



ARTSCount

A Guide for **Principals**

NEW YORK CITY DEPARTMENT OF EDUCATION



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INTRODUCTION

Dear Colleagues:

In the past five years under Mayor Bloomberg's leadership, the arts have blossomed in our schools.

A few years ago, we created the City's first-ever "Arts Blueprint," setting clear standards for what students should know and be able to do in dance, music, theater, and visual arts as they move through our school system from pre-kindergarten through the twelfth grade. Today, school districts around the country are using our *Blueprint* as a reference, and, more importantly, our students are receiving strong, high-quality instruction in the arts.

Principals have been instrumental in the progress we've achieved so far. You have devoted resources and energy to improving arts programs, so that now 98% of our schools offer arts instruction. You have also formed rich partnerships with more than 600 arts and cultural organizations in our City. Clearly, you share our commitment to arts education and recognize its potential to enrich every aspect of teaching and learning.

Setting high standards and holding students accountable for results is the way we ensure that schools help students learn. Starting in 2004, we set standards for the arts. Starting this fall, we will build on that progress by beginning to hold schools accountable for arts education as well. Our Parent, Teacher, and Student Learning Environment Survey asks about access to arts education opportunities. Survey results will factor into schools' Progress Report grades. The impact of arts programs on schools will also affect their annual Quality Review scores. Additionally, we are creating a brand new Annual Arts in Schools Report that will include information on participation and spending on the arts, Quality Review assessments of arts, and results from the survey. This Report will be available every year to all parents, principals, and students. Together, these activities make up our new ArtsCount initiative to enhance arts education in all New York City public schools.

This guide to ArtsCount is designed to support you as you work to provide a high-quality arts education for your students. In this guide, you'll find practical information about New York State Instructional Requirements for the Arts, a guide to DOE resources and supports, and a description of how schools will now be held accountable for arts education.

I believe strongly that the arts are fundamental to education. I look forward to working with you to ensure that all of our students receive the arts education that they need and deserve.

Please feel free to contact the Office of the Arts and Special Projects (artsandspecialprojects@schools.nyc.gov/212.374.0300) if you have any questions about ArtsCount, or any other information contained in this document.

Sincerely,

Joel I. Klein



WHY ARTS EDUCATION?

In a large urban system with so many challenges, one might ask why should we concentrate on the arts? The answer lies in the positive impact of the arts on the healthy development of students, both intellectually and socially. The inherent value in studying the arts is that it provides many corollary benefits that support your school's broader goals for student learning. Integration of arts education can effectively engage students in all areas of study, helping to raise student achievement.

Arts education has inherent benefits:

- The arts develop students' creative abilities and foster aesthetic appreciation.
- The arts create connections across academic disciplines.
- The arts encourage risk-taking and creative thinking.
- The arts engage students' interest and create a sense of community in schools.
- The arts offer career opportunities for young people, especially in New York City.
- The arts provide another language through which students can express themselves.

Arts education brings corollary benefits:

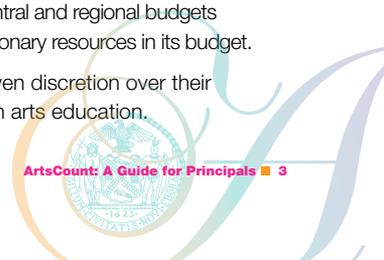
- Arts education offers an entry point for reaching diverse learners.
- Arts education enriches student learning in all areas of study.
- Arts education increases parental involvement in their children's school activities.
- Arts education increases graduation rates.
- Arts education empowers students through self-exploration.

Children First has a place for arts education:

- ArtsCount holds all schools and principals accountable for providing a top-notch arts education, as required by the New York State Education Department (NYSED). This accountability is achieved through three primary measures: school Quality Reviews, school Progress Reports, and Annual Compliance Reviews. Each of these will be documented in the new Annual Arts in Schools Report.
- The Office of the Arts and Special Projects (OASP) provides expert support in the four arts disciplines (dance, music, theater, and visual arts) and assists schools and School Support Organizations (SSO) in increasing the quality of arts education.
- OASP is a resource and support system for school leaders and arts educators in developing data-driven arts programs, tools, and professional development to support the implementation of the *Blueprint for Teaching and Learning in the Arts, Pre-K-12*.

