



**Arts Corps  
Faculty Handbook  
2020-2021**



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## **Vision, Mission and Goals**

**Mission:** Arts Corps revolutionizes arts education by igniting the creative power of young people through culturally engaging learning experiences

**Vision:** We are working toward a world where barriers to arts education no longer exist and all young people can creatively lead the transformation of schools, neighborhoods, and beyond

**Values:** Equity, Collaboration, Creativity

### **Arts Corps Faculty. I am. We Are.**

We are a collective of individual artists who bring our unique talents, strengths, and artistry into classrooms with young people. Together, we are Arts Corps.

#### **We...**

- share our talents, enthusiasm and inspiration and continue to develop our artistic and educator skills
- model creative risk-taking
- provide opportunities for youth to develop leadership skills
- focus on the voices and growth of youth
- model respect for ourselves, others and the classroom
- maintain a safe and supportive atmosphere for youth
- ask for help when we need it and communicate with Arts Corps Programs Staff
- pay attention to non-participating youth
- are willing to stretch our own creative edges
- are willing to stretch our own social justice learning edges
- ensure that learning experiences are culturally relevant, responsive and anti-racist
- are flexible
- check in regularly with classroom assistants and program partners
- communicate clearly and respectfully with everyone

## Arts Corps classes teach ...

**Creative Capacities:** skills and dispositions that support student success in a variety of settings in life.

- **Imagination** - To pursue a vision, generate ideas, and respond to new possibilities as they arise. To use intellectual inventiveness to generate, discover, and restructure ideas or imagine alternatives.
- **Courage & Risk-Taking** – To try things even when you might fail in order to create, learn, and grow. To take artistic risks. To bring receptiveness or openness to new and unfamiliar ideas, feelings, and experiences as well as interest in new people and places.
- **Critical Thinking & Problem Solving** - To solve problems creatively; to examine ideas. To generate and apply criteria for what makes good work. To generate and select from alternatives based on desired outcomes. To make connections between unlike things.
- **Reflection** - To recognize what is personal and distinctive about oneself and one's work. To reflect on the success of the final solution.

### **Leadership and Organizing:**

- **Communication** - Communicating effectively for a variety of purposes and audiences.
- **Teamwork and Collaboration** - Negotiating and compromising when working in groups or pairs.
- **Organizing** - Event planning and outreach

### **Social-Emotional Learning, Identity and Mindsets**

- **Sense of Belonging** - Perception of acceptance and support in a learning community, regardless of who they are, or what their current level of skill is. Correspondingly, this refers to the ways in which youth, as well as teachers, acknowledge others
- **Growth Mindset** - Belief that intelligence and ability can increase through effort.
- **Self-Efficacy** - Belief in one's own capabilities and capacity to learn and succeed in specific domains.
- **Sense of Agency** – An individual's sense of personal and independent control over an outcome or event; ability to set and achieve goals or to guide one's own development.

### **Engagement with Social-Justice Principals**

- **Community Engagement** – Sharing one’s voice through their art. Developing and deepening understanding of systems of oppression and social justice while creating a connection to the local social justice movement as an artist and/or activist.
- **Academic Engagement** – Participating in and seeing the relevance of school work.

### **Artistic Skill-Building:**

- **Skills and Techniques** – developing the discrete skills, techniques and processes associated with the performance and creation of artistic work
- **Concepts and Vocabulary** – terms or ideas that explore the process and act of making art
- **Self-expression through Art** – communicating one’s own feelings, emotions, experiences and ideas through creative work
- **Creative Opportunities** – careers in the arts and arts related careers. How the arts help prepare you for a career in just about anything.

## **Expectations**

### **We are Arts Corps and represent Arts Corps in classes. We...**

- arrive 15 minutes prior to class start time. For digital classes, we make sure connectivity is tested before class begins.
- test digital platforms before class to anticipate technical hiccups or challenges.
- do not use of drugs or alcohol, or be under the influence of drugs or alcohol, whenever youth are present
- try not to smoke in front of youth
- don't use inappropriate contact or use sexual language with youth
- report any serious incidents with youth or facility staff to Arts Corps immediately
- report any suspicions of child abuse to Arts Corps staff immediately. See Mandatory Reporting page 7.
- work within guidelines, policies and procedures of the Program Partner and Arts Corps.
- gather together and attend at least 5 of the 8 offered faculty professional development sessions yearly

## Mandatory Reporting

Youth workers are required by law to report any abuse of a minor. Washington state law requires that youth workers be mandatory reporters in the case of:

***RCW 26-44-020 defines abuse and neglect as injury, sexual abuse, sexual exploitation, negligent treatment or maltreatment of a child by any person under circumstances which indicate that the child's health, welfare, and safety is harmed. Abuse and neglect does NOT include the physical discipline of a child as defined in RCW 9A.16.100.***

### **Recognize**

The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. **The presence of a single sign does not prove child abuse is occurring in a family;** however, when these signs appear repeatedly or in combination you should take a closer look at the situation and consider the possibility of child abuse.

