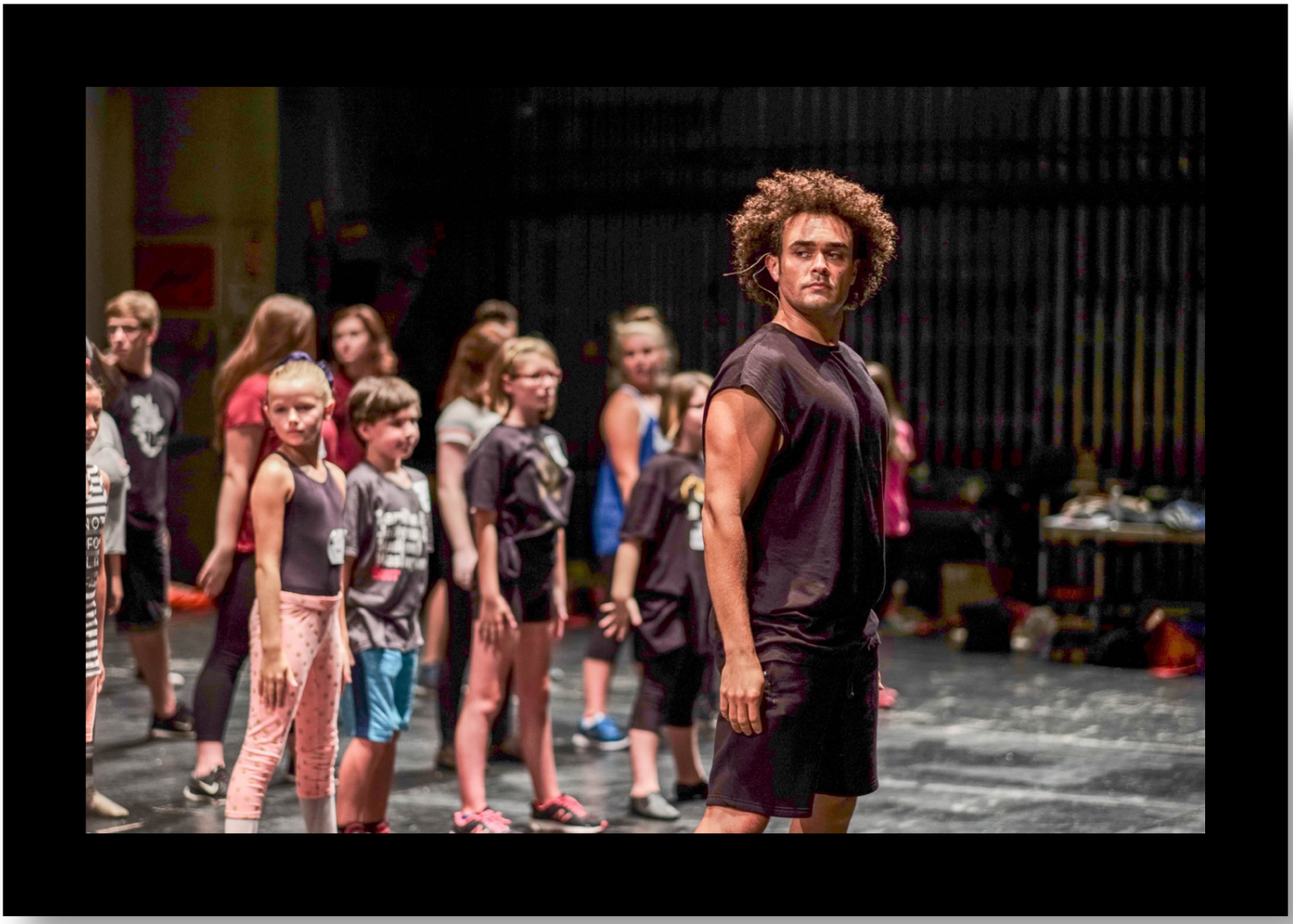
Collaborative School of the Arts

Visiting Artist Handbook



COLLABORATIVE SCHOOL OF THE ARTS IS A PART OF PROCTORS Collaborative

432 STATE STREET, SCHENECTADY, NY 12305
SCHOOL.PROCTORS.ORG

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WHAT IS PROCTORS COLLABORATIVE?

