

# Visual Art Teacher



**Additional resources may be found on COMPASS under  
“Resource Manager”**

<http://sbiweb.kckps.org:2388/resourceManager/ResourceManager.aspx?UserID=2381&Mode=2&ItmID=0&SecID=0>

# Handbook

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# Article I.

# The Art

# Teacher



## *Section 1.01: New Teacher*

# Welcome

to the Kansas City Kansas Public Schools Visual Arts Department.

We are so glad you chose to be a part of our staff.

You have stepped into a bold new adventure where the rewards and challenges abound. There are over twenty other art teachers on the elementary staff that are ready and willing to help you in any way they can. Your students are looking forward to meeting, challenging, and caring for you.

This handbook has been developed for you. Please feel free to take it apart and put it back together to make it the most useable document you have. Much time and effort have been spent trying to anticipate your every question. We are sure there are more. Please ask.

You have the power to make great differences in our children's lives. With your passion and wisdom we know that you will teach, nurture, discipline and care for the students of our district. Cherish both the students and this opportunity. The returns for your efforts will be immense.

Thank you for becoming an elementary art teacher in the Kansas City Kansas Public Schools.

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## Visual Arts

### Things First Year Elementary Teachers Need to Know

#### From fellow art teachers

1. Computer carts are the bomb. (Check out how easy they are to push)
2. Be stern. Practice safety procedures.
3. You do not have to make up missed art classes.
4. Be organized.
5. Order one pound of clay for each kid. Red-White-Buff stoneware cone 6 (Contact Jan about order)
6. Be consistent with efforts, trying once and changing is not long enough.
7. The art teachers are also wonderful artists in their own media. Use them!
8. Kids don't automatically just love art.
9. Do paper work as soon as you get it.
10. You don't get paper work when students leave or new students are added throughout the year. (But you can request it from the secretaries)

# New Teacher Checklist



## Before School Starts

- Complete all of employment packet and turn in ASAP. You cannot be paid and you cannot work with children until this is done.
- Find out your Employee ID number. You probably got this at the beginning of school inservices for new teachers. If not, call Human Resources.
- Create a safe but accessible, private place to keep codes and passwords
- Find out your teaching situation: Are you in a room what # or location, on the stage, or on a cart (do you have a storage location)?
- Meet and get to know the secretary and the custodian. These people will work hard for you if you make an effort to be nice, clean up your own mess, and do your paperwork on time.
- Find out building hours. You will have to leave the building before the alarm is set.
- Find out door codes to get in each building
- Find out phone numbers for the building and classrooms
- Get a Map of your assigned school buildings
- Find out about Staff parking. Hint: Do not park in the Principal's, Secretary's, or Custodian's spots ever.
- Copy machine: Do you need a code? Is there a limit on copies? Do you need your own paper? Where is the copier? Is there more than one you can use?
- *Find out and observe the teacher dress code for each building*
- Expectations for lesson plans: Where and when and whom to turn them into?
- Find out your teaching schedule
- Find out what are extra duty expectations (lunch, before school, after school, bus, etc.)
- Meet with other Art, Music, P.E. Computer, Library teachers in your buildings
- Meet your building's Teacher Leader. Find out what resources and support he/she might have for you.
- Log on to network and make sure everything is set up. You should have received instructions about this at the new teacher inservice.
- Learn what printer you should use and other procedures specific to printing
- Log into your e-mail account. Check it at least twice daily.
- Request or make sure that you are included in the principals, IC's and Secretaries group e-mail lists so that you receive all school e-mails.
- Call and set up your Sub-Finder account. Learn how to log in on the computer, too.
- Call in and set up your voice mail account
- Create a Notebook to record phone conversations. Record, who, what student was referenced, when, what was talked about, and the result of any attempt to return calls. This will be a great reference for you, and is good evidence if you are ever involved in legal action.
- Complete your inventory, and make 2 copies. Give one to the building principal and one to IARC. You might need a second inventory of smaller items that you want replaced in fire.

- Find out what supplies are already available in your building, for example, staplers, tape, sponges, cleaning products, paper towels, copy paper, etc. check with principals, secretaries, and custodians
- Order supplies. The procedure for this is later in this handbook.
- Find out Building budget from principal
- Request individual building calendars
- Create a classroom management plan. Know and teach the difference between rules and procedures.
- Complete all items necessary to implement plan
- Write letter to teachers
- Write letter to parents
- Find out if there is a translator in the building
- Create a Sub folder
- Create yearly, semester, and quarter goals for all classes, using the district GVC (standards, benchmarks, pacing guide, and scope & sequence) as a guide. (More hints on this in “Getting Started”)
- Create lesson plans for first two weeks
- Remember that Wednesday classes miss a lot due to district schedule
- Find out the art display expectations of the principal
  - Special events
  - Frequency
  - Translations
  - Taking down your’s or other teachers’ artwork
  - Putting up
  - What materials can you use to hang art? (Tape, staples, etc.)
  - Spaces
    - What bulletin boards can you use?
    - Display cases
    - Other
- Make a mini first aid kit, rubber gloves, band aids
- Make sure you have fire plan and tornado plans by the classroom door, if you are on a cart make sure you know the plans for the different rooms you are in
- Find out important school dates: Back to School night, Family Advocacy, Programs, etc. Plan to be in attendance.
- What are you expected to do during Family Advocacy days? (Great time to have up student artwork because parents are in the buildings)

### **Once School Starts**

- Enroll in insurance program. Remember to do the Wellness survey online to get discount.
- Find out you school’s schedule and send to IARC
- Create IDP (Individual Development Plan). Give it to your Building IDP Representative.

### **After the First Week**

- Find out the tradition for giving awards. Do you give them quarterly, by semester, yearly
- Find out if you are to give progress grades

- Find out when grades are due in each building
- Find out about school building library resources and procedures
- Find out availability and procedures for TV, overheads, Digital projectors, DVD, VHS, and students computers, digital cameras, book binders
- Determine availability of a kiln, and then learn how and when you are to use it.
- Find out about required after school duty events and committees to which you have been assigned
- *Check on PTA Funding or volunteers for art program in your building (art show set up)*
- Schedule 3<sup>rd</sup>, and 5<sup>th</sup> grade field trips to Nelson-Atkins and 4<sup>th</sup> grade field trip to Kemper

## ***Section 1.02: Getting Started***

Remember the three qualities of good teaching:

- Be flexible,
- Be patient, and
- Keep a sense of humor.

### **Planning your Lessons:**

The most important thing you can do to ensure your success is to carefully plan. After digesting the district's Standards, Benchmarks, and Indicators, complete a broad set of yearly goals for each class. Break that down into semesters, then quarters. That will give you a very good idea of the pace at which you need to move your teaching.

As you think about planning your lessons remember:

- There are only 36 art periods per school year.
- You must plan your lessons using the Guaranteed Viable Curriculum, including the scope & sequence and the pacing guide for each grade level.
- There are 20 benchmarks per grade level.
- There are 6 standards.
- Plan to cover the most important issues.
- Build on the skills that are already taught.
- Think of a format that will reflect the way art teachers teach. (look at examples of other Art Teachers)

## ***Section 1.03: Daily Life***

**Grading:** Consult Curriculum Guide in the Resource section for grading procedures and expectations. The grading rubric to be used on the grade card is below

### **What 1-4 means (instead of A,B,C,D,F)**

#### ***1: Makes no progress towards grade level standard***

- Your work shows that you do not understand the objective and concepts of this lesson.
- Your work has something to do with the objective and concepts.
- Some attempt at using your skill and keeping your work neat

#### ***2: Approaching standards (meets standards some of the time)***

- You followed the objective and concepts.
- There is missing information.
- You did not relate your work to your prior knowledge of information shared in class.
- Average craftsmanship. Neatness was not a priority

#### ***3: Meets standards consistently***

- You followed the objective and concepts without elaboration.
- Your work shows that you understood what is important.
- You related your work to class discussion.
- Neat, technically correct with little or no experimentation

#### ***4: Exceeds standards consistently***

- You followed the objective and concepts thoroughly and completely and included significant and accurate details.
- You used prior knowledge to help you.
- You related your work to class discussions
- Technically correct and used prior skills and creative experimentation

### **Other considerations:**

- *“X” Means Not Applicable because that standard was not taught this quarter, students had an excused absence, and other*
- *“\*” can be entered and then comments can be added in*
- For special education students who are working toward their own individual goals and not meeting class/grade level goals, 2\* can be used and in comments notate that student is progressing towards individual goals
- Examples of grade cards are included in the COMPASS resources.
- Sample places to record grades are included in the COMPASS resources.

## **A. Reporting your Absences**

Nobody knows and teaches your class as well as you can. It is, however, conceivable that you may occasionally be sick or required to miss school. A list of suitable art substitutes will be compiled and distributed near the beginning of the year.

Register with our computerized Sub-Finder System immediately if you have never done so. Call (913) 279-2040 and carefully follow the prompts.

When it is time for you to report an absence you may call sub-finder up to two weeks in advance. Call the same number (913) 279-2040 and follow the instructions. You can also report an absence on-line, check in the resource section under Sub-Finder.