It can be helpful to think of four categories to recognize abuse or neglect

1. Physical Indicators
2. Behavioral Indicators
3. Statements made by the youth (this can also be statements a peer makes about something they heard another peer say)
4. Statements made by a caregiver

When a child discloses that they have been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

How you perform your reporting responsibility depends on the age of the student. Teens participating in arts programming have an expectation of confidentiality when sharing personal information in a piece of work or discussion. It is important they understand the limits of this confidentiality before they choose to disclose information. It is also important to offer teens the opportunity to be involved in the reporting process and to help them process the implications of any mandatory report.

## Teens

Explain your obligation to teens at the start of programming and in follow-up conversations so they understand clearly what type of situation you may need to report. This includes providing examples that are relevant and easy to understand. For a teen this might sound like, "I am a mandated reporter, which means that I am required to notify law enforcement or child protective services if someone under 18 tells me that they are being harmed. For example, if you told me that someone was forcing you to have sex or that you were having sex with someone who is a lot older than you, I would need to make a report."

*Scenario : A youth is about to tell a teaching artist something that is confidential and the teaching artist suspects it may involve abuse: TA: «I need you to know that if anything you tell me reveals abuse I will have to report it, because I am a mandatory reporter by law.»*

Inform and involve teens when a report needs to be made. Offer the teen the opportunity to be involved in the reporting process, discussing what information will be shared, and explaining what may happen following the report.

Help process the implications of the report with the teen. For example, how might it affect peer or family relationships? Could the report and subsequent investigation reveal the teen's sexual or gender identity? Is a safety plan needed?

## Younger Students

If a child or young person discloses abuse that is occurring, or has occurred, outside the organization, you should support the child or young person by believing them and reassuring them that telling was the right thing to do.

A child or young person's disclosure is seldom straight forward and they can disclose abuse in several ways. Many of the ways children and young people disclose abuse are indirect or accidental. Children sometimes attempt to alert adults they trust to the fact they are being, or have been abused, by changing their behavior or by making ambiguous verbal statements. Children may disclose spontaneously (disclosure as an event) or indirectly and slowly (disclosure as a process). The child's type of disclosure may be influenced by their developmental features, such as their age at the onset of abuse and/or their age at time of disclosure. For instance, younger children are more likely to spontaneously disclose than older children.

## All Ages

If a youth has decided to speak to you, then there is a good chance they trust you. Simply by calmly and empathically listening and offering support, you are helping the child or young person.

- Give the child or young person your full attention.
- Maintain a calm appearance.
- Don't be afraid of saying the "wrong" thing.

- Reassure the child or young person it is right to tell.
- Accept the child or young person will disclose only what is comfortable and recognize the bravery/strength of the child for talking about something that is difficult.
- Let the child or young person take their time.
- Let the child or young person use their own words.
- Don't make promises you can't keep.
- Tell the child or young person what you plan to do next.
- Do not confront the perpetrator.

An adult's response to a child or young person's disclosure of abuse can be central to a child or young person's ongoing safety and their recovery from the trauma of abuse. If an adult does not take action when there are suspicions that a child is being abused, it may place the child at serious risk of ongoing abuse and prevent the child's family from receiving the help they need.

### **If you suspect child abuse or neglect**

1. Call your program manager, Director of Arts Education, and the Executive Director
2. With the support of Arts Corps staff listed above inform your Program Partner (if applicable).
3. With the support of Arts Corps staff determine next steps: referral or report

**Emergency:** An emergency situation is one in which a youth is **at imminent risk** of harm through current abuse or at imminent risk of harming others. Example: youth has reported current abuse, has asked for help, is terrified to return home and it's now time to go home.

1. Call your program manager, Director of Arts Education, and the Executive Director to inform them.
2. With support of Arts Corps staff call Child Protective Services (CPS). CPS will assess the situation to determine whether the report meets the legal definition of abuse or neglect and how dangerous the situation is. The phone number is:

**1-800-609-8764**

Keep information confidential. Only those people who must know should be informed of the disclosure.

Remember your role. It is important to remember that while it is your role to be a supportive listener, **it is not your role to counsel the child or investigate their claims**. Child protection workers will undertake investigations and professional counsellors are available to provide counselling.