Proctors Collaborative is the Capital District's largest regional arts organization with performing arts venues in Albany, Schenectady and Saratoga, and education, civic engagement and economic development initiatives throughout the region. The Collaborative School of the Arts is the education wing of the organization, offering a robust series of training programs, classes and engagement programs in each venue, in schools and throughout the community.

At Proctors, theREP and Universal Preservation Hall, you have come to expect world-class dance, theatre, music and more; the Collaborative School of the Arts is no exception. Motivated by the belief in the value of arts in education and its impact on community, the CSOA offers a variety of programs to tens of thousands of patrons each season to inspire and cultivate career paths in the creative fields as well as to develop and welcome a vibrant and diverse palette of patrons and artists. The school encompasses Proctors, Capital Repertory Theatre (theREP) and Universal Preservation Hall (UPH) and hosts community events, summer arts training programs, in-school and after school programs, internships, artists residencies, career training opportunities and unrivaled performance experiences like Broadway Camp and HSMTA. For more information visit school.proctors.org

Collaborative SCHOOL OF THE ARTS

at PROCTORS
432 State Street, Schenectady, NY 12305

at theREP
251 N. Pearl Street, Albany, NY 12207

at UPH
25 Washington Street, Saratoga, NY 12866

GUIDING COLLABORATIVE SCHOOL OF THE ARTS COMMITMENTS

1. You Belong Here

We use this slogan in many of our materials, and it graces the cover of our Student Handbook for all programs. It is the most inclusive statement we can make and encompasses our social justice commitments and belief in our students. Everyone is welcome and everyone belongs equally regardless of race, ethnicity, age, gender, religion, sexual orientation, gender identity, gender expression, disability, economic status and other diverse backgrounds.

2. **Always about the students**

To engage, we must excite. Our programs are student-centered, and teaching artists adapt programs, courses and activities based on the interests of the students and the priorities of schools/teachers. CSOA teaching artists spotlight the student's own ideas, making relevant connections while providing enough structure to produce a successful learning environment.

2. Great teachers only

We contract only accomplished professional artists who are also experienced teachers. They must love children and have a passion to spark their creativity. The artistic and cultural backgrounds of our teachers are as diverse as the children we serve.

3. No one gets turned away

We work with all students and schools to encourage participation regardless of financial means. We offer tuition assistance to ensure that all students are able to make the most of what the Collaborative School of the Arts (CSOA) offers. If you think a student is in need of additional support, please contact the CSOA staff or Program Manager.

4. Go where the kids are

Our in-school, after-school and summer courses are both in our unique facilities and also in the students' neighborhoods - in community centers and schools. Programs are available to all, but also seek to support under-resourced schools, youth and families. Financial assistance is offered to those with 50% or more free or reduced lunch rates.

5. It Takes A Village

CSOA has placed a priority on career and workforce training to meet the need for skilled artists, technical crews and administrators in the entertainment industry. Our programs provide a host of opportunities for young people, college students and young professionals of all ages to get hands-on experience in thriving professional theatres. For every one performer on stage, there are dozens of artists off stage supporting this work. This **Village** of creatives: designers, engineers, builders and technicians, earn a living at the cutting edge of art, design, performance and technology. This is where CSOA and our affiliate organizations endeavor to make connections for aspiring students of the creative fields.

IMPORTANT POLICIES

INCLUSION POLICY AND STATEMENT

At the Collaborative School of the Arts, all students, employees, teaching artists, instructors and patrons deserve a safe and secure education environment to be completely themselves artistically and individually. Therefore, bullying or intolerance of any kind will not be accepted. This includes unwanted and repeated written, verbal or physical behavior that is:
• threatening • insulting• offensive • dehumanizing • teasing
• social exclusion • gender, sexual, religious, or racial harassment • intimidating
• publicly humiliating • stalking • cyberbullying • destruction of property
• theft • cyberstalking • physical violence • Any acts that create an intimidating, hostile, uncomfortable or humiliating learning environment.
What we do encourage is practicing kindness.

