

## POLICIES ADOPTED BY THE NAEA BOARD (MARCH 2011)

*The following items were approved by the NAEA Board in March 2011 as part of the review process for updating these NAEA publications: Purposes, Principles, and Standards for School Art Programs and Design Standards for School Art Facilities. These criteria are “advisory recommendations” meant to provide guidance for art educators, schools and school districts including superintendents and school board members in their collective efforts to provide comprehensive visual art education for all students.*

### Number of Art Educators

NAEA recognizes ratios of educators to students differ from state to state (or province to province) and district to district. The quantity of visual arts educators is sufficient to meet the basic quality standards for curriculum, time and scheduling for each grade level. The average teaching load for art educators is commensurate with that of educators in other disciplines. The visual arts education staff is sufficient to contribute to arts integration and interdisciplinary instruction. Active hands-on learning in the arts also limits the number of students that can safely work within the art room at one time. Refer to the grade level recommendations below.

\*The local interpretation of these ratios, intended as guidance, would be based upon:

- Maximum state allotted class size
- Duration of art education class
- Frequency of classes per week

### Standards — Elementary Level

The Association recognizes ratios of personnel to students differ from state to state (or province to province) and district to district. For quality education (teaching and learning experiences) to take place it is recommended that at the elementary level personnel for visual art education classes should meet the following guidelines:

- 1) Student class size of 20–25 students
- 2) Educator to student maximum ratio of 1:300-400 per school
- 3) All students have a minimum of one art class per week.
- 4) Personnel teach no more than six classes per day (art classes meet for at least 50 minutes per week per class, throughout the school year).

## Standards — Middle School Level

The Association recognizes ratios of personnel to students differ from state to state (or province to province) and district to district. For quality education (teaching and learning experiences) to take place it is recommended that at the middle school level personnel for visual art education courses should meet the following guidelines:

- 1) Student course size of 20–25 students
- 2) Educator to student maximum ratio of 1:150 per day
- 3) For continuity and sequencing of student learning, instruction in the visual arts is required or at least advised at each grade level.
- 4) Personnel teach no more than six classes per day (i.e., art courses may meet daily or biweekly and may meet for multiple class periods per day, they can also meet by semester or by grading period).

## Standards — High School Level

The Association recognizes ratios differ from state to state (or province to province) and district to district. For quality education (teaching and learning experiences) to take place it is recommended that at the high school level personnel for visual art education courses should meet the following guidelines:

- 1) Student course size of 20–25 students
- 2) Educator to student maximum ratio of 1:150 per day
- 3) In many states and school districts, all students are required to take one course in the arts (including fine and performing arts) in order to meet the high school graduation requirements. Students interested in pursuing higher education in the visual arts often take multiple courses in the visual arts.
- 4) Personnel teach no more than six classes per day (i.e. art courses may meet daily or biweekly and may meet for multiple class periods per day, they can also meet by semester or by grading period).

Schools offering curriculum in a variety of media also need personnel capable of meeting both the needs of students as well as the need of the curriculum.

## Space

NAEA recommends a minimum of 55 square feet per student with a recommended educator to student ratio of 20–25:1. This leads to an art room covering approximately 1100–1375 square foot (number of students x recommended square foot of 55 per student) excluding auxiliary space.

NAEA recommends a minimum of 400 square feet for the storage room and a minimum of 120 square feet for the teacher's office. More information about configuring storage spaces, the teacher's office area, and specialized art studios is provided in the publication *Design Standards for School Art Facilities*.

Regardless of grade level, the art room should have a minimum of 55 square feet per student, [excluding storage and teacher's work space] and be flexible enough for use with group and or individual instructional activities.

Studios—specialized rooms for work in particular media—are recommended according to the following ratio based on school population:

- 1) schools with 500 students or less—  
1 general art room
- 2) schools with 501–999 students—  
1 “two-dimensional art” room and  
1 “three-dimensional art” room
- 3) schools with 1,000 or more students—  
3 specialized studios (2 “two-dimensional” and  
1 “three-dimensional media”).

Schools with more than 1,000 students should have one or more specialized art rooms to permit types of work not possible in a general art room. Again, depending upon the student body size, the planners may select studios for drawing, painting, photography, ceramics, sculpture, printmaking, jewelry, fibers and textiles, computers, and multimedia.

### Additional notations regarding school art facilities (included in the publication entitled *Design Standards for School Art Facilities*):

- a) Some state education agencies (state department of education, state department of public instruction or provincial ministry of education) and/or state school facilities commissions have made recommendations or even requirements regarding the allocation of square footage per student for classrooms. It is important to check on

these regulations for your jurisdiction; make sure that consideration is given to studio vs. standard classroom space as more space is needed in a studio setting than in a standard classroom.

- b) In general, architects have information about the space allocations for all types of buildings, so refer to the architect for these sources.
- c) The U.S. Green Building Council (USGBC) ([www.usgbc.org](http://www.usgbc.org)) provides the LEED for Schools requirements relative to green buildings. LEED (Leadership in Energy and Environmental Design) is an internationally recognized green building certification system, providing third-party verification that a building or community was designed and built using strategies aimed at improving performance across all the metrics that matter most: energy savings, water efficiency, CO<sub>2</sub> emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts. Developed by the U.S. Green Building Council (USGBC), LEED provides building owners and operators a concise framework for identifying and implementing practical and measurable green building design, construction, operations, and maintenance solutions.

Architects, real estate professionals, facility managers, engineers, interior designers, landscape architects, construction managers, lenders, and government officials all use LEED to help transform the built environment to sustainability. State and local governments across the country are adopting LEED for public-owned and public-funded buildings; there are LEED initiatives in federal agencies, including the Departments of Defense, Agriculture, Energy, and State; and LEED projects are in countries worldwide, including Canada, Brazil, Mexico, and India.

The LEED for Schools Rating System recognizes the unique nature of the design and construction of K-12 schools. Based on the LEED for New Construction rating system, it addresses issues such as classroom acoustics, master planning, mold prevention and environmental site assessment. By addressing the uniqueness of school spaces and children's health issues, LEED for Schools provides a unique, comprehensive

tool for schools that wish to build green, with measurable results. LEED for Schools is the recognized third-party standard for high-performance schools that are healthy for students, comfortable for teachers, and cost-effective. Refer to the LEED website for additional information.

- d) The National Fire Protection Agency ([www.nfpa.org](http://www.nfpa.org)) has programs and standards materials for fire safety.
- e) School art rooms should support the needs of physically challenged learners including ease of movement and access for wheelchairs to equipment and supplies and support the needs and safety of students who are visually impaired and those with other special needs.