Empowerment supports arts education:

- The new Fair Student Funding formula awards schools all of the money they have always been allocated for the arts (including Project ARTS funding) and lets principals decide how to allocate funds in order to meet arts accountability measures. Fair Student Funding also gives principals significantly greater discretion over spending decisions.
- *Children First* Supplemental funding sends money cut from central and regional budgets directly to schools, ensuring that every school has new discretionary resources in its budget.
- Early data from empowerment schools show that when given discretion over their budgets, principals tend to spend more rather than less on arts education.



WHAT ARE THE ARTS EDUCATION REQUIREMENTS?

The New York State Education Department (NYSED) Instructional Requirements for the Arts outline the continuum of educational experiences students need for their academic and social development. The DOE requires schools to meet the NYSED Instructional Requirements for the arts as outlined below and we are ensuring their full implementation through the Annual Compliance Review, an important component of principals' annual performance evaluations. The DOE uses the NYSED Instructional Requirements for the Arts to form the basis of arts education because they are developmentally appropriate, and because we know that teaching and learning in these subjects is extremely beneficial for our students.

In the early grades, the study of dance, music, theater, and visual arts enriches student learning across the entire curriculum while developing students' ability to express themselves through a variety of forms. As students move through elementary school and into middle school, the arts become an important vehicle for self-expression and personal affiliation, giving them a sense of belonging within the school community. Finally at the high school level, students can pursue the study of a particular art form in greater depth and consider the options available for advanced study, the possibility of a career in New York City's vibrant arts community, and the chance to earn a Regents Diploma with Advanced Designation through the Arts.

For more information on NYSED Instructional Requirements for the Arts please visit:

<http://www.emsc.nysed.gov/part100/pages/pt100index.html>

Foot Notes

¹ The State Requirements & Guidelines listed are derived from the Summary of the Arts Provisions and New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. (C.R. 100.3).

Note: Summary of the Arts Provisions are derived from the New York State Standards, Provisions in the Part 100 of the Regulations of the Commissioner of Education. Requirements have the force and effect of law. Policy statements indicate the basis from which the Education Department carries out the intent of the Requirements. Guidelines are provided as recommendations and should not be interpreted as requirements.

² Grades 1 – 6: 186 instructional days/year; 5 instructional hours/day = 93 total instructional hours/year in grades 1 -4. State guidelines recommend 20% of total instructional time to be spent in the arts for grades 1 – 3, which is the equivalent of 186 hours/year. State guidelines recommend 10% of total instructional time to be spent in the arts for grades 4 - 6, which is the equivalent of 93 hours per year; 186 Instructional Days/Year; 5 instructional hours/day = 93 total instructional hours/year.

³ Ibid

⁴ Since there are requirements for arts instruction in grades 5-6 (See C.R. 100.4(b)(1)(v)) it is not appropriate to meet the Grade 7-8 required instruction in grade 6."

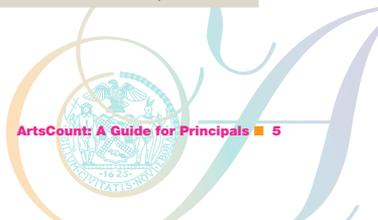
⁵ Grades 7 – 8: 186 instructional days/year; unit of study equals 180 minutes/week; ½ unit of study = 36 minutes/days for 93 days (1/2 year or semester) which equals 55.8 hours of instructional time/year or the equivalent.

⁶ Grades 9 – 12: 1 unit of instruction is the equivalent of 180 minutes of instruction per week; ½ unit is the equivalent of 90 minutes/week throughout the year which equals 18 minutes/day for 180 days which equals 54 hours.

⁷ The DOE is considered one school district by the NYSED.