ANTI-DISCRIMINATION POLICY

The Collaborative School of the Arts does not discriminate, nor tolerate discrimination against any person because of race, color, gender, sexual orientation, national origin, handicap, disability, marital status, age, genetic information, or any other characteristic protected by law. We celebrate individual differences, and we strive to treat everyone with fairness and respect.

SAFE SPACE AND REPORTING

Proctors Collaborative welcomes everyone. When you enter our theatres and participate in our programs, you can feel confident that your safety and well-being is valued and protected at all times. Discrimination, criticism, harassment, or any other emotional or physical harm will not be tolerated. Any unwelcome or harmful behavior should be reported to an instructor, employee or administrator and will be kept confidential whenever possible. If the problem includes an instructor, employee or administrator, or you are uncomfortable reporting to them, please contact the Human Resources Director (HR@proctors.org.) There is a Racism, Discrimination and Harassment Incident Report that can also be submitted. This will be received with onboarding documents and can also be found at the link at the end of this document.

CREATIVE HABITS OF MIND

"Habits of mind" is a term used to describe higher level thinking skills and tendencies that people use to solve problems. These essential characteristics shape how we respond to challenges or new situations and build a foundation for life-long learning.
CSOA programs focus on building key habits of mind central to the creative process: critical thinking, imagination, reflection, courage & risk-taking, and persistence & diligence.
Our evaluations show statistically significant evidence of student gains in these creative habits, and students perceive themselves as more creative after participating in our programs.

Critical thinking

Considering differing views, making sense of them, and drawing meaningful distinctions. In the practice of art, students can find meaning in differences, leading them to know their own minds and be more confident in their choices.

Imagination

Intellectual inventiveness is used to generate, discover, or restructure ideas or imagine alternatives. When children are encouraged to imagine possibilities, they gain confidence in their own capacities to innovate.

Reflection

Contemplation of a subject, especially one's assumptions and thinking, for the purposes of deeper understanding and self-evaluation. This habit opens the pathway for us to know our own mind and be true to ourselves, a key component of realizing one's own potential.

Courage & Risk Taking

Being adventuresome; choosing to step out of one's comfort zone in order to learn or try new things, even in the face of failure. In the arts, "failure" and imperfection are perceived as valuable learning experiences that help us grow.

Persistence & Diligence

Persevering in task through to completion; remaining focused. Looking for ways to reach one's goal in the face of obstacles. The arts create the type of challenges that inspire personal motivation; this activates a high level of involvement, full engagement, and thus, discipline.

VISITING ARTIST GUIDELINES

CSOA faculty is comprised of professional artists who are skilled and dedicated teachers. We seek artists who feel a commitment and responsibility to the community and an obligation to share their talent and experience with the younger generation. CSOA Teaching Artists help students find and develop their own artistic voice. They are deeply committed to the cause of

fairness, respect and equality for individuals and communities impacted by historic and systemic injustices and actively seek to dismantle injustice through our programs, in our organizational practices and in our advocacy. CSOA strongly emphasizes the importance of creating a collaborative classroom agreement around these expectations.

VISITING ARTIST EXPECTATIONS

General Expectations

- All visiting artists/faculty will have completed all necessary hiring documents, contracts, youth protection policies, including background checks as needed
- Review all student paperwork prior to the start of each program.
- Plan an introduction that includes background on yourself and Proctors Collaborative and the program they are participating in. Make it fun! This might be their very first experience with you/us.
- Ensure use of student and colleague personal pronouns – **at all times**.
- Maintain safe space for all
- Share your gifts, enthusiasm and inspiration
- Model creative risk-taking
- Foster youth leadership
- Model respect for yourself, others and the classroom
- Check in regularly with your class assistant, program manager and teachers
- Communicate clearly and respectfully with partner staff, parents and youth
- Ask for help when you need it
- Pay attention to non-participating youth
- Be willing to stretch your own creative edges
- Place a primary focus on the voices and growth of the youth
- Be flexible
- Communicate directly with Collaborative School of the Arts Staff if issues arise and seek support, when needed