### **Resources:**

What Mandated Reporters Need to Know About Racial Disproportionality in Child Welfare:  
<https://www.youtube.com/watch?v=fb32deeM4UU&feature=youtu.be>

Washington State Department of Children Youth and Families:  
<https://www.dcyf.wa.gov/safety/mandated-reporter>

Think/Re-Think - Mandatory Reporting Webinar:  
[https://nwnetwork.adobeconnect.com/px86ysfvd6j5/?OWASP\\_CSRFTOKEN=f95e01a831251f8d094b1f3af3e9f3b9a3coa899e634434938c64d232a842957&proto=true](https://nwnetwork.adobeconnect.com/px86ysfvd6j5/?OWASP_CSRFTOKEN=f95e01a831251f8d094b1f3af3e9f3b9a3coa899e634434938c64d232a842957&proto=true)

There's No One I can Trust Report [http://www.ncdsv.org/Natl-LGBTQ-DV-CBLC\\_There%27s+No+One+I+Can+Trust\\_2016.pdf](http://www.ncdsv.org/Natl-LGBTQ-DV-CBLC_There%27s+No+One+I+Can+Trust_2016.pdf)

## Conduct with Minors

All persons associated with Arts Corps programs, whether employees, independent contractors or volunteers, ***shall have no private, one-on-one contact with minor students***. This includes on digital online classes such as zoom. The “rule of 3” applies for distanced learning as well. A minor is anyone under the age of 18 years old. In addition, Arts Corps asks the following:

- If you believe this policy has been violated, immediately and confidentially report such violation to your Program Manager or Director of Arts Education. Arts Corps will conduct a thorough investigation and, if this policy or the law has been violated, deal appropriately with the situation.
- If you are a person associated with Arts Corps who believes a situation is or may be developing which, if not resolved, could lead you into violating this policy or create an appearance of violating this policy, confidentially discuss the potential problems and resolutions with your Program Manager or Director of Arts Education. Any person who chooses to discuss a potential problem will not be disciplined provided the reporting person has not yet violated this policy or the law with regard to conduct with minors.

Arts Corps believes the above policy is in the best interest of Arts Corps Faculty, youth, employees, independent contractors, audience, participating families, and all other persons associated with our program. Respect for all people, whether adults or children, is important; as is communication and interaction between people of all ages. Arts Corps seeks to foster such communication and interaction but cannot tolerate inappropriate behavior or the appearance of inappropriate behavior. Note: If you are found to be in breach of this policy, Art Corps staff will discuss consequences, which can range from probation to immediate termination.

## **Appropriate Boundaries**

In Arts Corps classes, it is essential to establish clear boundaries between youth and adults. This creates an atmosphere of safety for the youth and protects you and Arts Corps from any false allegations. Below is a list of guidelines developed by Arts Corps, influenced by Power of Hope and YMCA guidelines. Due to safety and legal requirements these are non-negotiable:

1. Rule of three (or more): never be alone with a youth or out of sight of another person
2. Avoid physical contact that may be misinterpreted
3. Keep no secrets with youth
4. Do not swear and tell jokes that discriminate against a person or group of people
5. Do not discuss your own sex life or activities
6. Use and model appropriate limit-setting for affection
7. Use informal monitoring. It is important to give feedback to one another around boundary issues. For the safety of the kids and the program, if you feel another staff member is crossing boundaries, first speak to them 1:1 directly. If you see another Arts Corps faculty alone with a student, using inappropriate touch, making a verbal slur, discussing their sex life you need to inform Arts Corps Program Staff immediately.
8. Be careful about social media (what you post, your pictures, who you "friend"...)

## **Emergency Procedure**

It is critical when handling an emergency situation to be prepared for dealing with accidents before they happen. It is important to know the following plan of action and follow it when an emergency does occur. For OST classes, **KEEP A COPY OF YOUR STUDENTS' PHONE NUMBERS WITH YOU AT ALL TIMES AS WELL AS FOR YOUR PROGRAM PARTNER AND THE ARTS CORPS OFFICE.** You and your students should comply with the emergency protocol of the school or facility where you are teaching (fire, earthquake). Familiarize yourself with it at your orientation meeting.

A helpful mantra is

**CHECK**

**CALL**

**CARE**

Breathe. Take time to think before you act.

1. CHECK - Assess the situation.
  - a. How many people were involved?
  - b. Is the space safe for others?
  - c. What happened?