NYSED INSTRUCTIONAL REQUIREMENTS FOR THE ARTS

Grade Level	State & City Requirements & Guidelines ¹
Pre-K-K-K	NYSED Requirement Each such school operating a pre-kindergarten or kindergarten program shall establish and provide an educational program based on and adapted to the ages, interests, and needs of the children. Learning activities in such programs shall include dramatic play, creative art, and music activities
Grade 1-Grade 4	NYSED Requirements Grades 1 – 4 ² During grades 1 through 4, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in the arts, including dance, music, theater, and visual arts. NYSED Guidelines Grades 1 – 3 In grades 1 through 3, 20% of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 186 hours throughout the entire school year equally allocated between dance, music, theater, and visual arts. NYSED Guidelines Grade 4 In grade 4, 10% of the weekly time spent in school should be allocated to dance, music, theater, and visual arts. In New York City, this is the equivalent of approximately 93 hours throughout the entire school year equally allocated between dance, music, theater, and visual arts.
Grade 5-6	NYSED Requirements Grades 5-6 ^{3,4} During grades 5 and 6, all students shall receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in the arts, including dance, music, theater, and visual arts. NYSED Guidelines In grades 5 and 6, 10% of the weekly time spent in school should be allocated to dance, music, theater, and visual arts* In New York City, this is the equivalent of approximately 93 hours throughout the entire school year equally allocated between dance, music, theater, and visual arts.
Grade 7-Grade 8	NYSED Requirement ⁵ Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve, by the end of grade 8, State intermediate learning standards in the arts, including one-half unit of study in the visual arts, and one half unit of study in music. * In New York City, one-half unit is the equivalent of approximately 55 hours of instruction by a licensed arts teacher. * New York City Variance New York City is in the process of filing a formal request to the NYSED to allow schools to offer any two of the four arts forms to fulfill the 7th and 8th grade requirement.
Grade 9-Grade 12	NYSED Requirement ⁶ New York State Graduation requirements for the arts include one unit in the arts (art, dance, music, and/or theater). One unit is defined as 180 minutes per week throughout the school year, or the equivalent. In New York City, two credits is the equivalent of one unit.
Availability of Arts Sequences	NYSED Requirement All public school districts ⁷ shall offer students the opportunity to complete a three- or five-unit sequence in the arts (art, music, dance or theater).



WHAT IS THE BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS, PRE-K-12?

The NYSED Instructional Requirements for the Arts outline required student participation from pre-kindergarten through twelfth grade. The *Blueprint for Teaching and Learning in the Arts, Pre-K-12* defines a course of quality arts teaching and learning that supports age-appropriate student achievement in dance, music, theater, and visual arts. It provides a standards-based, rigorous approach to teaching the arts and were created in partnership with the New York City cultural community. The *Blueprint* gives New York City's students the opportunity to delve deeply into each art form and to take advantage of the resources of our culture-rich city, while providing teachers the latitude to create an instructional program that demonstrates student learning and progress over time and in varied dimensions.

The *Blueprint* and accompanying tools that help assess the quality of arts teaching and learning in your school are available on the Office of the Arts and Special Projects (OASP) website:

■ **Blueprint for Teaching and Learning in the Arts, Pre-K-12 in dance, music, theater, and visual arts**

http://schools.nyc.gov/offices/teachlearn/arts/canda_dance.html

■ **Blueprint benchmarks for grades 2, 5, 8, and 12**

<http://schools.nyc.gov/offices/teachlearn/arts/benchmarks.html>

■ **Learning Walkthroughs in the Arts (self assessment tool for school leaders)**

<http://schools.nyc.gov/offices/teachlearn/arts/walk.html>

■ **Hallmarks of an Effective Music Lesson**

<http://schools.nyc.gov/offices/teachlearn/arts/musichall.html>

■ **Hallmarks of an Effective Dance Lesson**

<http://schools.nyc.gov/offices/teachlearn/arts/dancehall.html>

■ **Hallmarks of an Effective Visual Arts Lesson**

<http://schools.nyc.gov/offices/teachlearn/arts/vahall.html>

■ **Hallmarks of an Effective Theater Lesson**

<http://schools.nyc.gov/offices/teachlearn/arts/theaterhall.html>

HOW CAN SCHOOLS GET SUPPORT FOR ARTS EDUCATION?

The Office of the Arts and Special Projects (OASP) stands ready to assist all schools in providing a rich and meaningful arts education for all students. Its mission is to provide New York City public school communities – students, teachers, school leaders, and parents – with information and resources that will enable every student to achieve a comprehensive education in the arts. Fulfillment of this mission will lead students to discover the lifelong enjoyment and wonder inherent in dance, music, theater, and visual arts, and will connect them to arts institutions and organizations that exhibit and perform the arts, offer advanced study in the arts, and generate the many jobs available in New York City’s arts-related industries that are both financially and personally rewarding.

