

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

March 18, 2020

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools

Subject: Staffing Allocations for Specialist Positions (02-24-20-01-B)

During the discussion regarding Public Comments, Board members requested the following information:

Question B

Mrs. Evans requested information regarding staffing allocations as it pertains to the specialists positions (as noted in Ms. Holbert's testimony).

Response

At the Board meeting on February 24, 2020, Ms. Tracy Holbert, elementary school art teacher, provided testimony during Public Comments. Ms. Holbert stated that "...the allocation system for specialists in this county is flawed." She indicated in her testimony that the allocations for art, music, and physical education are based on the number of homeroom teachers a school will have in an upcoming year and that the 2020–2021 school year will be the second year that she will have to teach at three different elementary schools.

It should be noted that Ms. Holbert's base school is Chevy Chase Elementary School, which will have the same allocation for the 2020–2021 school year as it had in the 2019–2020 school year. Chevy Chase Elementary School is a relatively small elementary school compared to other elementary schools in the county and it is unlikely that the school schedule will have enough sections to support a 1.0 elementary school art teacher. Staff in the Office of Human Resources and Development strives to limit the number of schools at which instructional staff members teach art, music, or physical education to one or two schools; however, that ratio is not always possible.

The attached information that was provided in the elementary school staffing memorandum for the 2020–2021 school year captures allocations for art, music, and physical education positions based on the number of homeroom sections. Homeroom sections include general education, self-contained special education, prekindergarten, preschool education programs, and Head Start sections.

If you have questions, please contact Mr. Daniel K. Marella, acting chief financial officer, at 240-740-3160.

JRS:DKM:tpk

Attachment

Copy to:

Dr. McKnight
Dr. Navarro
Dr. Wilson
Dr. Zuckerman
Mrs. Ahn
Dr. Johnson
Mr. Marella
Mr. Turner
Mrs. Dempsey
Ms. Webb

Elementary Art, Music, and Physical Education Staffing and Schedules

Art, Music, and Physical Education Staffing Allocations

Elementary schools are allocated art, music, and physical education teacher positions based on the estimated number of classroom teacher stations, which includes regular classroom teachers, kindergarten sections, pre-K, and self-contained special education classes. Schools are encouraged to create schedules that meet the needs of all students and staff. (Article 17.D.1)

Art, music, and physical education teacher positions are allocated using the following table:

Number of Teacher Stations	Allocation	Number of Teacher Stations	Allocation
49–50	2.0	26–28	1.1
46–48	1.9	24–25	1.0
44–45	1.8	21–23	0.9
41–43	1.7	19–20	0.8
39–40	1.6	16–18	0.7
36–38	1.5	14–15	0.6
34–35	1.4	11–13	0.5
31–33	1.3	9–10	0.4
29–30	1.2	6–8	0.3

Art, Music, and Physical Education Class Scheduling

The recommended range of minutes of instruction per week for each grade is:

Grades	Art	General Music/ Chorus	Physical Education
PEP, Pre-K, and Head Start (1/2 day)	25	20	25
PEP, Pre-K, and Head Start (all day)	25–30	20–25	20–25
Kindergarten	35–45	35–40	45+
1–2	40–50	35–45	45+
3–4	45–55	35–45	45+
5	50–60	45–50	45+
Chorus		45–50*	

*For schools with Grades 4 and 5 students, the schedule may include a chorus period (for 45–50 minutes) scheduled within the instructional day plus one optional ancillary class such as an Orff or recorder ensemble. For schools without Grades 4 and 5 students, the music schedule may include an Orff or recorder class.

Note: An extracurricular activity (ECA) Class 3 chorus stipend payment of \$1,044 is available when additional chorus activities amounting to 72 hours occur outside the workday. If the extra

hours occur during the workday, the stipend is not to be assigned. Also, teachers who use concerts as “their two other (required) activities outside of the contractually agreed upon workday” (Article 16, Section C.3) may not include the concert time in their 72 hours.

Schedule Development

- At the elementary level, art, music, and physical education teachers will participate in the development of their teaching schedules. (Article 16.D.2.b)
- Once the schedule is finalized, it should be distributed to all staff members. As changes are needed, staff should be consulted for input.
- For instrumental music, second-year students may be combined into advanced woodwinds, advanced brass, and advanced strings.
- Two half-day prekindergarten or Head Start sections will equal one station for art, music and physical education.

Special Education Instruction

Special education classes are scheduled for weekly instruction in art, general music, and physical education to develop appropriate skills. Students with Individualized Education Programs (IEPs) that are included in art, general music, and/or physical education will receive instruction in that setting. The art, music, and physical education teachers may be consulted regarding the inclusion of students in these settings. Adapted Physical Education (APE) is a direct special education service and the students may need paraeducator support to access the curriculum and APE IEP goals. Where students have IEPs requiring APE services, time shall be scheduled to deliver the prescribed service as mandated by PL 105-17, *Individuals with Disabilities Education Act* (IDEA).

As needed, paraeducators who are assigned regularly to self-contained special education classes will accompany those students to art, music, and physical education. When individual students or small groups from a special education class are scheduled to attend art, music, and/or physical education classes, the assignment of the paraeducator will be determined on the basis of greatest need.

Itinerant and Part-time Teachers

When an itinerant or part-time teacher travels between schools in a single day—

- consider the start and end times at each location;
- schedule in travel time, lunch, and planning time;
- consider the cumulative number of teaching stations at all school assignments;
- provide a consistent and appropriate teaching space;
- consider common planning time when content alike art, music, and physical education teachers are teaching the same grade level; and
- consider rotating instrumental music classes so that students are not pulled out of the same subject or from music and physical education classes every week.