- d. Are there any injuries?
  - e. Are the injured parties responsive?
  - f. \*For distanced learning ask questions of the youth over zoom and/or ask for the camera angle to change so you can better see and help
2. CALL - for assistance
- a. Ask a specific person to get help (site coordinator, another adult)
  - b. \*For distanced learning see if there is someone at the home to help the youth.
  - c. If the youth is unconscious or not responding, have someone call 911 immediately.
3. CARE -
- a. The person with the highest level of emergency medical training or certification should begin to provide first aid.
  - b. provide first aid using appropriate PPE
  - c. Call 911 if necessary.

Try to keep other occupied or leave the area. NEVER take a student to the hospital on your own. Communicate immediately with Arts Corps about what occurred. Complete any required incident reports for Arts Corps and the partner facility.

## **EMERGENCY NUMBERS**

Fire, Police, Medic One...911

Poison Information...(206) 526-2121

Crisis Line (24 hrs)...(206) 461-3222

Family Help Line... (206) 233-0139

## **Teaching Policies**

### **Student Attendance**

***Teaching Artists are responsible for documenting attendance for all classes and for submitting attendance to Arts Corps on a bi-weekly basis.***

Attendance reports are critical to Arts Corps annual reporting to our donors and grant makers.

### **Class Planning**

For each class Teaching artists develop a class description, learning objectives, assessment criteria and class activities and enter them in Salesforce by the third class date.

### **End of Class Reflection**

Teaching artists submit a short summary following the conclusion of each course. This reflection is due at the conclusion of each quarter in the Arts Corps' Faculty Portal.

### **Program Evaluation**

Teaching artists support Arts Corps program evaluation efforts, including; completing annual feedback surveys, administering surveys to students for select classes, accommodating administration of student focus groups and class observations for select classes, and completing all surveys within one week of receipt.

### **Professional Development**

Teaching artists are required to attend at least 5 out of 8 Arts Corps professional development events per year.

### **Missing Class**

If you cannot make one of your classes due to illness:

1. Call your Program Manager or Director of Arts Education to give notice and problem-solve to find a substitute or make-up class.
2. Call the Program Partner.
3. With the Program Partner and your Arts Corps Program Manager, arrange a make-up class date or substitute. See Substitute policy below.
4. If you have sufficient accrued Paid Sick and Safety Time (PSST) enter hours on timesheet with notes to receive pay.

If you need to make advance arrangements to miss a class for another reason:

1. Inform your program partner and Arts Corps in advance in writing
2. Work with your Program Manager to arrange a make-up class date or substitute. See Substitute policy below.

If you will miss more than 2 classes in a quarter your class may be reassigned to another teaching artist.

### **Lateness**

- If you are going to be late, call the Program Partner, Program Manager, and classroom assistant (if applicable) immediately prior to the start of class.
- Any Teaching Artist who is late more than once will have the time deducted from their paycheck.
- Excessive tardiness may result in termination.

### **Substitute Policy**

If you are unable to reschedule a class, you may use a substitute to teach in your place.

1. Only Arts Corps Faculty may substitute unless approved in writing in advance
2. Contact your Program Manager to discuss substitute possibilities
3. Once a substitute is decided, notify your Program Manager and the Programs Operations Manager so that the substitute can be added to the class in salesforce.
4. Substitutes must take attendance.
5. Substitutes will be paid at their own established pay rate as employees of Arts Corps. Substitutes must submit a timesheet through Salesforce for the class they subbed.

### **Class Cancellation from Program Partner**

If a class must be cancelled, the Program Partner must give the Teaching Artist at least 48 hours notice. For classes cancelled with 48 hours notice, the teaching artist and the Program Partner will make every reasonable effort to reschedule the class at a mutually agreeable time.

If less than 48 hours notice is given, the Program Partner is obligated to pay for the cancelled class and the class will not be rescheduled except in the case of inclement weather or unforeseen emergency.

If a class is cancelled with less than 48 hours notice due to inclement weather or unforeseen emergency, the Teaching Artist and the Program Partner will make every reasonable effort to reschedule that class at a mutually agreeable time.

In the unlikely event that the Teaching Artist and Program Partner conclude there is no suitable time to reschedule a class in accordance with this policy, the Program Partner will not be required to pay for the cancelled session, nor will the Teaching Artist receive pay for the cancelled session.

## Music Selection

It is important when selecting music for classes, to choose music that delivers a message that supports positive youth empowerment and reflects the mission of Arts Corps.

- Faculty must preview all songs played in classes for age and language appropriateness. Check in with your partner site if they would like to preview songs for sharing in advance.
- Arts Corps recommends Faculty create a compilation class playlist that can be used for your teaching (to avoid unexpected songs playing on shuffle)

## Faculty / Program Partner Relations

Arts Corps is based in relationships. This goes for our relationships with our Program Partners as well. We have worked with many of our partners for more than a decade. It is important for Faculty to take a proactive role in building a relationship with the program partner staff. Relationships are what keep program partners engaged in Arts Corps and taking an active role in getting to know the people at your site enables them to better know what Arts Corps is all about. Talk about what you'll be doing in class and bring up any concerns that you may have. Be a part of the community!