OASP will communicate with schools directly through principals and also through Arts Education Liaisons appointed by the principal. Arts Education Liaisons will attend meetings about ArtsCount and are the conduit for information about opportunities and supports that will benefit schools.

Moving forward, OASP will continue to assist schools through its resource-rich website, through the provision of technical assistance, and the development of *Blueprint*-based supports, tool kits, and guides for principals and arts educators. Additionally, OASP will develop supports for principals and school-based staff in fulfilling arts education requirements for all students in pre-kindergarten through twelfth grade based on needs identified through ArtsCount. Please feel free to contact OASP if you have any questions or need any further information on the supports available for your school:

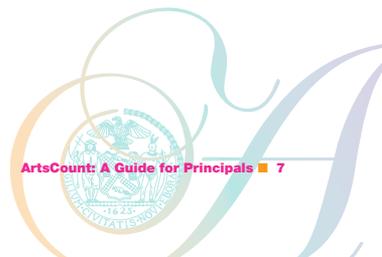
Office of the Arts and Special Projects

52 Chambers Street, Room 210

212.374.0300

artsandspecialprojects@schools.nyc.gov

<http://schools.nyc.gov/artseducation>



HOW CAN SCHOOLS GET SUPPORT FOR ARTS EDUCATION? *continued*

School Support Organizations (SSOs) and the Arts

All schools and SSOs have access to the professional development opportunities and other support services offered by the DOE. OASP staff work with all schools upon request, regardless of their geographic location or SSO affiliation. SSOs may also work with OASP to develop individualized supports for the schools they serve. For more information, please contact your SSO directly:

- **Learning Support Organizations (LSO)**

<http://schools.nyc.gov/Offices/ChildrenFirst/PublicSchoolEmpowerment/SupportOrganizations/LSO/default.htm>

- **Empowerment Support Organization (ESO)**

<http://schools.nyc.gov/Offices/Empowerment/default.htm>

- **Partnership Support Organizations (PSO)**

<http://schools.nyc.gov/Offices/ChildrenFirst/PublicSchoolEmpowerment/SupportOrganizations/PSO/default.htm>

How to develop an arts or cultural partnership

New York City-based non-profit arts and cultural organizations have a long tradition of partnering with City schools to supplement and bolster their arts programs. These relationships are widely recognized for the enrichment opportunities they provide for students. The staff affiliated with cultural organizations allows schools to tap into a tremendous pool of talented and experienced educators and teaching artists to expand and enrich their arts offerings for students:

- Arts and cultural organizations holding contracts with the DOE will be listed on the FAMIS E-Catalog and you will be able to use a keyword search to find appropriate lists of vendors to support your instructional program. The E-Catalog is an online application that schools use to issue purchase orders and search for contracted commodities.

- *The Arts and Cultural Education Services Guide* offers a listing of 200+ arts and cultural organizations in New York City:

<http://schools.nyc.gov/offices/teachlearn/arts/resourceguide2.html>

HOW CAN SCHOOLS GET SUPPORT FOR ARTS EDUCATION? *continued*

Professional Development

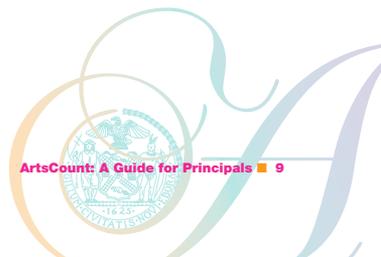
New York City public school teachers and schools leaders have a variety of professional development options available to them:

- Schools will be able to purchase DOE services, such as professional development workshops, courses, and institutes from OASP and services found in the FAMIS E-Catalog. Course descriptions will also be available on our website:
<http://schools.nyc.gov/offices/teachlearn/arts/pd.html>
- Arts and cultural organizations have a long tradition of providing high-quality professional development services for arts educators across the city and OASP posts these offerings on its website:
<http://schools.nyc.gov/offices/teachlearn/arts/cultop.html>
- To find out if a specific arts organization holds a contract to provide professional development with the DOE please visit:
<http://schools.nyc.gov/Offices/DCP/default.htm>

Special opportunities and programs

OASP regularly posts special opportunities available through the DOE and community organizations on its website:

- Opportunities for participation in out-of-school programs, scholarships, competitions, and with cultural organizations:
<http://schools.nyc.gov/offices/teachlearn/arts/opportunities.html>
- Special programs and initiatives such as the Cultural Pass for School Leaders program that provides free or reduced cost access to more than 50 cultural institutions across New York City:
<http://schools.nyc.gov/offices/teachlearn/arts/programs.html>



HOW WILL SCHOOLS BE HELD ACCOUNTABLE FOR ARTS EDUCATION?