Mandatory Expectations

- No use of drugs or alcohol whenever youth are present
- Do not smoke in front of youth or within 20 feet of buildings
- No inappropriate contact or use of sexual language with youth
- Report any serious incidents with youth or facility staff to CSOA staff immediately
- Maintain safe boundaries and clearly understand the issue of risk management
- Be on time for all scheduled classes and events
- Report any suspicions of child abuse to the Program Director and immediately
- At all times when at the program partner site, comply with all guidelines, policies and procedures of Collaborative School of the Arts, including those given with hiring documents: **Visiting Artist Policy**, and **Youth Protection Policy**

Mandated Reporting

It is important that teaching artists working regularly with youth complete mandated reporter training. This is a free 2-hour module available online (https://ocfs.ny.gov/programs/cps/mandated-reporter-training.php) and you will be paid for your time. Youth workers are required by law to report any abuse of minors. These guidelines are available for review in the **Youth Protection Policy** and can also be reviewed here: https://ocfs.ny.gov/publications/Pub1159/OCFS-Pub1159.pdf.

If a student is harming themselves or others or is being harmed, contact the CSOA office immediately and CSOA program managers will problem-solve the best course of action with you. If a student has disclosed information about abuse or indicates they plan to tell you about abuse, it is your responsibility to let them know that you are required by law to report this abuse.
Here is an example of how to practice this responsibility:

> *Scenario: A student 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 mandated reporter by law.»*

Conduct With Minors

All persons associated with CSOA programs, whether employees or independent contractors, shall have no private, one-on-one contact with minor students. Another adult shall be present at all times, or contact shall take place in a public area. A minor is anyone under the age of 18 years old.

CSOA believes this policy is in the best interest of CSOA Teaching Artists, 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.

Appropriate Boundaries

In CSOA classes, it is essential to establish clear boundaries between youth and adults. This creates an atmosphere of safety at all times.

1. Never be alone with a student or out of sight of another person.
2. Maintain appropriate class sizes for effective engagement. Class size of 30 requires two adults (comprised of teacher, teaching assistant, program administrator, or intern etc.)
3. Use and model appropriate limits.
4. Never use inappropriate language or tell jokes that discriminate against another person or groups of people.

5. 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, inform CSOA Program Staff immediately.
6. Be careful about social media (what you post, your photos or videos who you "friend.")
7. Refrain from taking students personal cell phone numbers, or email and will not contact students outside of CSOA program and activities for unrelated service in accordance with the **Visiting Artist Policy.**

Use of Student Images and Recordings

Teaching Artists, Adjunct Faculty, and all instructional staff are strictly prohibited from photographing, recording, or otherwise capturing audio/video of students for personal use, including but not limited to social media, personal websites, vlogs, portfolios, or independent projects. Any media recording involving students must be expressly authorized in advance by Proctors Collaborative, with appropriate publication releases and used solely for institutionally approved educational or promotional purposes. Student consent alone does not constitute authorization. Unauthorized use of student images or recordings is considered a violation of institutional policy and may result in disciplinary action, up to and including termination of contract.

CLASSROOM MANAGEMENT

It is helpful to set expectations for student conduct from the onset of the class. Examples:

- Be respectful
- No bullying
- No drugs or alcohol
- Refrain from using cell phones or other technology not being used for class
- Participate fully in all activities
- Support a climate of encouragement, creative risk-taking and authenticity

Tips for Addressing Student Barriers to Participation

- SHY: Call on the student personally but start with an easy general question. Get to know the student and establish an informal relationship that will transfer to the group.
- OVERTALKATIVE: Ask others to comment. After the student has had their say once, turn to others and do not recognize him/her for a while. If the student persists, ask him/her to ease up a bit and let others express their opinions.
- ARGUMENTATIVE: Keep cool and stay friendly. Draw the student out and treat him/her/them graciously and with good humor. Appear to take his/her/their remarks at face value and ask others to comment on these charged statements.