Daily check-ins before or after class are great ways to inform your program partner of how class is progressing throughout the quarter. Your enrichment hours can be used for this time. Invite program partners to your class!

## Media and Photo Consent

Faculty are required to obtain parental consent for use of any photographs, video or audio recording the likeness or voice of their students. Without such consent neither the teaching artist nor Arts Corps may use the images or audio recording. Arts Corps may request that Faculty collect such permissions from time to time for use in publications about Arts Corps to demonstrate the impact of our work. ***Under no circumstances should Arts Corps Faculty share photos or videos of youth on their personal social media channels or websites.*** The media consent form is located in the online toolkit at [www.artscorps.org/toolkit](http://www.artscorps.org/toolkit).

For digital remote classes via Zoom or another platform, Arts Corps may request screen shots of class for grant reporting and documentation. Teaching Artists should obtain verbal consent to take a screenshot from youth before any are taken. These should not be shared on social media or publication.

***Teaching artists cannot require youth to turn their cameras on during digital classes.*** Holding remote classes means we now have a window into youth's home lives. We don't know each youth's situation and they may not feel comfortable turning their cameras on for a variety of reasons. Teaching Artists should provide multiple means for engagement.

## **Termination of Teaching Engagement**

Employment with Arts Corps is “at will” and Arts Corps may terminate an employee at any time, with or without cause, with or without notice. If at any time during his or her engagement with Arts Corps the teaching artist finds that s/he cannot complete the engagement, the teaching artist shall contact Arts Corps immediately to discuss alternatives. In the event of termination of employment, Arts Corps shall compensate and reimburse the teaching artist for time and expenses incurred through the date of termination.

## **Student Transportation/Field Trips**

Arts Corps and its partners share responsibility for arranging student transportation to and from field trips, performances and events that provide a direct learning experience associated with an Arts Corps program offered at a particular partner site (examples: annual showcase, community performances, art education, etc.). (Seattle Public Schools further stipulates that the program must be funded by SPS, or supervised or staffed by school employees during their contract year, in order to be considered a school-sponsored activity.) Such trips are termed partner-sponsored.

Arts Corps is solely responsible for arranging student transportation to off-site performances and events for Arts Corps classes and for events not directly related to Arts Corps programming at a particular partner site (examples: FESTA) Such trips are termed Arts Corps-sponsored.

Except for walking trips, school buses are the preferred mode of student transportation. When school buses are not used, other public modes of transportation may be considered, including charter buses, metro buses, light rail, taxis<sup>1</sup>, trains and planes. Arts Corps staff, volunteers, Faculty, and board members are not allowed to personally transport students in private vehicles except in unusual circumstances and following specific guidelines as outlined in the following pages.

## **Partner-Sponsored Day Trips**

For partner-sponsored day trips, the teaching artist works with the partner site to arrange for partner permission for the field trip. Except for school buses arranged by Arts Corps, the partner is responsible for making arrangements for student transportation in accordance with policies and procedures at the partner site and its agreement with Arts Corps. In the event school buses are arranged by Arts Corps, the partner site is required to provide chaperones for the trip in accordance with the partner’s recommended adult to student ratio for such trips.

## **Arts Corps-Sponsored Day Trips**

For Arts Corps-sponsored trips, the teaching artist is responsible for working within Arts Corps policies and protocols and using Arts Corps permission slips for the trip. Students must have a signed permission slip in order to use transportation to attend the

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event and Arts Corps is responsible for making arrangements for student transportation as follows:

- School buses are preferred and should be used when possible. If school buses are not available, a recognized charter bus service can be used. In either case, the bus company is required to provide a certificate of insurance naming Arts Corps as an additional insured on the bus company's liability insurance policy and chaperones must be provided in accordance with recommended ratios per age group (see below).
- For smaller groups, transportation on Metro buses, taxis<sup>2</sup>, limos or other public transit may be arranged. Chaperones must be provided in accordance with recommended ratios per age group (see below), and the "rule of three" must be followed.
- Organization of a carpool is not recommended because Arts Corps has less control over safety. It is preferable to require parents to provide their own transportation and then parents may arrange carpools themselves without Arts Corps' participation in order to reduce liability to Arts Corps.

Arts Corps recognizes that circumstances may arise in which students are unable to meet requirements for parental/guardian permission for transportation to/from an Arts Corps event due to lack of access to parents, unsafe parental situations or early emancipation. Faculty should bring such circumstances to the attention of Arts Corps program staff so they can problem-solve on a case-by-case basis.