If you cannot report your request for a sub in sub-finder because you are too late (less than one hour before your reporting time), you must call your building principal. If you are a traveling teacher you are to call Jean Ney at home (913) 441-3842 before 7:00am.

If it is imperative that you leave detailed plans on the Sub-Finder recorder so that your sub will be as prepared as possible. Include your schedule for the day, reporting time at each school, and any instructions you want followed.

When you return from being absent you must fill out an attendance reporting form. Building based teachers may get the form in the school office. Traveling teachers may get the form from Jan. All traveling teachers should send this form to IARC for Jean's signature.

The importance of written, daily lesson plans cannot be over emphasized. We want your classes to go on as normally as possible in your absence. Videos are not always advisable or appropriate and should be used only if they fit into the curriculum of that grade level.

Make a substitute teacher folder. Include current seating charts and procedures for each class. Suggestion lists for this can be found in the resources section under Substitute Folders/Binder.

## **B. Suggestions for art carts**

The following articles are suggested reading for teachers without art rooms.

### *NAEA Advisory*

**Teaching From an Art Cart** by Ann Cappetta, Art Coordinator/Teacher  
North Haven Middle School, North Haven, Connecticut

“As the challenges of a constantly changing educational reform movement unfold for the Twenty-First Century and many aspects of schooling are being updated, one element remains frozen in time: art teachers are still teaching from an Art Cart. The practice of itinerant art instruction has remained virtually unchanged for generations.

Ideally, art instruction should take place in a well-equipped art room, however, this is not always the case. In many schools throughout the country; art and music specialists have had their programs relegated to a cart due to resurgence in student population and lack of building space. Flexibility

and innovations in organizational skills, creative problem-solving, instruction, and public relations go “hand-in-hand” with being an itinerant art teacher. In response to many itinerant teachers request to better their situations, this advisory highlights some insights and ideas which we hope will equip educators to meet the challenges of teaching from a cart.

### **Time Allocated Between Classes**

- An itinerant art teacher who teaches in several classrooms needs time to unload one stock of materials and load others onto a cart or into a carton, as well as time to briefly prepare the next lesson. If the art teacher must travel to several classrooms, these should not be scheduled consecutively in opposite ends of a building.
- Work with your principal to create a realistic schedule that builds in 5 minutes traveling and set-up time to make a smoother transition from class to class.

### **Organizational Skills Are Key**

- Solicit your principal’s assistance in acquiring one or two art carts which are designed for itinerant teaching. There are several options: smaller light-weight carts are less bulky and easier to maneuver; heavy duty rubber carts are excellent for wet items and do not have sharp edges or corners which can injure operators; or, portable closed cabinet models with storage shelves for two dimensional materials. Christine Laue, veteran itinerant art teacher with fifteen years experience, feels “it is better to have a separate cart for each level of the building in which you teach”.
- Consider standard coloring materials a staple and always have plenty on hand, along with glue, scissors, and construction paper for those students who finish early.
- Always carry your class schedule, school floor plan, and a smock.
- Be prepared for any situation. Carry a trash bag which can be clipped or taped to the side of the cart along with spring-type clothespins to hang wet and/or dry art and hand wipes.
- Carry your own office supplies, e.g., stapler, clips, tape, etc.
- Check out each classroom in advance for general layout, sink, and furniture.
- Prearrange with classroom teachers to have desks grouped in 4's to access sharing of materials.
- Arrange with the classroom teacher for an area where wet objects can be dried and provide them with a box as storage for dry projects. Solicit their assistance in not sending projects home until you authorize it.
- Use small spring clips or bungee cords on side of the cart to hold samples.
- Place the art room rules on a chart clipped to the front of the cart.
- Purchase inexpensive stacking crates or tote trays, preferably color-coded, to fit into moveable carts. These can be used for precut or prepared two-dimensional materials or to house supplies for a total art lesson. The color coding will assist in identifying the appropriate grade or level, e.g., yellow—early childhood, red—primary, blue—intermediate.
- Plastic dishpans are excellent storage containers for markers or crayons. • If a sink in each room is not available, use heavy-duty half-gallon containers for water. Student helpers can fill the buckets in the nearest restrooms.
- So that clean-up and set-up for the following class will be more efficient, keep at least a two class supply of brushes on the cart.
- Prepare set-up kits ahead of time for printing—cookie sheets or old cafeteria trays with ink and brayer; drawing tools—tall plastic containers with pencils, rulers, etc.; fiber materials—dividers inside a large cardboard box to house yarn, holes can be poked around the side so that the ends can be found; paints—separate tote trays with primary and secondary tempera cakes rather than liquid.

### **Realistic Curriculum Expectations**

- Your lesson plan choices within the GVC will vary with your facilities and the schedule.
- Keep 3-dimensional projects to a minimum and small in size. Concentrate on 2-dimensional projects.
- Be realistic when choosing a particular medium. Minimize color selection to make a class more manageable. Substitute if need be, e.g., watercolors versus temperas, oil crayons rather than pastels, etc. Self-hardening clays legitimately provide students with a satisfactory experience.
- Keep the length of each project to a reasonable amount of time.
- Remember that basic materials such as markers, crayons, glue, and construction paper can be combined in numerous forms and keep a program well-balanced.
- Prearrange with the classroom teacher to have a student enrichment center available in the room, e.g., art visuals used for teaching art history or art books. These can be housed and shared during the week when you are not teaching the class.
- Evaluating student's work can be a challenge. Place work on desks and have students circulate around the room or try taping art work on a bungee cord that can be stretched across two points.

### **Facilitate Good Relationships**

- The principal, custodian, and classroom teachers can be your best advocates.
- Seek your principal's assistance when attempting to set a school-wide policy such as having each teacher prearrange the furniture.
- Become aware of individual tolerances when planning particular activities that are messy and require long-term storage.
- Make a point of returning the room to the way you found it.
- On a positive note, teaching from a cart provides insight into other subject areas and possible correlated activities.
- Offer to team teach a unit that ties into your lesson or curriculum.
- Realize that you are an integral part of the total structure. Cooperation and consideration are a key issue.
- Displaying correlated artwork, murals or projects can be a positive experience for all.
- Special attention needs to be directed to school and state policy regarding students' assistance in moving large equipment such as an art cart or portable dry rack.

### **Art Preparation/Storage Room Recommendations**

- A room is necessary to house equipment, materials, tools, etc. It should be centrally located and accessible only to the art specialist.
- Adequate lighting, work tables, heating, and ventilation are a must.
- Space for storage of art cart(s) or a moveable dry rack.
- A large sink with hot and cold water is a necessity, as is a paper towel dispenser.
- Sturdy shelving of various depths is needed for storage of paper, folders, unfinished projects, etc.
- A teachers' desk, with chair and file cabinet are most desirable.
- If possible, a separate room should be provided for the ceramic kiln equipped with proper ventilation.

### **Stay Light-Hearted**

- Make the most of your cart. Try transforming it when teaching a concept or art history style.
- Create a mini-display of student art work from the cart.
- Have a sense of humor, make the job fun rather than frustrating.

- Wear comfortable clothes and shoes and keep smiling.
- Teaching from a cart can be a challenge, but it can also be a positive experience, it all depends upon your vision. An affirmative attitude coupled with professionalism will reap endless rewards and a satisfying career.

## References

Susan Costello, "Art a la Carte". *School Arts*, September, 1988.

Audrey Worman, "Art from a Rolling Cart", *Arts and Activities*, November, 1992.

Thanks to the following individuals for their contributions: Bobbi Bowman, Felicia Geraldi, Christine Laue. Bob Looney, Principal, Laurel Plains Elementary School, New York City, New York, and Elissa Oken.

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**Art a la Cart: Survival Tips for Art Teachers on a Roll!** By Christina B. Bain, University of North Texas and Patricia C. Syrocki, North Syracuse School District

“Research and common sense tells us that a school’s physical environment has an impact on art teaching and learning (Cash, 1993; Corcoran et al., 1988; Rivdera-Batiz & Marti, 1995). The fact remains, however, that as American schools’ populations increase, art teachers are often the first to lose their classrooms. Therefore, the likelihood that you may encounter teaching art from a cart at some point in your career may become even more predominant in schools in the 21st century. This article provides helpful suggestions for classroom management, organization, and storage for those faced with teaching art from a cart.

**Classroom Management.** Before you begin teaching art from a cart, it is important to make some very clear cut decisions about your classroom management. For example, will you utilize the same classroom management techniques for behavior that each classroom teacher does? If so—how will you keep all of the differences straight? Most art teachers who teach on a cart simply set and enforce their own rules. Although you will go over your rules early in the year with each class, it is advisable to write out your set of rules and display them in a prominent location every time you enter a classroom. An easy solution would be to write the rules out on poster board and laminate it. One creative art teacher had her rules printed on her art apron. As new students arrive throughout the year, you will not have to continually go over the rules with them, or hear “I didn’t know that wasn’t allowed.” Furthermore, simply pointing to the art rules sign can help as a reminder to students if they begin to become disruptive.