Setting high standards and holding schools accountable for results is the way we ensure that schools help students learn math and reading. Moving forward, this is how we will ensure our goals of increasing student participation in high quality arts education are met. The table below illustrates the arts accountability indicators that you will be responsible for:

Indicator: Students participation in Arts Education according to NYSED Instructional Requirements

Measures	Sources	Impact
Percentage of students in grades 1 – 3 receiving 186 hours/year allocated equally in dance, music, theater, and visual arts	Annual Arts Education Survey (on-line each spring)	OASP will provide targeted strategies for improvement and interventions for those schools that need support.
Percentage of students in grades 4 – 6 receiving 93 hours/year allocated equally in dance, music, theater, and visual arts	Annual Compliance Review. Principals will be required to self-report their schools' progress towards meeting these requirements twice annually (fall and spring).	The Office of Compliance Services will track and report on compliance in the final compliance report and results will be reflected in principals' annual performance evaluations.
Percentage of students in grades 7 – 8 taking ½ unit (55 hours) of visual arts AND ½ unit (55 Hours) of study in music taught by a licensed arts teacher ¹	Data from ATS (collected from middle schools) Data from HSST(collected from high schools)	Failure to meet compliance standards will factor into principals' eligibility for performance bonuses.
Percentage of students in grades 9 – 12 taking 2 credits (1 unit, 180 minutes/week or the equivalent) throughout the year in dance, music, theater, and/or visual arts taught by a licensed arts teacher		

Indicator: Broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day

Measures	Sources	Impact
Percentage of schools receiving Quality Scores of Outstanding, Well Developed, Proficient, Underdeveloped with Proficient Characteristics and Underdeveloped	School Quality Reviews (rolling; released in June)	Must score Proficient or better in order to be eligible for performance bonuses. Quality Review scores also factor into principals' annual performance evaluations.

HOW WILL SCHOOLS BE HELD ACCOUNTABLE FOR ARTS EDUCATION? *continued*

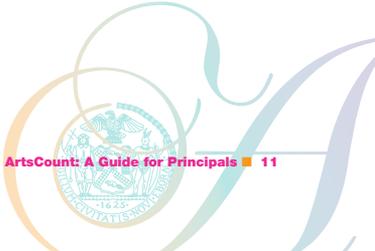
Indicator: Recognition by students, teachers and parents of access to arts education in schools

Measures	Sources	Impact
<p>Percentage of students taking; offered but not taking; and not offered an arts course or activity either before, during, or after school</p> <p>Percentage of students that took one or more arts classes</p> <p>Percentage of parents stating that their child's school offers arts courses</p> <p>Percentage of parents indicating they would most like to see more or better arts programs in their child's school</p> <p>Percentage of parents, teachers, and students who believe that their school does or does not have a sufficiently broad and diverse curriculum, including in the arts, to effectively engage students</p> <p>Percentage of arts teachers that believe that their school leaders articulate what is expected of them; provide regular feedback; and visits classroom to observe quality teaching</p>	<p>Parent, Student, and Teacher Learning Environment Survey (collected each June)</p>	<p>Survey results represent the largest component of each school's score on the School Environment section of Progress Reports that make up 15% of the Progress Report grade. Schools with Progress Report grades of A (top 15% by level)² are eligible for performance bonuses; schools with Progress Report grades of D or F (bottom 15%) are subject to improvement measures including possible leadership change, restructuring, or closure. Progress Report outcomes also factor into principal's annual performance evaluations.</p>