## **Use of Personal Vehicles to Transport Students**

***Arts Corps staff, volunteers, Faculty and board members are not allowed to personally transport students in private vehicles with the following exceptions:***

**Student Safety:** When there is a real or perceived danger or risk to a student's safety, a private vehicle may be used to transport the student home or to a place of safety. In such cases the following should be in place, however, the need to protect student safety must be weighed against more general liability concerns:

- Parent or family permission is obtained via text (preferred) or verbally via phone. (If unable to reach family f, driver should text Arts Corps supervisor/coordinator when departing with student and when student is delivered home.)
- The driver is age 25 or older, licensed and has a good driving record (no more than three moving violations in three years)
- At least one accompanying adult has passed an Arts Corps background check
- The vehicle and/or driver is covered by liability insurance in accordance with Washington state law
- **"Rule of three"** is followed: see next page

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<sup>2</sup> A minor student may never be placed in a taxi alone with driver; the minor student must be accompanied at all times.

**Student Comfort and Convenience:** When public transportation is not available or is inadequate and its use will result in significant discomfort or inconvenience for the student, a private vehicle may be used to transport the student to and from an event, performance or workshop (example: lack of adequate public transportation will result in a student trip by public transport taking two hours – and/or will result in a lengthy student walk in inclement weather). In these circumstances, the following is **required** and must be in place **ahead of time**:

- Signed parental permission
- The driver is age 25 or older and has a motor vehicle report on file demonstrating a good driving record (no more than three moving violations in three years)
- The driver has a background check on file
- Copy of liability insurance certificate is on file demonstrating \$100,000 coverage for vehicle to be used
- **“Rule of three”** is followed.

For use of a personal vehicle to transport students in accordance with this policy, a “student” is defined as a participant in an Arts Corps class or program who is under age 18. Arts Corps staff, volunteers, Faculty and board members who transport young adults (age 18 or over) who are participating/volunteering in Arts Corps programs have an obligation to ensure that they are responsible drivers who are licensed, insured and follow all Arts Corps policies and procedures.

### **Adult to Student Ratios for Field Trips**

Recommended minimum supervision ratios are as follows for day trips:

|                              |                               |
|------------------------------|-------------------------------|
| Elementary Students:         | 1 adult for every 8 students  |
| Middle/High School Students: | 1 adult for every 10 students |

Recommended minimum supervision ratios are as follows for overnight trips:

|                              |                              |
|------------------------------|------------------------------|
| Elementary Students:         | 1 adult for every 5 students |
| Middle/High School Students: | 1 adult for every 8 students |

### **Rule of Three**

The rule of three requires that no fewer than three people will travel together, and a single student will not be alone with a single adult at any time. There must be another adult or another youth at all times. ***\*COVID- this also applies to Zoom or other online digital learning platforms. An Arts Corps faculty or staff may never be alone in an online classroom with a youth.***

## COVID-19 Resources / Remote & Video Content

- Link to multiple resources to help in the midst of COVID-19: [tinyurl.com/artscorpsCOVID](https://tinyurl.com/artscorpsCOVID)

## Tips & Tricks for Video and Digital Lessons

- Have fun!
- Keep it simple and short. When in doubt, break it up into smaller lessons.
- Introduce yourself! Let students know we have really missed them in person.
- Be aware of what is around and behind you. Before you hit record or start the meeting check yourself and check your background
- Face a big shaded window for lots of natural light which will make you look great
- Get closer to the camera for better sound quality
- Filmed mini-lesson should be a like a paragraph –
  - provide a hook
  - establish what you are going to do
  - do the lesson
  - provide opportunities for students to respond during the lesson (i.e. write down ideas, practice, thumbs up/thumbs down)
  - wrap up
  - consider suggested extensions to the lesson or how it can be adapted for parent use.
- Some of our students will have an adult watching with them, while others may be watching on their own.
- Be a little over the top; a little more animated and dynamic.
- Make sure to tell students them in the beginning what to gather, make sure the supplies suggested aren't too obscure.
- If you can choose a room with an area rug or carpet (hardwood is noisy).
- Be aware of noisy fans. TVs, radios or other appliances
- Use a small white board or paper to give instructions to students
- Be human. Don't be afraid of little flub -ups
- Use a bulleted outline. Print it in a large font and put up where you can see
- Practice! It may take some time to get used to your own voice and face on camera.
- Only use open source music
- BE YOU!!