Whether or not the classroom teacher remains in the room during your art time may directly or indirectly affect your teaching. Therefore, it would be helpful to talk to your principal to find out if he or she has a policy regarding this situation. If there is no policy, then you need to decide whether or not you will feel comfortable if the classroom teacher remains in the room while you are teaching. This may vary from teacher to teacher, depending greatly on your personality and the

personalities of the classroom teachers. In our experience, most teachers who remained in the classroom simply made themselves as unobtrusive as possible. In general, these teachers also made a point of telling their students, “please pretend that I’m not really here right now. I’m not here to help you or answer questions until after art time.” In a few instances, however, the teacher’s presence and authority were so overbearing when she remained in the room that she frequently took over discipline in her classroom. During these situations, the environment became stifling for the children.

**Organization on the Cart.** Perhaps it would be more accurate to say carts—plural—as many art teachers utilize more than one cart at a time. For example, since clay is such a messy material (and we were determined our students would not lose out simply because we had an art classroom that came to them) we had one cart that was devoted to holding clay and clay tools. If you have only one cart, however, creative art teachers often use plastic bins that can be filled and emptied easily in order to organize materials for various projects and classes. Other art teachers rely on color coding which helps them locate lesson plans and material lists quickly and easily. For example, one art teacher put all of her first grade lesson plans in blue folders, second grade in yellow folders, third grade in red folders, and so on. She kept all of her lesson plans for the day on her cart, but the color coding helped her locate lesson plans quickly and easily. This art teacher also clipped an index card that listed the materials for each lesson on her lesson plans. This helped her in two important ways: she could identify the materials she needed for each lesson at a glance, and it helped her make sure that the materials got back on her cart at the end of the lesson. Otherwise, you may soon find that many of your paint brushes and art supplies end up scattered around the school! Make sure that at the beginning of the year, you or your principal stress to the faculty that materials should **never** be taken off of your cart without your permission. Although it is unthinkable that anyone would purposely sabotage your art lesson, if teachers or staff help themselves to the materials on your cart that is exactly what will happen. Often you may not have time to cut more paper or you may not have enough supplies to cover your classes. However, since many art teachers do share materials with classroom teachers, make sure that you clarify what materials you will share and how teachers may obtain them.

**Storage.** When we taught on a cart, our art supplies were stored on shelves in a room where the entire school had access to them. This was problematic because we frequently ran out of paper and paints or would discover that supplies had simply “disappeared.” Other art teachers have reported that they have make-shift storage for their art materials in cafeterias, boiler rooms, and closets. Metal shelving with plastic storage bins and cardboard boxes are good ways to organize materials because the boxes or bins can be clearly labeled. While storage of art materials is one issue, what is commonly ignored by administrators is the need for art teachers to have storage space for students’ “works in progress” or projects that take more than one week in duration. Before we began teaching on a cart, we asked each classroom teacher if he or she would mind donating a small space in the classroom for art works in progress. Many classroom teachers designated a small portion of their room for art storage space, or provided a box that could be filled with ongoing art work.

**Advantages.** While teaching art from a cart has many disadvantages, in all fairness, it also has several advantages. By traveling from classroom to classroom, you will be exposed to many different types of classroom management techniques. Although some may not work for you, you may find several tips that are effective and that you adopt. You will also have an opportunity to see and hear what students are working on in other curricular areas, such as reading, social studies, math, etc. We enjoyed this because it allowed us to develop several art lessons that integrated with other subject areas. Although teaching art from a cart can be challenging, we can truly say it was never boring!

## **SURVIVAL TIPS FOR TEACHING ART A LA CART**

**DO consider** the best way to utilize the **space** and arrangements in each classroom. Talk to the classroom teacher ahead of time if you think a different classroom arrangement would facilitate specific lessons.

**DON'T assume that the classroom layout will remain the same** from week to week. Classroom teachers change desks and furniture. Ask them to keep you posted when they rearrange

**DO consider** asking administration about using “alternate” classroom space—this could consist of moving some work tables **outside** (weather permitting) for messier work.

**DON'T forget about** valuable assets you have in your own school, for example, enlist the help of **parents** to do a myriad of activities (cutting paper, hanging work, etc.)

**DO consider getting involved with the PTO/PTA.** Parents can be your strongest supporters—and serve as art helpers too! Parents are great at cutting paper, hanging displays, and labeling art work

**DO inquire about storage space** for projects—space for storing art materials—space for matting or framing children’s artwork.

**DON'T automatically assume** that each classroom teacher **has storage space** for art projects. Ask if you can leave artwork, etc.

**DO develop a routine** so the children will clearly know when class is beginning and ending. For example, hanging up the art rules to signify the beginning of class and adding a star to a behavior chart at the end of class.

**DON'T assume** that the classroom teacher will stop her lesson when your art time is to begin. Be flexible, but **communicate the importance of art class starting on time.**

**DO display your rules** during art time. Consider laminating them— or think of other creative ways to display them!

**DON'T forget you can display your rules in creative ways...**perhaps you could have them printed on the front of your art apron!

**DON'T be afraid to ask** the classroom teacher if she has **student helpers** that can assist you. (Passing out supplies, etc.)

**DO look into “Partners in Education”** programs—perhaps local businesses will donate a variety of materials that could serve as art materials.

**DO get involved in school activities.** Being a part of the school community is important.

**DON'T forget** about those students who finish early. Have an **extension** ready for them to work on. Free drawing time, artist word searches, and computer art games may also be possible extensions.

**DON'T forget about centers**—they can serve as extensions for students who finish early

**DON'T forget to display student work**—around the school and community. Include a brief explanation of the project and objectives of the lesson—to educate about the benefits of a strong art program.

**DON'T let art be the best kept secret in your school.** Let people know what you are doing—send letters home to parents, write updates in the school newsletter, feature children’s art works on school web pages, or hang work around the community.

**DO make organization a priority**—make sure materials are easy for you to find. Plastic bins, cardboard boxes, and portfolios are all strategies that may help.

**DO consider using color coding** to help you stay visually organized. All of the first grade lessons could be in yellow folders, second grade could be blue, and so on.

**DO write out** a list of **supplies** for each class’s lesson on **index cards**. This will help you see whether or not all materials have been distributed and more importantly whether or not they all make it back on the cart before you go to your next class!

**DO consider** laminating large sheets of construction paper. These can be used as “**placemats**” for messy projects so you won’t have to carry as much newspaper around with you.

**DON’T assume** that you can **help yourself to the classroom teacher’s supplies** of tape, glue, pencils, etc.... . Make sure you have all necessary supplies with you.

**DON’T assume there will be appropriate supplies for cleanup.** Keep damp paper towels in plastic bags for fast clean up. Have a roll of paper towels, soap, and a few sponges on your cart.

**DO ask classroom teachers about their curriculum** or check out existing state curriculum in order to see how you can design interdisciplinary units.

**DO find a mentor** who has experience teaching on a cart, or another teacher in your building who really supports you. This will help give you perspective.

**DON’T assume you can write on the board.** Classroom teachers often have lists they don’t want erased. Consider bringing a small dry erase board with you.

**DON’T think that teaching on a cart lasts forever**—it’s usually a temporary situation!

### **References**

Cash, C. (1993). A study of the relationships between school building conditions and student achievement and behavior. Unpublished dissertation.

Blacksburg, VA: Virginia Polytechnic Institute and State University.

Corcoran, T.B., Walker, L.J. & White, J.L. (1988). Working in urban schools. Washington, DC: Institute for Educational Leadership.

Rivdera-Batiz, F.L. & Marti, L. (1995). A school system at risk: A study of the consequences of overcrowding in New York City Public Schools. NY:

Institute for Urban and Minority Education, Columbia University.

## **C. Student Art Show**

One of the best ways to advocate for the arts is to display much student art in your building. A really nice event is to have a student art show. The following suggestions, if followed, can help ensure a successful event:

1. If you plan to use the district art boards, plan your event at least six months in advance. Order the art boards from Jan via e-mail: [janthom@kckps.org](mailto:janthom@kckps.org) Each board holds about 8 pieces per side
2. There should be at least one piece per child.
3. Kids could pick their own work for display
4. Have labels made ahead of time in order to insure one piece per student.
5. Place them uniformly on all the artwork i.e. lower right hand corner
6. Have the office print the labels
7. Have a wide variety of work
8. Choose a time when another school event is occurring. Concerts are great times, because parents have to bring their children early!
9. Have an ART HAPPENING and have all art, music and PE do something
10. Display boards in a large public area
11. Use the wall and other bulletin boards around them
12. Plan the traffic flow ahead of time
13. Mats look best but are expensive
14. Back work (float) on colored paper or cover boards with colored paper. Use very little acid free double sided tape just on the corners when floating artwork.
15. Don’t crowd the work on display
16. Advertise in the local businesses and school newspapers and signs in and around the building

17. Food draws in more people, get someone else to pay for it. (Family Advocate Money)
18. Get someone from PTA to help prepare the artwork for the show. Your Integrated Arts Team can be a big help
19. Have some one help hang. PTA, parent volunteers, 5<sup>th</sup> grade students
20. Spread out the artwork so that the same projects are not bunched together.
21. You can organize the work by grade level
22. Putting up and taking down for one day is a lot of work. Find a way to leave it up longer.
23. Could be based on a theme
24. An art show is worth the investment, not the 1<sup>st</sup> year, not the 2<sup>nd</sup>, but the third. You will get more respect, more money, etc.
25. Consider activities to involve families like an actual workshop or interactive art. Have the Mona Lisa or other paintings for children to take their picture (stick your head in the hole and are someone famous.) Act out famous paintings.

