Arts Corps
Faculty Handbook
2023-2024

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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 bravery.
- 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 teaching partners 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** - vision, inventiveness, and ability to generate ideas, respond to new possibilities, restructure ideas or envision alternatives.
- **Courage & Bravery**– bravery and mindset to try things despite uncertain outcomes in order to create, learn, and grow, openness to new and unfamiliar ideas, feelings and experiences as well as interest in new people and places.
- **Critical Thinking & Problem Solving** – ability to think through problems from various angles and come up with creative solutions; to generate, apply and examine criteria for what makes good work; to identify and select from alternatives based on desired outcomes; to make connections
- **Reflection** – ability to recognize what is personal and distinctive about oneself, one's work and approaches.

Leadership and Organizing

- **Communication** – express oneself for a variety of purposes and audiences.
- **Teamwork and Collaboration** – negotiate and compromise when working in groups or pairs; build upon each other's ideas.
- **Organizing** - event planning, outreach, and engaging with one's community.

Social-Emotional Learning, Identity and Mindsets

- **Sense of Belonging** - feelings 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** - disposition that believes knowledge and ability can increase through effort and learning is a life-long goal. We acknowledge that systems of white supremacy inherently limit the power of mindset alone.
- **Self-Efficacy** - belief in one's own capabilities and capacity to learn and succeed in specific domains.
- **Sense of Agency/Self-Sovereignty** – an individual's belief in their personal ability to affect an outcome or event; ability to set and achieve goals or to guide one's own development.

Engagement with Social-Justice Practices*
(see Arts Corps Arts Education Race and Social Justice Framework)

Artistic Skill-Building

- **Skills and Techniques** – discrete skills, techniques and processes associated with the performance and creation of artistic work.
- **Concepts and Vocabulary** – knowledge of terms or ideas that explore the process and act of making art.
- **Self-Expression through Art** – communication of one's feelings, emotions, experiences, and ideas through creative work.
- **Creative Opportunities** –exploration of careers in the arts, provide resources and info on creative career pathways.

Expectations

We are Arts Corps and represent Arts Corps in classes. We…

- arrive 15 minutes prior to class start time.
- test digital platforms before class to text connectivity, anticipate technical hiccups or challenges.
- do not use drugs or alcohol, or be under the influence of drugs or alcohol, whenever youth are present.
- do not smoke in front of youth.
- do not 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 4.
- work within guidelines, policies and procedures of the Program Partner and Arts Corps.

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 do NOT include the physical discipline of a child as defined in* ***RCW 9A.16.100*****.**

Recognize

The first step, 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 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

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.

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 you was the right thing to do.

A child or young person's disclosure is seldom straightforward, 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
- Do not ask any leading questions as it may interfere with future investigation
- 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 and the Co-Executive Directors.
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.

4. For more information on how to handle the situation. Please go to: https://www.dshs.wa.gov/sites/default/files/publications/documents/22-163.pdf

Emergency: An emergency 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 is now time to go home.

1. Call your program manager and the Co-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
1-800-END-HARM

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 counselors are available to provide counseling.

Resources:

What Mandated Reporters Need to Know About Racial Disportionality 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=f95e01a831251f8d094b1f3af3e9f3b9a3c0a899e634434938c64d232a842957&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

Seattle Public Schools Online Training:
https://www.seattleschools.org/departments/volunteer/preventing-sexual-abuse-in-schools/

Mandatory reporter Training
State Department Mandatory Reporting guide site, and online certification course.

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 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 and Co-Executive Directors. Arts Corps will conduct a thorough investigation and, if this policy or the law has been violated, deal appropriately with the situation.
- If you believe a situation is or may be developing which, if not resolved, could lead you to violating this policy discuss the potential problems and resolutions with your Program Manager and Co-Executive Director. For example, if you are in a class with low enrollment and or enrollment attrition over the course of a quarter.

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.

Arts Corps believes the above policy is in the best interest of Arts Corps Faculty, youth, employees, independent contractors, school partners, 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.

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, Arts Corps, and our partners 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 or 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.

8. If you see another Arts Corps faculty alone with a student, using inappropriate touch, making a verbal slur, discussing their sex life, you must inform Arts Corps Program Staff and the Executive Director immediately.

9. Be careful about social media (what you post, your pictures, who you "friend"...). It is not

okay to have current students who are under 18 as friends on social media.