- RESENTFUL: Explain that no one is telling the student how to do his/her/their job; that he/she/they know what to do and can make a valuable contribution from broad experience.
- KNOWS ALL THE ANSWERS: Encourage others to contribute information on the same subject.
- GENERALIZES AND OVERSIMPLIFIES: Modify or rephrase the student's sweeping generalizations that are inapplicable to the present situation. If the student is stimulating but has a tendency to oversimplify the question and leave out significant details, encourage more detail.

  (A good leader depends upon the group to help address students like the ones described above.)

EMERGENCY PROCEDURES

It is critical when handling an emergency situation to be prepared to deal with accidents before they happen. It is important to know the following plan of action and follow it when an emergency does occur. KEEP A COPY OF YOUR STUDENTS AND THE COLLABORATING TEACHERS' PHONE NUMBERS WITH YOU AT ALL TIMES AS WELL AS FOR THE CSOA OFFICE.

1. Breathe. Take time to think before you act.
2. You and your students should comply with the emergency protocol of the school or facility where you are teaching. Familiarize yourself with it at your orientation meeting.
3. Assess the situation and ensure that the site of the accident is not still dangerous to yourself or others.
4. Quickly assess the condition of the injured party(s). Assign specific students or an assistant to get the site coordinator at your facility immediately. Problem solving the situation together is pertinent.
5. Either you or the facility person should contact the parent(s).
6. If you and the facility staff decide the situation is critical enough to call 911, prepare the person to identify themselves and give your location when calling 911.
7. NEVER take a student to the hospital on your own.
8. Do not move the victim unless necessary. The person with the highest level of emergency medical training or certification should begin providing first aid. CSOA program managers always have First Aid, CPR, and AED certification.
9. You or facility staff should assume a leadership role and delegate responsibilities.
10. Try to keep everyone busy to keep panic levels to a minimum.
11. Continue with first aid until help arrives.
12. Communicate immediately with CSOA about what occurred.
13. Complete any required **Incident Reports** for or with CSOA and the partner facility. Incident Reports will be provided during Orientation

***All Emergency maps, procedures and incident reports will be provided at orientation. ***

EMERGENCY NUMBERS – these will be on the back of your badge
Fire, Police, Medic …911

CSOA Administrative Office: 518.382.3884

TEACHING POLICIES

Personal Pronouns

Student identity is celebrated as one of the differences that make them unique. Personal pronouns are received as part of the registration process for programs and will be distributed to you with class lists. Always use student-identifying pronouns. Sometimes parents will complete the form with a different pronoun. When addressing a student or a parent and you are unsure, always use the student's first name.

Student Attendance

Teaching artists are responsible for documenting attendance for all classes on site and for submitting attendance to CSOA. Artist shall notify CSOA immediately of missing student or attendance issues. This does not apply to in-school workshops when school district teachers are responsible for their attendance.

Unit/Class Lessons

Teaching artists should develop unit/class plans for each program or course and submit the syllabus or lesson plans to CSOA before class start date unless otherwise agreed to. These should also be shared with teachers or partner facility administrators.

Program Evaluation

Teaching artists are asked to support CSOA program evaluation efforts, including completing annual feedback surveys, administering surveys to students for select classes, seeking testimonials, or providing statistics for impact reporting as needed.

Training and Professional Development

Visiting Artists who are teaching artists are required to participate in training and/or professional development to help develop a toolbox of skills for the classroom and create a holistic atmosphere for students who take programs across multiple disciplines and locations. Depending on the amount of time you spend with students, your required amount of training will fluctuate, and you will be advised by CSOA staff.

- Mandated Reporter Training - virtual– 2 hours (previous certification accepted)
- EDIA training –in person -60-120 minutes- per session
- Trauma Informed Schools Training – virtual – 2 hours, 40 minutes

Level A: Teaching Artists who work on a workshop-to-workshop or project-to-project basis, 1 to 10 days total. Required Training: Mandated Reporter Training. This is one-time training. If you have already completed previously, simply send your certification to the CSOA program manager. Example: special project teaching artists

Level B: Teaching Artists who work with students for multiple weeks during the year (more than 10 days) or as seasonal staff. Required Training: Mandated Reporter Training and EDIA Training. Example: Summer teaching artists and faculty, Creative Drama teaching artists.