**D. Saving student art**

Make sure you are saving student art in a safe place for Beyond the Classroom and Central Office Display.

**E. IEP (Individual Education Plans)**

You have the right and responsibility to request IEP information to make sure that you are legally meeting the stated needs of your special students

See the Special Education teachers for this information

**F. Behavior plan notices**

If student is having behavior troubles in your class you may request to see the student's behavior plan from the classroom teacher or principal. This should be a written document. If one has not been created then you may request one.

**G. Expectations and Suggestions for your time**

**I. Pull outs**

All students deserve and should have art classes! Art is a core curriculum area; you should grade each and every project that the students do, every time they attend art. If students are pulled out or kept from art class that directly affects their grade. You are accountable for teaching visual arts standards and benchmarks to everyone.

The students should always attend art. Unfortunately there are times when a student has made bad choices and that needs to be dealt with by the classroom teacher immediately. Please let this happen. Sometimes, the change of scenery and situations defuses and refocuses a student and in these situations the student should attend class. If a student is in the building and not attending art this should be arranged prior to the start of class. If a classroom teacher is considering a behavior plan for a student with "art" as a reward or punishment, the art teacher needs to be consulted.

If pull outs are a scheduling issue, there are resources available to help you adjust the schedule so that all students participate fully in art.

II. Elementary Art classes are to be for 50 minutes one time weekly.

III. The average passing time between classes is 10 min

IV. If you must travel between buildings you will be allocated at least 30 minutes to travel.

V. Extra duty

- a. Extra duties might include: Before school, after school, lunch, and special projects. If your position has been bought out it might also include: math and reading groups.
- b. If you have a full class load you will likely only have one duty per day
- c. Lunch duty is voluntary and paid if it falls on your personal lunch time and no other appropriate time is given to you for lunch
- d. If your position has been bought out by a school your number of duties can increase as long as your minimum plan and lunch time is still available

VI. Minimum Plan Time

According to the negotiated agreement, each teacher must have 225 minutes of plan time a week. This may include contract time before and after school. 25 minutes of uninterrupted lunch is not counted in this time.

VII. Required events

- a. You are expected to have student art displayed in and attend the Beyond the Classroom reception. The event will be Tuesday, March 20.
- b. There could be other expectations from your principal, however there are a maximum number of 7 of these requirements.
- c. Central Office Art Display
  1. Our new Central Office is at 59<sup>th</sup> & Parallel. There are many opportunities to display art in the new building, and we will be setting up schedules to include your students.
  2. Save exemplary art from the first day of school for potential display.
  3. More information about contacts and display spaces will be available Fall 2011.
  4. Remember, this is one of the few chances you have to show people high up in the District that your program is worthwhile and needs funding and support, so make sure you are putting your best foot forward. Choose your best pieces and display them the best you can.

## *Section 1.03: End of the Year*

A. **Insurance re-enrollment** There is a window of time in late April or early May that you must complete this process. Failure to do so will mean you have no district health insurance for the following year.

B. **IARC Checkout**

I. Inventory: See section about resources under Inventory for more information

II. Supply order

- a. Our budgets are usually not guaranteed so try to prioritize what you think is most important and put it on the top of your list indicate using a numeric indicators.
- b. If you wish to have the supplies available when you return to school, the requests must be turned in before you check out for the summer.
- c. Do not order supplies if you are not returning next year

III. **Beyond the Classroom**

- a. BTC is an art show where each teacher selects the best three (elementary), five (middle school) or seven (high school) art works per school of their students throughout the year and submits it for a district show. Pieces are then selected to hang in offices in the district and outside community for a year.
- b. Jan will send out permission slips and collect the art work for Beyond the Classroom Exhibit. She will need to have both the art work and the permission slip (releases of liability) at least a week before the end of the school year
- c. What is this exhibit's audience? How should art be chosen? Select the best art work you students produced this year. If you were a business person, which student's work would you pick to hang in your office? This is not necessarily the place for cutting edge slasher art. **Hint: Choose your favorite pieces, then allow your principal to choose the final three from your school.**

## **C. Site/Building Checkout**

### **I. Grades**

Grades might be due early. it is suggested that you finish these at least a week ahead of time to allow for students who leave early, and the myriad of activities that will conflict with art class time. Of course you can change the grades later if necessary.

### **II. Inventory**

Same as the one you gave to IARC, but your building/site could require and additional one

### **III. Supply Order**

Do not order supplies if you are not returning next year

### **IV. Keys:** are usually turned into the office

### **V. Computer checkout**

You may be able to check out computer for the summer from your building

### **VI. Supplies put away or covered and labeled**

- a. To keep supplies safe while summer work is happening around your materials
- b. To keep items from disappearing during the summer
- c. Consumables don't go to the new school if you change locations. However other resources that have been purchased with IARC money can travel with you. Materials purchased by the building should stay in the building.

### **VII. Work orders**

Anything building work you want done over the summer should be submitted to your custodian as soon as the work is needed. It will await principal approval, then availability of staff, supplies, and finances to complete the request. The shop office sets its summer schedule in March.

# Article II.

# Resources



## ***Section 2.01: Contact Information***

- A. IARC 1620 S 21<sup>st</sup> St, Kansas City, KS 66106 627-6850
  - I. Jean Ney, Coordinator of Fine Arts & PE [jeney@kckps.org](mailto:jeney@kckps.org)
  - II. Jodie Lin, Coordinator of Curriculum Activities & Scheduling [jolin@kckps.org](mailto:jolin@kckps.org)
  - II. Jan Thomas, Administrative Assistant [janthom@kckps.org](mailto:janthom@kckps.org)
- B. Christine Webster, Secondary Lead Art Teacher  
[watercolorwoman@gmail.com](mailto:watercolorwoman@gmail.com)
- C. Helen Windhorst, Elementary Lead Art Teacher  
117-3959 (from district phone), [hewind@kckps.org](mailto:hewind@kckps.org)
- D. KCK Board of Education, 2011 N 59<sup>th</sup> St , Kansas City, Kansas 66104, (913) 551-3200, fax (913)-3217. This will change in November 2011.
- E. Human Resources Office, (913) 279-2261
- F. Business Office, (913) 279-2275
- G. Insurance Office, (913) 279-2274
- H. Computer Help Desk, (913) 279-2330
- I. Sub-Finder, (913) 279-2040
- J. Transportation Office, 6126 Parallel, Kansas City, Kansas 66102, (913) 627-3100  
\*\*\*\*\*NOTE: If you are checking on busses for the Nelson-Atkins Museum or the Kemper Museum, do not call transportation. Please call Jan or Jean.

More directory information can be retrieved on-line at [www.kckps.org/directory/](http://www.kckps.org/directory/)

## ***Section 2.02: Calendar of Dates***

A calendar of due dates and events will be passed out near the beginning of the year. The dates will include but are not limited to:

- A. Beyond the Classroom Reception: March 20, 2012
- B. Beyond the Classroom Due Dates: for 2013, art is due at the close of school May 2012
- C. Faculty Art Show Due Date: TBA Usually right after Spring Break
- D. Faculty Art Show Reception: TBA Usually first Tuesday of April
- E. Content Wednesdays: 9/14, 10/19, 11/16, 1/4, 2/15, 3/9, 4/11, 5/16
- F. In-district mileage reports for teachers who travel during the day between schools are due monthly. Complete form on line, print, and get them to Jean by the second day of the Month. **If you turn in mileage older than 60 days you could be charged income tax.** Avoid this by getting it submitted in a timely manner. You must complete the on-line version, which may be found on the district website at <http://www.kckps.org/purchasing/mileage.pdf>
- G. Insurance enrollment: Usually during the month of May. There is a final deadline after which you cannot enroll or change your coverage. Don't miss this.

## ***Section 2.03: Phone and message system***

### **A. Phone and message system**

- I. Dial 117 and then extension to reach another teacher's classroom during the day
- II. Dial 9 and then number to call an out of district number

### **B. Welcome Instruction for Audix Voice Messaging**

Logging in for the first time to voice messaging you will need to follow these detailed directions:

- Dial Audix extension number 2000 (If calling outside the USD 500 district, you will have to dial (913) 279-2000)
- Enter your four digit extension number and “#” (“#” is located at the bottom right hand corner of the phone dial pad)
- The Following are First time Only:
  - Enter password of “8” and “#”
  - Press “1” and speak your name, then press “1” again to listen to recording . Press “#” to approve
  - Enter new password, minimum 4 digits and “#”
  - Re-enter new password and “#”
- You are now at the activity Menu:

- Press prompt 3 on dial pad: This will allow you to administer Personal Greetings
- Press “1” to create greeting
- Enter greeting number (1-9)
- Press “1” to begin recording
- Press “#” to approve
- Press “1” to activate for all calls
- Press prompt 2 on the dial pad: This will allow you to get Messages
  - Press “0” to listen to message
  - Press “#” to save or skip OR
  - Press “\*3” or “\*D” to delete message
- To transfer a caller directly to voicemail:
  - Press TRANSFER
  - Dial Extension 7998
  - Enter your voicemail extension
  - Press Transfer
- To change name on voice mail account
- Press 55 at main menu

## ***Section 2.04: Computer or network***

You will be given your user name at the new teacher inservice. Generally, the user name is the first two letters of your first name and the first five of your last name. There are exceptions, though!