Indicator: Regents Diploma with Advanced Designation through the Arts

Measures	Sources	Impact
<p>Number and percentage of students receiving a Regents Diploma with Advanced Designation through the Arts</p>	<p>Students in New York City Public Schools may receive a New York State Regents Diploma with Advanced Designation through the Arts if they take a five-unit sequence in the arts (instead of the requirement for two units of a language other than English, and in addition to all other requirements). Effective June 2009 students must pass a New York City DOE exit examination in their arts discipline (dance, theater, music or visual arts) to receive this diploma.</p>	<p>An increase in the number of students receiving a Regents Diploma with Advanced Designation through the Arts is a basis for a higher Performance Category score, since the weighted graduation rate would likely change.</p>

¹ NYC is in the process of filing a formal request to the NYSED to allow schools to offer any two of the four arts forms to fulfill the 7th and 8th grade requirements.
² In future years this percentage may increase.



HOW WILL SCHOOLS MEASURE AND UNDERSTAND THEIR PROGRESS?

Annual Arts in Schools Report

The Annual Arts in Schools Report will include data compiled from the Annual Arts Education Survey; ATS/HSST; the Parent, Student, & Teacher Learning Environment Survey; Quality Reviews; and Annual Compliance Reviews. This report will be published each fall to help school administrators, parents, and students understand where their schools stand on meeting the NYSED Instructional Requirements for the Arts. OASP will provide guidance, support, and targeted interventions for schools to remedy identified gaps.

Our commitment to universal arts education for New York City's public school children reflects the understanding that learning in the arts is sequential and must increase and deepen over time. To help schools track student progress in the arts and to keep the community-at-large apprised of each school's provision of arts education, it is necessary to establish a baseline for annual comparison at the local school level and across the system. Towards that end, the following tools will be used to capture data about arts learning and will be reported in the Annual Arts in Schools Report:

- **Annual Arts Education Survey:** Arts education data will be collected from all schools and will include information on student participation; school spending; cultural partnerships; implementation of the Blueprints; arts staffing; space/facilities; professional development; and integration of the arts across school curricula.
- **Annual Compliance Review:** The NYSED Instructional Requirements for the Arts will be incorporated into the Annual Compliance Review. Principals will be required to self-report their schools progress towards meeting these requirements twice annually (fall and spring). Additional information from DOE databases will be used to support data provided by principals. The Office of Compliance will track and report on compliance in the fall through a preliminary report that provides principals an opportunity to identify where they need assistance. In the spring, schools' updated progress towards meeting the NYSED Instructional Requirements for the arts will be reported in schools' final compliance reports and incorporated into annual principal performance evaluations.
- **Progress Report:** The Progress Report grade provides an overall assessment of the school's contribution to student learning. Arts education questions appear on the Parent, Student, and Teacher Learning Environment Survey that is a part of the School Environment component of the Progress Report grade. Beginning in 2007-2008, Progress Reports will include a weighted metric to reward schools who provide the Regents Diploma with Advanced Designation through the Arts for their students.
- **School Quality Review:** Starting in 2007-2008, Quality Reviews will include arts education as an evaluation criterion. Schools will be evaluated on the extent to which they provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day.
- **ATS/HSST Data:** Data obtained from ATS/HSST is used to track middle and high school student participation in arts education courses and will supplement information gathered through the Annual Compliance Review. These data include information about students in grade 7 and 8 fulfilling promotion requirements for the arts and high school students completing graduation requirements for the arts.

WHAT IS THE ARTSCOUNT TIMELINE?

ArtsCount Timeline

The 2006-2007 Annual Arts Education Survey was launched in June 2007. Additional data collection and reporting will take place throughout the year, enabling schools to make progress towards meeting accountability measures, including the NYSED Instructional Requirements in the Arts. More information about how progress will be measured and guidance to help schools address gaps in their instructional program can be found at <http://schools.nyc.gov/offices/teachlearn/arts/nycaccountability.html>.