Level C: Teaching Artists who work with students daily throughout the year, or multiple weeks in a school-based program. Required Training: Mandated Reporter Training, EDIA Training and Trauma Sensitive School Training (if applicable to work). Example: in-school or after-school teaching artists and staff.

Additionally, Frist Aid, CPR and AED training is offered each year, and you may participate on a voluntary basis. Notifications will be sent out when these are scheduled.

Teaching Artists interested in further professional development are welcome to! Please reach out to the CSOA Director or Program Managers for opportunities. Any further professional development is voluntary.

Missing Class

If you cannot make one of your classes due to illness or need to miss class for another reason, call the CSOA program manager and/or the collaborating teacher/partner facility immediately to give notice and problem-solve the situation. Most of the time, adding a make-up class, or simply re-scheduling is the best option.

Lateness

- Call the CSOA Program manager or director immediately prior to the start of class if you are running late.
- Excessive tardiness may result in termination.

VISITING ARTIST / PROGRAM PARTNER RELATIONS

It is important for Visiting Artists to take a proactive role in building a relationship with the program partner staff. Relationships are what keep program partners engaged in CSOA and taking an active role in getting to know the people at your site enables them to better know what CSOA all is about. Talk about what you'll be doing in class and bring up any concerns that you may have. How you engage with the program partner is really important. Be a part of the community!
Daily check-ins before or after class are great ways to inform your collaborating teacher/program partner of how your class is progressing. Not only will this information serve you, but it will also show them that you actively seek the input of the program partner.

TERMINATION OF TEACHING ENGAGEMENT

Employment with CSOA is "at will" and CSOA 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 CSOA, the teaching artist finds that s/he/they cannot complete the engagement, the teaching artist shall contact CSOA immediately to discuss alternatives. In the event of termination of

USE OF PERSONAL VEHICLES TO TRANSPORT STUDENTS

employment, CSOA shall compensate and reimburse Artist for time and expenses incurred through the date of termination.

- CSOA staff, volunteers, teaching artists, and classroom assistants 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 (examples: student alone at bus stop in the dark after performing at event; student left to walk home in severe weather). For these types of circumstances, all of the following elements would ideally be in place for car and driver, however, the need to protect student safety must be weighed against more general liability concerns in making the decision to transport the student.
    - Parent or family permission has been obtained via text (preferred) or verbally via phone. (If unable to reach family for permission, driver should text CSOA manager or director to inform of situation when departing with student and to inform 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 CSOA background check
    - At least one accompanying adult is certified in First Aid/CPR
    - The driver ensures that another adult will also travel in the car together, and the student will not be alone with a single adult at any time.

COMPENSATION

CSOA compensates teachers for time spent teaching and planning time. Compensation may be as a stipend or hourly rate, depending on position.

Note: sometimes these rates are combined for convenience in payment

Prep time compensation is paid up to a maximum of 25% of class time (for example, 2 hours of prep time will be given for 8 hours of teaching). In the event of daily classes, half an hour of planning time precedes the 2-hour class, daily. This time can be covered in another separate meeting as needed. Prep time covers:

- Curriculum Development
- Unit/Class Plan and End of Unit/Class Summary
- Materials Preparation
- Classroom set-up and take down

Expense Reimbursement

Materials requests should go through the CSOA Program Manager or Director. Receipts will be required to submit for approval. All purchases must be approved in advance. If a teaching artist made purchases, reimbursement will be as follows:

- Teaching artists must complete an expense reimbursement form for all supplies, signed by CSOA staff.
- Receipts for supplies must be included with the expense reimbursement form or scan all receipts into a PDF file

Mileage Reimbursement

CSOA reimburses mileage when teaching artists use their personal car for work related activities (not including the commute to or from the job site). If you are a teaching artist with more than one class in a single day, the first site you report to is considered to be your work site, and CSOA will reimburse you for the additional miles traveled to additional locations. Miles traveled may be documented in a trip log using your odometer or calculated using Google maps (or similar online map tool). The mileage rate is based on US GSA privately owned vehicle rate and may be adjusted on a quarterly basis. Please communicate with your program manager for mileage form and procedure.

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