Make sure the location you are choosing to log in under is correct. If you are teaching in more than one school you might log in under IARC. If you are unsure about this info call the computer help desk x 2330.

You can reach the files for the school you are in anytime by logging in as a substitute. Use substitute as your username and as your password.

When you log on to the network you should have personal drive. One way to tell you have this is when you go to save one of your choices should included your log in name (e.g., hewind)

You probably want to only save to a personal drive, the one with your user name in it, anything on the computer hard drive will be erased each night

You should also have on your desktop/programs: GroupWise and Compass

## ***Section 2.05: E-mail GroupWise***

Many times the district e-mail address is the first two letters of the first name and the first five letters of the last name @kckps.org example: Jill Smith would be [jismith@kckps.org](mailto:jismith@kckps.org)

This address format is true for many people in the district. When in doubt, go to the GroupWise address book. There are exceptions!

Your e-mail is set up to erase all e-mails after a month. You may change this option by going to “options-environment-cleanup” from the main GroupWise screen.

You can also access GroupWise from the internet so that you can get e-mail when at home and in the coffee shop. Before accessing it, though, you must establish a password for your GroupWise account from a computer in the district. After that you may just go to the district website [www.kckps.org](http://www.kckps.org) and click on GroupWise.

## ***Section 2.06: Sub-Finder***

Register for the Sub-Finder by calling (913) 279-2040. You will say your name and enter your Employee ID Number. Your ID Number is on your paycheck.

1. Disability/Sick Leave (this is the one you use if you are ill)
2. Emergency Leave (ask permission)
3. Personal Leave (ask for permission)
4. Bereavement Leave (only Immediate Family. Ask for permission)
5. Professional Leave (Fill out request EARLY. Ask for permission)
6. Authorized without pay
7. Unauthorized without pay
8. Vacation (Does not apply to us)
9. Jury Duty (Special Arrangements need to be made. Let your principal know the possible dates)
10. Discipline Action
11. Discipline Action
12. Military Leave
13. Health NO pay
14. Adoptive NO pay
15. Workman's Comp
16. Child Care
17. Drawing Disability
18. Spouse Care
19. Parental Care

Upon returning from the absence ask the secretary for the absentee form to be signed by you. Be sure to return the form to the secretary (if you are at the school full-time) or Jean Ney at IARC (if you are at more than one school).

Check board policies to make sure you adhere to the notification time required ahead of a planned absence. If it is and Emergency the form will need to be filled out and approved upon returning to your job. Check the calendar if you are absent on a day with no students. Let the Sub-Finder know that a substitute will not be needed.

Be sure to stay on the phone until you receive a conformation number form the Sub-Finder. Make sure to write down this number as part of your records about absences from school. You will want to make sure the district is charging you correctly.

### **IMPORTANT for 2011.12:**

You will be told at the opening of school inservice **who you will need to call if you will be absent any school day**. In general, teachers assigned full-time to a building will call the building principal.

**In addition to registering the absence in SubFinder in a timely manner, teachers who are assigned to more than one building will call Jean Ney before 7:00 AM.**

Jean's Home Phone is **913-41-3842**. Her cell phone is **913-708-5829**. **Do NOT leave a message.**

## ***Section 2.07: Compass***

*(can be accessed from home [www.kckps.org](http://www.kckps.org))*

- A. This is a location for teacher file sharing. The Scope and Sequence can be found here. Log on to Compass, Click on Recourse Manager, click on Art Resources, Click on Scope and Sequence.
- B. COMPASS serves as the computer program for grade cards (Write down your password, the program makes you change it about 5 times a year).

## ***Section 2.08: Inventory***

### **A. Procedure**

Inventory should happen at the beginning and end of the year. Make sure you are completing a current and accurate one each time. Include serial numbers if available. Supplies like paper, glue, erasers, and paint do not have to be inventoried but if you would like it replaced if there was a disaster then you need to list it. Also you will need to do inventory for every site/building you teach at and remember to give a copy to your principal. (Form included in the appendix) **In 2012 the inventory will be completed electronically.**

### **B. Equipment possibilities**

- Drying rack
- Large paper cutter 36 “ x 36”
- Art cart, if no classroom
- Gold art cart with doors
- Kiln
- Kiln Shelves
- Staple gun and staples
- Flat head screw driver
- Phillips screw driver
- Utility knife with blades
- Exacto knife with blades
- Yard Sticks
- Meter Sticks
- Teacher scissors
- Box tape
- Rulers
- Compass
- Color Printer
- Color Ink
- Black Ink
- Hammer
- Paint Brushes

- Watercolor Sets
- Glue Bottles
- Paper Punch Single
- Paper Punch 3-hole
- Pliers, standard (not slip joint)
- Student Scissors
- Stapler
- Bucket
- Overhead notebook or Slide notebook
- Storage Cabinet or location with doors
- File cabinet
- If your building has more than one level and no elevator you should have a cart for each level

## ***Section 2.09: Purchasing Equipment or supplies***

### **A. Budgets**

#### **I. Site/building**

The suggested budget for a successful meeting of standards is \$1.50 to \$2.00 per student. Every situation is different talk to your principal about art supply money; this is given at principals' discretion. You might have to prove the worth of your art program to the school before you are given a budget.

#### **II. IARC**

At the opening of school inservice you will be given budget information regarding the amount of money allocated by the district for your school's art supply budget. Allocations are made based on school size.

#### **III. PTA**

Some school PTAs offer money to teachers. You will have to check and see what is available. Usually this money has to be for certain things. The teacher purchases the item, keeps the receipt, turn it in, and then is reimbursed by the PTA

#### **IV. Grants**

Keep your eyes and ears open for grant opportunities. Please share info with fellow art teachers. Don't forget the great site: [www.donorschoose.com](http://www.donorschoose.com)

## V. Fundraisers

Square One, is the most popular fundraiser used by art teachers in our district. Make sure you have principal approval before doing a fundraiser. You can find more info about Square One and other fundraiser online.

Sketch books or other bulk materials **can be printed in district with no cost to principals with their approval. This is at little or no cost as long as the items printed are not sold.**

## B. Supply Orders

### I. Basic elementary supply list

Crayons	Scrap cardboard
Pencil	Ceramic clay
Markers	Glaze
Notebook or sketchbook	Cones for firing
Oil pastel	Oil based clay
Erasers	Clay tools
Tempera paint brushes	Fabric trims, buttons, lace, ribbon, fringe
Water color brushes	Facial tissues
Stencil or sponge brush	Foam plastic egg/meat cartons
Tempera paint, red, yellow, blue, black, white	Gloves disposable, latex or plastic
Water color paint	Natural forms and small objects
White glue	Plastic lids or frozen dinner trays
Glue sticks	Printing brayers
Paper clips	Printing ink slabs
Paste	Printing ink water based
Rubber bands	Straws
Rulers	Cotton tipped swabs
Scissors	Textured paper and assorted scraps
Aluminum foil	Tongue depressors, coffee stirrs, tooth picks
Index cards	Trays
Clear page covers	Burlap
Paper bags	Cloth
Construction paper, mixed colors with a larger number of basic colors mixed sizes	String
Folders or portfolios for artwork	Thread
Lined notebook paper	yarn
Copy paper	newspaper
Manila paper	liquid detergent
White drawing paper	paper cutter
Mural or butcher paper	stapler
Newsprint	tape clear
Plastic or paper tubes, cups, small boxes	masking tape
Paper plates	thumb tacks or pins
Tracing paper or substitute	paper towels
Wax paper	smocks or old shirts
Picture magazines	sponges
	water containers

Special need projects and supplies  
\*\*Check with your principal to see if they expect you to order any supplies beyond what you plan on using. Roll craft paper, construction paper, and

etc. for whole building use. \*Note\* these items have to come from building/site budget not IARC budget.

## **II. How to order**

- a. Prioritize your list of desired supplies. By using a number system, 1 for the most wanted item. The larger the number the less you want the item. You should use the form approved by Jan. You are allowed to submit orders using Excel please included all columns from original form add a column for prioritizing and add the order total per vendor. Remember to sort the order by vendors. Use one sheet per vendor. Your numbered priority system can span across vendors. (See example in appendix or get actual excel file from Sarah McGraw samecgra@kckps.org)
- b. Discounts from various frequently used vendors will be announced at the beginning of school inservice.
- c. You will also need to complete Receiving Sheets from Jan when you receive supplies, so that the vendor gets paid. It is a good idea when ordering supplies to keep a copy of your order and when supplies start coming in your can check them off. This makes it much easier to complete Receiving Sheets.
- d. Clay orders are separate from your IARC supply order. Jan will do this for you but needs to know your clay preference. Red, white, and buff clay is available. One pound per student will be ordered. You can also put in request for glaze and cones, but this order will come from your supply budget. \*\* Note that orders will be delivered in about 6-8 weeks.