## Pathway to Promotion

Faculty levels are defined to offer new and veteran artists a place to move and grow as an educator. Our pay scale is based on years of experience, ability to engage youth, create a supportive learning environment, and foster the development of creative habits, mindsets and artistic skills. Faculty must also have a commitment to communicate and work closely with Arts Corps administrative staff to support effective management of our arts programming.

### **CA Level I** (0-1 years teaching experience + at least 5 Arts Corps PD workshops):

An alum of Arts Corps programs and/or a young artist interested in beginning a teaching artist career or youth development. Eligible for promotion to Level II after 1 full year teaching with Arts Corps, fulfillment of Arts Corps PD hours, and positive evaluations from staff and/or peers. Good communications with Arts Corps staff and timely completion of paperwork is required.

### **CA Level II** (1-2 years teaching experience + at least 5 Arts Corps PD workshops):

A newer artist educator with some classroom experience interested in lead teaching and curriculum development. Eligible for promotion to TA Level I after successful feedback from TA mentors on leading portions of classes. Good communications with Arts Corps staff and timely completion of paperwork is required.

### **TA Level I** (1-3 years lead teaching experience + at least 5 Arts Corps PD workshops):

A professional artist with 1-3 years of teaching experience and positive references. Eligible for promotion to Level II after 1 full year teaching with Arts Corps, fulfillment of Arts Corps PD hours, and positive evaluations from staff and/or peers. Good communications with Arts Corps staff and timely completion of paperwork is required.

### **TA Level II** (4 or more years of experience teaching in out of school time programs or 3 or more with in-school residencies + at least 5 Arts Corps PD workshops):

A professional artist with 4 or more years of teaching experience and positive references. Eligible for promotion to Level III after 3 full years teaching with Arts Corps, consistent participation in Arts Corps PDs, completion of TAT Lab, and positive evaluations from staff and/or peers during tenure. Good communications with Arts Corps staff and timely completion of paperwork is required.

### **TA Level III** (6 or more years of experience + at least 5 Arts Corps PD workshops):

A professional artist with six or more years of teaching experience and/or completion of three years with Arts Corps at level II, and positive evaluations from youth, facility staff, and Arts Corps staff. Good communications with Arts Corps staff and timely completion of paperwork is required.

## Pay Levels

|                            | Level I | Level II | Level III |
|----------------------------|---------|----------|-----------|
| <b>Teaching Artist</b>     | \$30.71 | \$40.94  | \$49.77   |
| <b>Classroom Assistant</b> |         | \$18.04  | \$20.16   |

For Classroom Assistants, prep time compensation is paid at .5 hours, per visit to a site. For Teaching Artists, Prep time compensation is paid at 50% of instructional time. Prep time covers:

- Curriculum Development
- Unit/Class Plan and Report
- End of Class Summary
- Materials Preparation
- Classroom set-up and take down
- TA paperwork (attendance, reports, evaluation)
- Other course preparation activities

Enrichment time is allocated on your staff CTE. Activities may include:

- Program partner planning and mid-point check-in meetings
- Student recruitment
- Site performance/exhibit
- Attendance at site activities related to your course (i.e. community gatherings, PTA meetings, etc)
- Other activities as needed

Faculty are paid their hourly rate for all meetings and professional development sessions facilitated by Arts Corps.

## Flat Rate Compensation

Special projects and rates may be developed from time to time and communicated when gigs are proposed.

## Salaried Teaching Artists

Arts Corps is committed to providing consistent work and benefits to our faculty. Given the anticipated work-load in a year, Arts Corps will offer between 2-5 salaried part time 10 month teaching artist contracts. Salaried teaching artists work 20 hours or more per week and are offered benefits such as health care coverage, holidays and paid time off. Rates are negotiated per position and are based on market rates and internal consistency.

## Teaching Observation and Feedback

Arts Corps faculty are given written feedback on a class observation from a Programs Team member at least once each school year (ideally more). This feedback is to encourage the growth of all of our faculty as artist educators. A Programs Team member will always let a teaching artist know when they are coming to a class and how to best participate and/or observe. Class observation and feedback will be tailored to a TA's goals and desired feedback. The Programs team is looking for ability to engage youth, create a supportive learning environment, and foster the development of creative habits, mindsets and artistic skills, the teaching artist's anti-racist approach, ability to fulfill lesson plan objectives in chosen art medium, demonstrated flexibility to re-tune lesson plans to handle emergent issues, and ability to recognize and address developmental needs of the youth.

## Peer Observation

Arts Corps is committed to the growth of our faculty through ongoing professional development and peer observation opportunities. Each faculty member will be paid for up to 1 peer observation per quarter. This includes the class observation time and an addition 1/2 hour for a reflection conversation with the peer. Observed TAs will also be paid for the 1/2 hour discussion.