10. NEVER post a photo of Arts Corps youth on your social media.

Emergency Procedures

It is critical when handling an emergency 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 – 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 site coordinator or another adult 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 personal protective equipment (PPE). c. Call 911 if necessary.

Try to keep others occupied or leave the area, but do not remain alone with a youth; "rule of 3" still applies. 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 hours) ... (206) 461-3222

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

CPR & FIRST AID TRAINING

If you are interested in becoming CPR or First Aid certified, we recommend American Red Cross

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, including first and last name and gender, are critical to Arts Corps annual reporting to our donors and grant makers. If a youth uses a nickname or chosen name, please also include their legal name for accurate reporting.

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 class start 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. Surveys are required for grant reports and applications.

Missing Class

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

1. Call your Program Manager 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 sufficiently accrued Paid Sick and Safety Time (PSST) enter hours on timesheet with notes to receive use those hours for the missed class.

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, a substitute may teach in your place.
- Only Arts Corps Faculty may substitute unless approved in writing in advance.
- Contact your Program Manager to discuss substitute possibilities.
- 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.
- Substitutes must take attendance.
- 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 canceled, the Program Partner must give the Teaching Artist at least 48 hours' notice. For classes canceled 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 canceled class and the class will not be rescheduled except in the case of inclement weather or unforeseen emergency.

If a class is canceled 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 canceled session, nor will the Teaching Artist receive pay for the canceled 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).

Screen Sharing

For our virtual classes it is important we be mindful of the content that is shared through screen-sharing. Before teaching a virtual class where you may share your screen remember to:

- Close out of all tabs unrelated to teaching including personal email, social media accounts, shopping, etc. Only tabs which pertain to your class should be open on your computer.
- Turn on "Do Not Disturb" or stop all push notifications from text messages, email, news sources, etc. that may pop up on screen
- **NEVER have any adult-content websites open or in your browser history that youth may be able to view**.

If you allow screen-sharing by youth, remind them to also close out of personal websites etc. before screen sharing.

Faculty-Program Partnerships

Arts Corps is based on 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' work. When Teaching Artists take an active role in getting to know the people at your site, you enable them to better know what Arts Corps is

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. Invite Program Partners to your class!

Participation Waivers, and Media, Photo Consent

Program Managers and Faculty are required to obtain Participation Waivers and parental consent for use of any photographs, video or audio recording the likeness or voice of their students. These are included in the OST and Art 4 Life paperwork but are not included in the Interagency and CS classes. 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 in the online toolkit at 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. If you want to discuss digital engagement strategies reach out to your program manager and/or utilize your peer observation hours

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 their engagement with Arts Corps the Teaching Artist finds that they 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

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, 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.

There are two types of events for which students may need to be transported.

Partner-sponsored Trips

Partner-sponsored events are field trips, performances and other arts education events that occur on- or off-site and provide a direct learning experience associated with an Arts Corps program. 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. Partners and Arts Corps share responsibility for student transportation for partner-sponsored events.

For partner-sponsored day trips, the Teaching Artist works with the partner site to arrange for parent permissions for the field trip. 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 Trips

Arts Corps-sponsored events are those that happen off site and are not directly related to programming at a particular site (e.g., FESTA). Arts Corps is solely responsible for arranging student transportation for Arts Corps-sponsored events.

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 attend the event and use the Arts Corps provided transportation.

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 or other public transit, taxis[1], limos or other private rideshare services 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. Parents may arrange carpools themselves without Arts Corps' participation to reduce liability to Arts Corps.

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

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 sponsored 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 address them 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 of youth, 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.)

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 transportation taking two hours – and/or will result in a lengthy student walk in inclement weather. In such 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. ***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

Tips & Tricks for Virtual Lessons

- Have fun!
- Use technology to your advantage! Play music, use fun apps, use the camera!
- Put your computer on a stack of books or stand so that it is at eye level (you'll look better!)
- For visual artists, have a second camera that showcases your hands and the artmaking. (Arts Corps will provide an arm if you need)
- Use the chat!
  - Create a PowerPoint or Google Slides for visual and textual learners. If that's not available, reinforce directions in the chat for those that are not aural learners.
- TEST TEST TEST TEST TEST! Test connectivity, apps such as polls, breakout rooms, screen sharing etc.
- Be prepared for internet glitches and hiccups!
- Laugh!

