</td></tr><tr><td>751-950</td><td>5.0</td><td>Staffing in Music, Visual Art and Theater AND Dance + 4 additional depth of study courses in each discipline</td></tr><tr><td>&gt; 950</td><td>6.0</td><td>Staffing in Music, Visual Art and Theater AND Dance + 4 additional depth of study courses in each discipline, in a 5-period schedule model</td></tr></table> |                                                                                                                                            | # of Students     | FTE | <300 | 1.0 | 301-500 | 1.5 | 501-750 | 2.0 | 751-950 | 2.5 | 951-1250 | 3.5 | >1251 | 4.0 | # Students | # Staff | Rationale | <300 | 2.0 | Staffing in Music and Visual Art | 301-500 | 3.0 | Staffing in Music, Visual Art and Theater OR Dance + 1 additional depth of study course | 501-750 | 4.0 | Staffing in Music, Visual Art and Theater AND Dance + 2 additional depth of study courses | 751-950 | 5.0 | Staffing in Music, Visual Art and Theater AND Dance + 4 additional depth of study courses in each discipline | > 950 | 6.0 | Staffing in Music, Visual Art and Theater AND Dance + 4 additional depth of study courses in each discipline, in a 5-period schedule model | <ul style="list-style-type: none"><li>• FSF</li><li>• CPG for minimum under certain circumstances* </li><li>• CPG, Choice Funds for supplemental FTEs</li></ul> <p>*If FSF is not sufficient to cover all COMAR required FTEs, and FSF has not been allocated to supplemental/ discretionary expenses, CPG may be leveraged to meet minimum requirements.</p> |
| # of Students     | FTE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <300              | 1.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 301-500           | 1.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 501-750           | 2.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 751-950           | 2.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 951-1250          | 3.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| >1251             | 4.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| # Students        | # Staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Rationale                                                                                                                                  |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <300              | 2.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Staffing in Music and Visual Art                                                                                                           |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 301-500           | 3.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Staffing in Music, Visual Art and Theater OR Dance + 1 additional depth of study course                                                    |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 501-750           | 4.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Staffing in Music, Visual Art and Theater AND Dance + 2 additional depth of study courses                                                  |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 751-950           | 5.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Staffing in Music, Visual Art and Theater AND Dance + 4 additional depth of study courses in each discipline                               |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| > 950             | 6.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Staffing in Music, Visual Art and Theater AND Dance + 4 additional depth of study courses in each discipline, in a 5-period schedule model |                   |     |      |     |         |     |         |     |         |     |          |     |       |     |            |         |           |      |     |                                  |         |     |                                                                                         |         |     |                                                                                           |         |     |                                                                                                              |       |     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <p><b>Permissible:</b></p> <ul style="list-style-type: none"> <li>Schools may employ the services of a fine arts vendor only after retaining the services of certified arts teachers to the levels indicated in the chart above.</li> <li>Schools that wish to employ the services of fine arts vendors must demonstrate that their certified fine arts teacher(s) are able to provide comprehensive and sequential fine arts instruction to all students each year.</li> <li>Vendor services are only permitted to supplement a school's existing fine arts instructional program.</li> </ul> <p><b>Impermissible:</b> Vendors are not permitted to be listed as the teacher of record and may not award grades. Vendors used to support classroom instruction may not have full time teaching schedules and are intended to be a supplemental resource to support arts instruction.</p> |  |
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### Schedule (Fine Arts)

| Investment               | Elementary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Middle | Allowable Funding Sources                                                                                                                                                                                                                                                                                                                                 |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fine Arts Program</b> | <p><b>Requirement:</b> Per <a href="#">COMAR 13A.04.16.01</a>, schools must provide an instructional program in fine arts each year for all students in grades prekindergarten-8 as follows:</p> <ul style="list-style-type: none"> <li>Pre-K-grade 5: students shall have experiences in the fine art forms of dance, media arts, music, theatre, and visual art; and</li> <li>Grades 6-8, students may specialize in one or more of the fine art forms of dance, media arts, music, theatre, and visual art</li> </ul> <p><b>Recommendation:</b> Schools should ensure they can offer visual art and music before adding positions for other fine arts areas. Middle grades schools following a high school scheduling model can support additional depth of study in fine arts leveraging the staffing model above.</p> |        | <ul style="list-style-type: none"> <li>FSF</li> <li>CPG for minimum under certain circumstances*</li> <li>CPG Choice Funds for supplemental FTEs</li> </ul> <p>*If FSF is not sufficient to cover all COMAR required FTEs, and FSF has not been allocated to supplemental/ discretionary expenses, CPG may be leveraged to meet minimum requirements.</p> |

### OTPS (Fine Arts)

| Investment                                            | Elementary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Middle | Allowable Funding Sources                                                                                                                  |
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| <b>Fine Arts Instructional Supplies and Materials</b> | <p><b>Requirement:</b> Traditional Schools with CPG must allocate a minimum of \$20/student for the purchase of fine arts supplies, materials, instruments, vendors, etc. of the school-level CPG funds</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• The minimum suggested annual supply budget is \$5,000 for fine arts programs</li> <li>• The minimum suggested to support instrument maintenance and repair for band programs is \$5,000.</li> <li>• The estimated startup costs for a string orchestra or band program range from \$30,000-\$50,000.</li> </ul> <p><b>Contact Person:</b> Diya Hafiz-Slayton – Director – Fine Arts and Chan’nel Howard, Coordinator – Fine Arts</p> <p><b>Contact E-mail:</b> <a href="mailto:DAHafix@bcps.k12.md.12">DAHafix@bcps.k12.md.12</a>; <a href="mailto:CWilliams07@bcps.k12.md.us">CWilliams07@bcps.k12.md.us</a></p> <p><b>Resource:</b> <a href="#">FY27 Curriculum Resources &amp; Materials Purchasing Guide</a></p> |        | <ul style="list-style-type: none"> <li>• CPG funds must be allocated for at least \$20/student to support consumable purchases.</li> </ul> |

### Other (Fine Arts)

| Investment                         | Elementary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Middle | Allowable Funding Sources                                              |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------|
| <b>Arts Integration Schools</b>    | <p><b>Recommendation:</b> Schools electing to be arts integration schools shall provide for one or two arts integration coaches per campus at \$1,250 per semester to total \$2,500 for the school year.</p> <p><b>Contact Person:</b> Chan’nel Howard, Coordinator – Fine Arts</p> <p><b>Contact E-mail:</b> <a href="mailto:CWilliams07@bcps.k12.md.us">CWilliams07@bcps.k12.md.us</a></p>                                                                                                                                                                         |        | <ul style="list-style-type: none"> <li>• FSF</li> <li>• CPG</li> </ul> |
| <b>Early Career Teacher Fellow</b> | <p><b>Recommendation:</b> Schools can budget \$1,000 annually, through the third year, for early career fine arts teachers to attend ECT fellowships and mentoring that occur on off duty days in support of building new fine arts programs in their schools.</p> <p><b>Contact Person:</b> Diya Hafiz-Slayton – Director – Fine Arts and Chan’nel Howard, Coordinator – Fine Arts</p> <p><b>Contact E-mail:</b> <a href="mailto:DAHafix@bcps.k12.md.12">DAHafix@bcps.k12.md.12</a>; <a href="mailto:CWilliams07@bcps.k12.md.us">CWilliams07@bcps.k12.md.us</a></p> |        | <ul style="list-style-type: none"> <li>• FSF</li> <li>• CPG</li> </ul> |