## **III. Equipment Requests**

If you have equipment requests you should type them out and send or e-mail them to Mrs. Ney. Your proposal will be evaluated and as to how it fits into your curricular needs. Mrs. Ney will make all equipment purchases.

## **IV. What items can you get from the school building/IARC**

Some sites/buildings will let you have basic office supplies and cleaning supplies so you will not need to order them. Check with your principals, secretaries, and custodians.

### ***How to make the most of the art budget***

- Use vendors with whom our district has negotiated discounts. In the past these have included Nasco, School Specialty, Dick Blick and United Arts & Education.
- Ask your principal to included one item from each grade level on student supply lists to be used in the art room
- Inform the community of resources you are looking for that could be donated.

- Send home letters asking for art treasures (items from yard, toilet paper tubes, old plastic tubs, egg cartons, etc.)
- Buy bulk (check price comparison)
- Buy larger paper and cut down yourself
- Use items sparingly and recycle (reuse paper scraps)

## **V. What supplies to order differently when on a cart**

- Baby wipe container and refills
- Smaller paper to fit on cart and save time cutting
- Smaller art images to carry around
- Use supplies students should have in their desks (When you travel to classrooms these items should be available for you to use)
- Do not order supplies for projects you know you won't do (for the multitude of reasons) while on a cart
- Ziploc bags

## **VI. Secondary Art Fees**

- ❖ Fees are assessed students in secondary art classes to help defray the cost of supplies.
  - Middle School fees are \$5.00 per semester
  - High School fees are by course, but are basically \$10.00 per semester
- ❖ Students enrolled in the classes are automatically assessed the fees.
- ❖ Principals and teachers can choose to waive the fees for classes or individuals. Give a list of the students whose fees are to be waived (perhaps they can do some community service for you) to your school treasurer.
- ❖ The school treasurer will collect all fees. Students should pay the treasurer and obtain a receipt. The school treasurer will then mark the fees paid in the student's on-line account.
- ❖ The treasurer will send the art fee money to the Central Office at the beginning of each month. She will designate the amount collected from the students of each art teacher.
- ❖ The Art Fee money can be spent in the same manner as the Art Department budget. Just send Jean Ney a purchase requisition and mark "Art Fees" on it. Be sure, though, that you check to make sure that you have at least that amount of money in your account.

## ***Section 2.10: Curriculum Guide***

The Guaranteed Viable Curriculum (GVC) is new in the 2011.12 school year. It includes Standards, Benchmarks, a Scope & Sequence, and a Pacing Guide. These are minimum standards for what each student should know and be able to do at the conclusion of each performance level (K-2)(3-4)(5-8). We will be adding to the number of lesson plan and other resources connected to the GVC. Lesson and ideas developed in your classrooms and PLC's should be kept and shared where appropriate. You are held accountable for teaching the GVC. It is your job to make sure that

students master the concepts and skills. The Kansas Model Curricular Standards for Visual Arts may be found at [www.ksde.org](http://www.ksde.org)

The tARgeTS: The heart of Quality Performance Accreditation is also available through the Kansas State Department of Education Scope and Sequence. This is an assessment resource. It helps you know if you have reached the Standard and Benchmark.

A. State, District, Standards

I. Full version: can be accessed [www.ksde.org](http://www.ksde.org)

II. Condensed version: is available in the appendix

B. State Scope and Sequence is a document/tool that should be use in curriculum planning. Each year there are certain mediums/topics you should cover. This document can also be found on Compass directions located earlier in this handbook. There is a one page draft version in COMPASS.

## ***Section 2.11: Field Trips***

Arts Partners provides a trip to the Nelson Atkins Art Museum for students in Grades 3 and 5. A grant to the Kemper Museum of Modern Art provides a visit to the Kemper for every 4<sup>th</sup> grade student. Check with your building to see what additional forms need to be completed. Some buildings require a Field Trip Authorization Form for each trip due 3 weeks ahead of the trip.

A. What happens to missed classes

I. If it is a required Field trip then you as the art teacher are not responsible for covering the missed classes. The principal could opt to get a sub or let the teachers who missed plan leave 30 minutes early.

II. If it is a voluntary field trip it is then the art teacher's responsibility to arrange plans that meet the approval of the principal.

B. Voluntary Field Trips

*If you are setting up a voluntary field trip, here is some info you might want to know. Debbie Baker, 627-3100. Check with your school for the number to call for late buses. Registering for a bus is done online by your school secretary or principal. Give the information to your building administration. He/She will input the information. Busses are expensive! Be sure to check the potential cost before you agree to the trip.*

C. Things to consider when scheduling trips

- I. Dates (testing)(other events) also book tours on different days of the week so different teachers only miss one art class
- II. Times (lunch conflict; Wednesday early release; between 9 & 1:45)
- III. Lunch requirements
- IV. Special accommodations for SPED students
- V. Maximum number of students on bus
- VI. Maximum number of students per group. If there are over 60 students on trip split into two trips
- VII. Minimum number of adults

## **D. Other things to take care of before trip**

- I. Official forms
- II. Passenger lists (leave one at school, give one to the bus driver, and one to each sponsor)
- III. Name tags for all students (include school name)
- IV. Prep materials available for trip
- V. Leave time to prep students for expectations on trip. Please prep the students. Do not send them to the tours cold. Many of your fellow art teachers have great resources for prep-materials.

Jean will schedule all busses for the Arts Partners third, fourth, and fifth grade NAMA and Kemper trips. A form will be sent for you to prioritize your choice in dates. Check your choices with your principal and the teachers, then send the form back quickly. The Nelson and Kemper folks will juggle the schedules and assign the field trip dates.

The Nelson may offer you free busses and special art workshops at the Nelson Education Center. If you would like to do this you will need to arrange this yourself but feel free to ask Jan for advice. Carol Ladd is the NAMA contact.

## ***Section 2.12: Integrated Arts Resource Center (IARC)***

### **A. Contact Information**

1620 S 21st Street, Kansas City, KS 66106  
(913) 627-6850  
Fax (913) 627-6884

The Integrated Arts Resource Center houses much of the Art, Music, and Physical Education resources. IARC is located on the extreme Southeast corner of Argentine Middle School, and may be reached from the North by taking I-70 to the 18<sup>th</sup> Street Expressway South. Get off on the Metropolitan/Ruby exit and you will see the cars parked in the parking lot on the south side of the Argentine Middle School. You are welcome to use the front door (underneath the big I.A.R.C. letters), or you may do as many folks do and walk in through the brown doors on the south side of the building

### **B. Mission**

The mission of the Integrated Arts Resource Center is to provide services and resources to enable school staffs to address the needs of a diverse student population by integrating the arts & physical education into the educational experience.

### **C. Hours                    7:30am to 4:30pm**

Jean, Jodie and Jan can accommodate your professional needs during these hours. Please do not expect Jan to stay later than 4:30pm. Many times Jean or Jodie will be at IARC early or late, but call to check before you make the trip.

D. Administrative Personnel

Coordinator of Fine Arts & Physical Education

Jean Ney is the coordinator of Music, Art, Theatre, Dance, and Physical Education for the school District. Jean can help with equipment and materials purchases, curriculum needs, advice, running interference, etc. Jean's schedule tends to fill up, so when you want to see her before or after school, make sure you call or e-mail before you make the trip to IARC.

Coordinator of Curriculum Activities and Scheduling

Jodie Lin works half time in the coordination of the department and half time in scheduling and other duties as assigned. Besides being a fine instructional leader, she is a brilliant scheduler. If your school's schedule is a bamboozle, you might call and get her advice.

Administrative Assistant

Jan Thomas is the Administrative Assistant of IARC, and is aware of the detailed operation of the departments. She is extremely efficient, personable, and professional. Jan can assist you in finding the help you need. She will make every effort to steer you in the right direction. If you do not have a kiln you can use the kiln at IARC and Jan will start and watch the kiln. You have to load and unload the kiln. Jan handles the clay order (1 pound per child) she also communicates with Anne Bracker who owns Bracker's Good Earth Clay, our clay and kiln equipment supplier. Let Jan know when you are out of cones, have a misfiring kiln, need glazes, or you think there is something wrong with your. She will also arrange for delivery and pick up of art display boards.

Lead Elementary Art Teacher

Helen Windhorst is the Lead Elementary Art Teacher. She is also a regular art teacher at New Stanley. Her job is to facilitate professional development, material purchases, curriculum needs, lesson planning or ideas, her own personal collection of resources and advice. Her school is on a different schedule than the rest of the district so call ahead if you want to stop by and keep this in mind when trying to reach her. PS. Sometimes you can get supplies from her (donated kind) The fire department gets after her for having so much stuff. Helen's direct number to her classroom from any district phone is 117-3959, e-mail [hewind@kckps.org](mailto:hewind@kckps.org) or type in her name in the address line in GroupWise.

Lead Secondary Art Teacher

Christine Webster is the Lead Secondary Art Teacher. She retired last Spring from a long career in the secondary schools of this district. She was most recently an art teacher at Harmon High School. Just as with Helen, Christine's job is to facilitate professional development, curriculum development, lesson planning or ideas, and provide advice for teachers and administrators on best practices.