Compensation

Pathway to Promotion

Faculty levels are defined to offer new and veteran teaching artists a place to move and grow as an educator. Our pay scale is based on years of experience, and 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)

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

CA Level II (1-2 years teaching experience):

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):

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 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):
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 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):

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**
Teaching Artist Teaching Rate	**$72**	**$82**	**$102**

Classroom Assistant Teaching and Meeting Rate	**$31.25**	**$36.25**	
Teaching Artist Meeting Rate	**$40**	**$40**	**$40**

Teaching rates are inclusive of prep, attendance input, email correspondence, Salesforce inputs of class description, goals, and end of quarter reflections. See below for planning and meeting guidelines.

Planning and Meeting Rates and Guidelines Per Program

Out of School Time	Creative Schools	Best Start for Kids	Interagency	Art 4 Life
Meetings: $40/hr. 3 hours paid per quarter.	**Planning: $40/hr. 8 hours paid per project.** **Meetings: $40/hr. 4 hrs paid per project.**	**Meetings: $40/hr. 3 hours paid per quarter.**	**Meetings: $40/hr. 3 hours paid per quarter.**	**Planning, Meetings, Interviews, Orientation $40/hr. 30 hrs total/paid per program.**

Flat Rate Compensation

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

Salaried Teaching Artists

Arts Corps is committed to providing consistent work and benefits to our faculty. Given the anticipated workload in a year, Arts Corps will offer between 2-5 salaried part-time 10-month Teaching Artist positions. 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, Arts Corps pay philosophy, and

longevity with the organization.

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 our faculty as artist educators. A Programs Team member will always let a Teaching Artist know when they are coming to a class and inquire on 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 a TA's 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 professional development and peer observation opportunities. Each faculty member will be paid for up to 1 peer learning opportunity per quarter. Please refer to the Peer Learning form which can be found on the faculty toolkit.

Expense Reimbursement

Ordering Class Supplies and Expense Reimbursement

Arts Corps Program Managers will purchase the supplies needed for each class no later than a week prior to class starting. The budget per class is $100 per quarter for all classes except Interagency which is $200 per class per quarter. Please stay within budget and keep track of your expenses.

If there is an emergency and a teaching artist must purchase supplies for their class, they must turn in the receipts and expense report to Saeko before the month's end. **Please keep track of receipts. We will not reimburse for lost receipts**. Supplies purchased by Arts Corps remain the property of Arts Corps and must be used for Arts Corps class.

- If a Teaching Artist must purchase their own supplies, send receipts, and expense form to the Finance Manager at saeko.keller@artscorps.org by month's end. Lost receipts will not be
- Program Managers and Staff TAs may purchase directly from the 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

inventory. For borrowed equipment, you must request items and notify your Program 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

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 to the next year. **Unused PSST may not be cashed out at the end of the year or at the end of your employment. Washington State laws do not require that unused PSST be cashed out at the end of an employee's employment, termination, or retirement. Please see Seattle.gov; section J.** PSST accrual is listed on your paystub. If you have questions about your total accrual amount, please contact the Finance Manager at saeko.keller@artscorps.org

For more info about PSST visit: tinyurl.com/WAPSST.

401(k) Benefit

All Faculty are eligible to enroll in Arts Corps retirement 401(k) plan administered and managed by PayChex. Faculty may enroll or change their contributions at any time during the year. Arts Corps currently does not match employee contributions.

Faculty Toolkit

Resources, links, documents, and much much more can be found at:

www.artscorps.org/toolkit

Faculty Timeline

Yearly:

- □ Attend Annual Fall Retreat

Before Each Class Starts:

- □ Complete Class Description, Objectives, Activities, and Assessment Criteria for each Class in Faculty Portal on Salesforce
- □ Verify class dates on attendance sheet in in Faculty Portal on Salesforce
- □ Attend orientation meeting with Program Partner and Program Manager
- □ 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 as described by youth on your attendance form in the Faculty Portal on Salesforce
- □ 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 on Salesforce
- □ Enter hours in your Timesheet for each class
- □ Add narratives and impactful stories to spreadsheet.

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
- □ Submit student evaluations, narratives, and data.

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.

_____

(Faculty Signature)

_____

(Print Name)

Date: _____