Summer 2007

- *Required actions for schools*
 - Complete on-line Annual Arts Education Survey

Fall 2007

- *Required actions for schools*
 - Select Arts Education Liaison
 - Review Annual Arts Education Survey results
 - Annual School Quality Reviews conducted and published on school websites (ongoing through June)
 - Complete Compliance Checklist
- *Data released by DOE*
 - Parent, Student, and Teacher Learning Environment Survey responses released
 - First annual school Progress Reports issued

Winter 2007-2008

- *Required actions for schools*
 - Schools work with OASP to close gaps in their arts program.
- *Data released by DOE*
 - Annual Arts in Schools Report, 2006/7 published for individual schools and entire system

Spring 2008

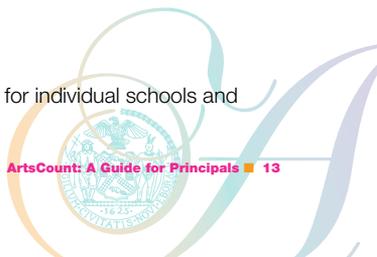
- *Required actions for schools*
 - Schools complete Annual Compliance Review
 - Complete on-line Annual Arts Education Survey
 - Parent, Teacher, and Student Learning Environment Survey conducted
- *Data released by DOE*
 - Quality Review Scores released
 - Arts compliance measured and reported through the Office of Compliance Services

Summer 2008

- *Required actions for schools*
 - Schools continue working to close gaps in their arts program with support from OASP (ongoing)

Fall 2008

- *Data released by DOE*
 - Second annual Arts in Schools Report, 2007/8 published for individual schools and entire system



WHERE DOES MY SCHOOL START?

The following questions can be used as a tool to assist you in identifying needs and supporting arts education in your school in order to ensure that all of your students have access to an appropriate arts education:

1. Does my school meet NYSED Instructional Requirements in the Arts?
 - a. What number of students are not meeting NYSED Instructional Requirements in the Arts?
 - b. What are the major barriers preventing students from participating in the arts?
-

2. Have I designated an Arts Education Liaison from my school staff?
-

3. Does this school schedule allow enough time during the day to provide the arts for students according to NYSED Instructional Requirements in the Arts? What are my scheduling needs and how can I address them?
 - a. Reorganizing my schedule?
 - b. Staggering arts teachers throughout the school day?
 - c. Rotating students in different arts experiences throughout the school year?
 - d. Providing professional development for elementary classroom teachers so they can work with their students in the arts?
 - e. Engaging the services of arts and cultural organizations to help fulfill my requirements for the arts according to the required instructional hours?
-

4. Have I allocated the appropriate space and equipment for arts learning? What are my space needs?
 - a. Dance studio: sprung floors; wall of mirrors; wooden double-height bars; access to CD player
 - b. Art studio: large sink; storage shelves and cabinets; windows and appropriate lighting; movable chairs and tables; well-stocked supplies; overhead projector and screen
 - c. Theater studio: designated playing area; portable seating; scripts, videos, props; bins for storage; CD/DVD player
 - d. General music studio: piano keyboard/acoustic piano; locked space for electronic equipment; ample lighting; library for print/recorded material; dry erase board; moveable chairs with arm writing space; storage space; A/V equipment, rhythmic accompaniment instruments, discography
-

5. Does my school benefit from the arts and cultural resources of New York City? How do my arts and cultural partners contribute to the educational experiences of my students?
-

WHERE DOES MY SCHOOL START? *continued*

6. Do my arts teachers and cultural partners engage students in high-quality arts experiences that address the five strands of the *Blueprints for Teaching and Learning in the Arts, Pre-K-12* (e.g., arts making, developing literacy in the arts, making connections, community & cultural resources, and careers and lifelong learning)?

7. Have I budgeted to maximize the arts experiences available to my students?

SAMPLE SCHOOL

ARTS BUDGET	\$ AMOUNT
Expenses	
Arts Staff	
Partnerships	
Professional Performances	
Field trips	
Transportation	
Professional Development	
Equipment and/or repairs	
Per session activities	
Supplies	
Total Expenses	
Revenue	
Total School Budget	
Arts Grants & Donations	
Other	
Total Revenue	

If you would like help in analyzing the results of these questions please send an inquiry to the Office of the Arts and Special Projects at artsandspecialprojects@schools.nyc.gov.

Frequently Asked Questions

A list of frequently asked questions will be available on the ArtsCount page:

<http://schools.nyc.gov/offices/teachlearn/arts/artscount.html>

If your question does not appear on-line you may email it to artsandspecialprojects@schools.nyc.gov and the response will be sent to you and posted on the ArtsCount page.

To download *ArtsCount: A Guide for Principals* please visit our website:

<http://schools.nyc.gov/offices/teachlearn/arts/oaspimages/final.pdf>