### C. Audio-Visual Library

The Art AV resources at IARC are increasing yearly. You are welcome and encouraged to check out these videos, recordings, and print media. Please sign out in the notebook near Jan's desk. Please leave your name, date, which building you can be reached at and items description. This way if someone else wants to use the item it can be tracked down. Some of the materials can be ideas for substitutes.

#### Audio-Visual Equipment

If you are in need of audio-visual equipment you may check it out from IARC or from the Central Office AV Department. You should reserve this equipment with Jan far in advance of the dates you will need it. If the equipment you need is already reserved you might try the Audio Visual Department at the Central Office. Talk to Angie Pittman (279-2272) to reserve equipment downtown.

### D. Equipment Available at IARC

I. Kiln

II. Looms

III. Display Boards

These can be requested from Jan for use in your school (usually for one week) Reserved them early, they go quickly, especially in the spring. Jan will arrange for these to be delivered and picked up.

## ***Section 2.13: Classroom management***

Rules for your class: Rules are just like other instructional activities. They have to be taught, reviewed, and reinforced if they are to be remembered. Introduce each rule and discuss the variety of behaviors it might include. Reinforce students who are following the rules. Thank them for their consideration. At the elementary level, reinforcement can be done aloud. Rules should be developed and practiced with students at the beginning of the year. Be sure your rules are consistent with your school's discipline/behavior policy.

Guidelines include:

- Keep the rules short and easy to understand
- Phrase rules in a positive way
- Remind the class of the rules at time other than when someone has misbehaved
- Make different rules for different kinds of activities
- Key children in to when different rules apply
- Post the rules and review them periodically
- If a rule isn't working, change it

#### Sample Elementary Rules

- o Be polite

- Let others work
- Raise hand to talk
- Work quietly

### Sample Secondary Rules

- Maintain a safe art room environment
- Do not do anything to keep yourself or your colleagues from learning
- Clean up your own work area
- Be courteous to adults and students

### **Ways to Maintain Classroom Discipline**

Helping students to govern their own behavior in way that help them learn is a long-standing goal of all teachers. There are a number of ways that a teacher can promote good discipline.

1. **Be Friendly.** Be the kind of person students like and trust. Be firm, fair, friendly, courteous, enthusiastic, confident, orderly. Keep your sense of humor.
2. **Get to know your students.** You will soon develop almost a sixth sense for anticipating trouble before it begins, but don't act as though you expect trouble or you will almost certainly encounter some.
3. **Make education interesting and relevant to the students' lives.** Poor planning and an uninteresting curriculum can provoke disruption.
4. **Don't use threats to enforce discipline.** Never humiliate a student.
5. **Avoid arguing with a student.** Discussions about class work are invaluable, but arguments can become emotional encounters.
6. **Let students know you care.** Determine what is acceptable in terms of behavior and achievement and what is not. Show interest in what students say.
7. **Establish a plan that includes consequences for behavior.** Make sure your students know and understand the consequences.
8. **Notice good behavior.** Student need to know that they are doing well, in addition to know the things they need to change. Catch students when they are sharing, helping other students with hard tasks, and dealing with frustration – and immediately compliment them.
9. **Give reasonable assignments.** Don't use schoolwork as punishment. Give clear directions.

### **More discipline tips that work**

- Make sure all students can easily see you when you are presenting information or using the chalkboard. Place the overhead screen and instructional display where everyone can see without getting up and moving.
- Keep in mind potential distractions such as windows, doors, animals, or other interesting displays and small group work areas.
- Leave plenty of room around student desks so you can get to each student easily while you are monitoring individual work.
- Locate your desk, work area and instructional areas where you can see all of the students all of the time. Avoid placing centers and work areas in “blind corners.”
- Plan to seat students who need extra help or attention close to where you will be most of the time.
- If you are in someone else's classroom, be respectful.

**A. Procedures**

Which students can leave room, for what, do they need a pass? (nurse) Ask classroom teachers to please help by taking students to the restroom before art.

**B. Expectations (sample in appendix)**

**C. Consequences (samples in appendix)**

I. Sorry Letter (elementary)

II. Think Sheets (elementary)

III. District Office Referral

## ***Section 2.14: Substitute Folder/Binder***

**A. Suggested list of items to include**

List of Things in my Elementary Sub Folder

By Helen Windhorst

Letter to the Substitute

Substitute quote

Paper for notes

10 things permanent Teachers can do for substitutes in the classroom

Staff list with phone numbers

Map of School with restrooms and teachers' lounge highlighted

School/District Calendar

Schedules

Art Classes

Duties

Procedures:

Clean-Up

Glue bottles

Sink

Scissors

Crayons/Markers/Colored Pencils

Entering/Leaving the Art Rooms-

Lines

Read-a-loud

Duty

Bathroom/Drinks

Pick up and Delivery of Students

Lunch

Last Class before lunch

Last Class of the Day

What the art period looks like

Locations of materials

Procedure for Fire Drill and Map

Procedure for Tornado Drill and Map

Rules:

Art Room

School

Before School Lines

Playground

Playground Equipment

Lunchroom

Assembly

Discipline

Art Room

Buddy time out

Think Sheets

Discipline Reports  
Sponge Activities

Lesson Plan Choices – at least 2 per grade  
level  
Extra Work sheets -

B. Sample subbing folder included in appendix

### **Emergency lessons**

## ***Section 2.15: Kiln care and use***

Brackers Good Earth Clay out of Lawrence serves as our kiln experts. Make sure you have a sign on top of your kiln Telling people not to place items on top. You can lower the vent hood so that there is no longer a tempting flat surface. It is suggested that you keep a kiln log of your firings.

If you kiln needs repair, call Jan at 627-6850.

## ***Section 2.16: Tips for strong building and community relationships***

A. Start off on a good foot

- I. At the beginning of the year write a letter to teachers explaining your expectations that might involve them or their support. What your plans and goals for the year are.

*Letter to teachers (sample in appendix)*

- II. At the beginning of the Year and as much as possible throughout the rest of the year write letters to the parents keeping them informed of what you are doing with their students in art

*Letter to parents (more samples in appendix)*

**Art Room News**  
**Mrs. McGraw**

### **Welcome!**

We have an exciting year ahead of us! I am looking forward to meeting all of my new students at Stony Point North.

### **Our Art Program**

This year in art we will be looking at a variety of artists' works representing various cultures and a range of media. Students will view, discuss, and produce a variety of art works. Some of the art lessons will reflect areas of study related to what the children are studying in their classrooms.

Sketchbooks will be kept and used for art. We will be making and working in these sketchbooks throughout the year. Some research and writing may be required to enhance specific art lessons. This will be at each student's level.

Each class has an art period one day per week for 50 minutes. Although we try to use art materials that do not stain, sometimes it cannot be avoided. Please do not let your child wear their best clothing to art class.

### **Treasures**

Much of what you consider garbage at home could be a treasure in the art room. Artists frequently use found objects in their art work. We welcome found objects in our art room! These materials can be sent to the art room with your child on their art day. Please be sure these materials are safe and clean. At the present time we are specifically interested in wood pieces, wire, buttons, ribbons, string, magazines, newspaper, styrofoam meat trays, old towels, plastic containers (ex. butter, yogurt).

### **Hours**

I will be teaching at Stony Point North on Monday, Tuesday, Wednesday, and Friday. If for any reason you would like to meet with me, please feel free to set up an appointment. You can reach me by e-mail [samcgra@kckps.org](mailto:samcgra@kckps.org) or (913) 627-4500

## **B. Promote Yourself and Your Profession**

Good school public relations is not just publicity. And it's certainly not show biz. It's a total program built on the cooperation of all school employees. One of the essential ingredients is "personal PR" – doing the thing that are important to promote your profession and yourself as a teacher, such as:

- Proudly display your qualifications to teach (certificate, diploma, awards, honors and commendations).
- Tell your students about yourself and make them aware of your life "outside of school."
- Surround yourself with personal items that reflect you as an individual – family photos, desk ornaments, plants, books.
- Bring your family and friends to after-school and community activities.
- Dress professionally.
- Do business in the community in which you teach.
- Write thank-you notes to students, parents, and colleagues. Use stationery that identifies you as a teacher.
- Print business cards to use in contacting businesses, new colleagues and parents.

## **C. More Tips**

- I. Try to maintain positive perspective in discussion with colleagues
- II. Spend time productively. **Do not hang out in teachers lounge.** Do not play computer games at work. If you have extra time and resources, share with fellow teachers.
- III. Arriving at work early and leaving late is not uncommon for good teachers.