## Expense Reimbursement

Arts Corps will reimburse you up to \$100 per class for art supplies. Costs over \$100 must be approved in advance by your supervisor to be eligible for reimbursement. Supplies purchased by Arts Corps remain the property of Arts Corps and must be used for Arts Corps class. **\*Note- in the 2020-2021 school year class supply amounts will vary class to class because of art kits. Please ask you program manager what your budget is.**

- Input reimbursement into Salesforece and email receipts to [payroll@artscorps.org](mailto:payroll@artscorps.org)
- Teaching artists may purchase directly from Arts Corps' account at Artist and Craftsman Supply
- Arts Corps may also be able to provide supplies. Please ask to see what is available in our storage. For borrowed equipment, you must fill out equipment check-out sheet and notify the Programs Operations Manager.

Arts Corps has no obligation to pay for class materials that are not used for class, that are in excess of approved amounts or that are otherwise not obtained in accordance with Arts Corps policies and procedures.

## **Mileage/Bus Compensation**

Expenses incurred on behalf of Arts Corps will be reimbursed in accordance with reimbursement procedures as detailed in the **Arts Corps Expense and Travel Policy** which can be found at [www.artscorps.org/toolkit](http://www.artscorps.org/toolkit)

## **Paid Sick and Safety Time (PSST)**

Arts Corps offers Paid Sick and Safe Time (PSST) to Teaching Artists and Classroom Assistants. PSST accrues at 1 hour for every 40 hours worked. Faculty may begin to use accrued PSST on the 180th calendar day from the beginning of employment. Up to 40 hours of PSST may be carried over at the end of the calendar year, but unused PSST may not be cashed out at the end of employment. PSST accrual is listed on your paystub. If you have questions about your total accrual amount, please contact the Finance Manager, Rowan Lenihan.

For more info about PSST visit: [tinyurl.com/WAPSSST](http://tinyurl.com/WAPSSST)

### Donation/Pooling of PSST

If you are ineligible to take PSST or do not have any left, both staff and faculty are able to donate time into our COVID-19 Faculty PSST pool. This pool of hours will be given out on a first come first serve basis up to 5 hours per pay period, per faculty member. Please contact Finance Manager, Rowan Lenihan, if you would like to donate PSST. You may only use the pooled PSST if you are ineligible to take PSST or have a zero balance. There is a finite amount of time to be donated. Please contact the Director of Arts Education if you would like to use the pooled PSST.

**Faculty Resources & Documents Available at:**  
[www.artscorps.org/toolkit](http://www.artscorps.org/toolkit)

## **Faculty Timeline**

### **Yearly:**

- Attend Annual Fall Retreat
- Attend at least 5 of the 8 offered monthly professional development opportunities provided by Arts Corps

### **Before Each Class Starts:**

- Complete Class Description for each Class (4 parts) in Faculty Portal
- Verify class dates on attendance sheet in in Faculty Portal
- Attend orientation meeting with Program Partner
- Identify storage and materials needs (if any)
- Request Supplies if needed

### **First Week of Class:**

- Record all students first and last names (check spellings), birthdates and gender on your attendance form (in the Faculty Portal)
- Notify Arts Corps if enrollment is less than 6 students

### **Payroll Due Bi-Weekly:**

- Due on designated payroll deadline date
- Enter Attendance in each Class page on the Faculty Portal
- Enter Hours in your Timesheet for each Class

### **Mid-Quarter**

- Set up meeting with Program Partner and Arts Corps Program Manager for mid-quarter check-in
- Prepare for Showcase (if applicable), performances or exhibits.

### **End of Quarter**

- Submit completed “End of Class Reflection” in each Class Page on the Faculty Portal

### **End of Year:**

- Complete Teaching Artist Annual Online Survey

## Teaching Artist Handbook Signature Form

By signing below, I hereby acknowledge and give consent for the following:

1. I acknowledge that I have received, read, and understand Arts Corps' Faculty Handbook. I understand the Faculty Handbook summarizes various policies and procedures applicable to my work as a teaching artist or classroom assistant with Arts Corps. I acknowledge that I have been offered an opportunity to ask questions regarding it. I also understand that Arts Corps may add to, modify, or delete any of the policies and procedures contained in the Faculty Handbook from time to time.
2. As a Teaching Artist for Arts Corps, I hereby consent for Arts Corps to use my likeness in photographs, video, film and audio in published stories about Arts Corps, in publications and promotions of Arts Corps, and in general educational and/or editorial publications related to Arts Corps.

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*(Faculty Signature)*

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*(Print Name)*

Date: \_\_\_\_\_