- IV. Keep up student art work and change frequently
  - a. Make sure to included standards and benchmarks and translate if necessary
  - b. A great time to have up fresh art work is during Family Advocacy events, musical assemblies or when you know large numbers of parents are in the building. Another good time to have art work up is when upper administration is visiting the building.
- V. Keep everybody informed especially of field trips. Teachers and other staff really appreciate knowing when students are going to be gone so they can plan accordingly when it affects them.
- VI. Tell principals, custodians and anyone else that is affected when firing the Kiln
- VII. Send thank yous even for small things. These can also be great reminders for things that have been discussed

## ***Section 2.17: Community resources***

### **A. Libraries**

#### KCK Public Library Location

Argentine Library  
2800 Metropolitan Ave.  
Kansas City, KS 66106  
Phone (913) 772-7400  
Fax (913) 772 7402  
Mon-Thur: 8:30a-8:30p  
Fri & Sat: 8:30a-5p  
Sun: 1-5p

Main Library  
625 Minnesota Ave.  
Kansas City, KS 66101  
Phone (913) 551-3280  
Fax (913) 279-2033  
Mon-Thur: 8:30a – 8:30p  
Fri & Sat: 8:30a – 5p  
Sun: 1-5p

West Wyandotte Library  
1737 N. 82<sup>nd</sup> St.  
Kansas City, KS 66112  
Phone (913) 596-5800  
Fax(913) 596-5806  
Mon-Thur: 9a-9p  
Fri & Sat: 9a-5p  
Sun: 1-5p

Mr. and Mrs. F.L. Schlagle Library  
4051 West Drive  
Wyandotte County Lake Park  
Kansas City, KS 66109  
Phone (913) 299-2384  
Fax (913) 299-9967

## **B. Museums**

### **The Nelson-Atkins Museum of Art**

NAMA supports youth-serving professionals with a full range of development opportunities, curriculum consultation and a library of circulating materials — all in the [Educator Resource Center](#).

#### **Educator Resource Center**

Created for teachers and youth serving professionals, the Educator Resource Center contain a wide array of books, activity kits, videos and other materials that help teachers transform art in the Museum into dynamic lessons for the classroom. This community resource is the place to discover how the Museum collection and support and enrich your classroom activities.

#### **Hours**

Thursday, Noon – 5pm

Saturday, 10am – 5pm

Friday, Noon – 5pm

Or by appointment, 816.751.1312

#### **Circulating resources to use in your classroom**

Come in and browse the shelves, or search for materials online. Book, videos, posters and CD-roms can be checked-out for two-weeks at a time, and can be renewed twice for a total loan-time of six weeks. You must be registered to borrow materials. With this comes newsletters and information about curriculum workshops.

##### **Circulation Policies**

- All materials are for private study and/or educational purposes only.
- There is no charge to borrow resources.
- Resources may be borrowed for 14 days.
- You may renew materials twice.
- You may check out a maximum of five resources at any given time.
- Materials designated as Reference may not be checked out.
- Art Connection Kits require a \$25 deposit and may not be renewed.
- There will be a \$1 per week fine for each item overdue.
- Resources should be returned by closing time on the date due in order to avoid fines.
- You may not checkout resources if you have overdue items.
- To request a hold on resources, contact the ERC.

#### **Curriculum Consultations**

Individual or teams of teachers can schedule a consultation with ERC staff to develop strategies for incorporating Museum collections into classroom curriculum.

##### **Contact Info**

[www.nelson-atkins.org](http://www.nelson-atkins.org)

4525 Oak Street

Kansas City, MO 64111

(816) 751-1ART

**Kemper Museum of Contemporary Art,**  
4420 Warwick Blvd.  
Kansas City, MO 64111,  
(816) 753-5784                      www.kemperart.org

**C. Arts Partners**

The Kansas City Kansas School District is fortunate to participate in the Art Partners program. A branch of Young Audiences, Arts Partners provides systematic and systemic opportunities for all students in the areas of music, visual art, dance, and theatre. The Arts Partners program is funded by our district. Our district's program has traditionally set the standard for other programs in the nation. We are fortunate to have this nationally respected program as a further aid to arts education in our district.

The preparatory materials for Arts Partners events that will be held in individual schools will be sent to the appropriate staff member for dissemination. Preparatory materials for The Nelson-Atkins Museum of Art and the Kemper Museum of Contemporary Art tours will be sent to individual teachers well in advance of the occasion.

A listing of most of this years Arts Partners events will soon be available from your school's principal. There are discretionary Arts Partners funds available for visual arts. If you would like to have a special artist work with your group, discuss it with Mrs. Ney and together you will assess how it fits with your curriculum. There is a good change that Arts Partners can assist with the cost of that person. Arts Partners offer a catalogue of artists who will come to your school and give workshops or single lessons to your students with a specific theme. Jan will help you initiate the process but Jean will make the final decision. Do not ever hire someone and assume that it will be funded! If you choose to do that, you will assume the cost personally. Go through the right channels, so everyone benefits.

D. Stores with art supplies or discounts: A list of stores is under resources in COMPASS.

E. Parents

I. PTA

- a. *Money for classroom*
- b. *Volunteers*
  - 1. hanging up artwork for Art shows
  - 2. Prepping materials for school craft

F. Internet

- I. [www.kckps.org](http://www.kckps.org) District website
- II. [www.nelson-atkins.org](http://www.nelson-atkins.org) The Nelson-Atkins Museum of Art

- III. [www.kemperart.org](http://www.kemperart.org) Kemper Museum of Contemporary Art
- IV. [www.artanswer.com](http://www.artanswer.com)
- V. [www.knea.org](http://www.knea.org) Kansas National Education Association
- VI. [www.nea.org](http://www.nea.org) National Education Association
- VII. [www.nea.org/bt](http://www.nea.org/bt) Help for Beginning Teachers
- VIII. [www.nea.org/publiced/idea](http://www.nea.org/publiced/idea) NEA Report on IDEA
- IX. [www.nea.org/gem](http://www.nea.org/gem) Gateway to Education Materials
- X. [www.nea.org/parents](http://www.nea.org/parents) Encouraging Effective Parental Involvement
- XI. [www.nea.org/books](http://www.nea.org/books) NEA Professional Library
- XII. [www.ed.gov/pubs/FirstYear](http://www.ed.gov/pubs/FirstYear) First Year Teachers on line book
- XIII. [www.inspiringteachers.com](http://www.inspiringteachers.com)
- XIV. [www.teacher.net](http://www.teacher.net)
- XV. [www.edweek.org](http://www.edweek.org)
- XVI. [www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org)
- XVII. [www.artlex.com](http://www.artlex.com)
- XVIII. [www.artic.edu/org/](http://www.artic.edu/org/)
- XIX. [www.lessonplanspage.com](http://www.lessonplanspage.com)
- XX. [www.ksde.org](http://www.ksde.org) Kansas State Department of Education (visual arts Standards & Benchmarks)
- XXI. [www.incredibleart.org](http://www.incredibleart.org) Incredible Art Activities and Games

## ***Section 2.18: School Lunch***

If you want a school lunch, catch the cafeteria personal in the morning and pay for it ahead of time

If you are a regular lunch eater you should be able to pay a large amount ahead of time and send in your order in at the start of the school day

There are certain special teacher lunch items (salads, wraps, sandwiches) that can be ordered from the district but orders must be placed a week in advance

## ***Section 2.19: Mileage (In-District Travel)***

You can be reimbursed for in-district travel expenses. Travel forms are available on line at <http://www.kckps.org/departments/purchasing/mileage.pdf> No travel forms will be accepted that are not completed on line. If you need help see Jean. Travel forms must be turned in to Jean at the beginning of every month.

## ***Section 2.20: Benefits***

[www.kckps.org/departments/benefits/](http://www.kckps.org/departments/benefits/) You must re-enroll for insurance yearly. Make sure that you do this in late April or early May, because failure to do so will mean you have no insurance until the next enrollment period the following year.

## ***Section 2.20: Staff/Professional Development***

Keep a notebook handy and 3 hole punch, sort the papers that are given to you later.

### **A. Keep your license current**

Renewing your teaching license can be complicated. For a quick look at your options, access the Kansas State Department of Education web site. How you achieved your initial certification and what kind of license you want in the future may determine the qualifications you must meet to keep your license current. ([www.ksde.org](http://www.ksde.org))

B. Professional Leave/Independent Professional Development

- I. All professional leave requests must be submitted to your building principal.
- II. Buildings have monies available for staff development and may be able to help with registration, travel, and lodging expenses. Unfortunately, IARC is allocated NO money for staff development. See your building principal or staff development team for the procedure to secure this financial assistance.

C. IDP/PD Points

- I. You may receive credit towards recertification and salary advancement for participating in and attending various approved professional functions. These are called Professional Development (PD) Points. You must have an Individual Development Plan (IDP) form on file at the Professional Development Center. See Jean or Helen for assistance in filling out the form.

D. Content Wednesdays & District Inservice

- Wednesday, August 10, 2011 8:00 – 11:00 AM @ Schlagle, District Inservice
  - Wednesday, Sept 14, 2011
  - Wednesday, October 20, 2011 8:00-11:00AM
  - Wednesday, November 17, 2011
  - Wednesday, January 5, 2012 8:00-11:00AM at Schlagle High School
  - Wednesday, February 11, 2012
  - Friday, March 11, 2012 8:00-11:00AM
  - Wednesday, April 20, 2012
  - Wednesday, May 18, 2012 at Schlagle High School
- ⇒ High School Content Wednesdays will occur from 1:00 – 3:00 PM
- ⇒ Middle School Content Wednesdays will occur from 1:30 – 3:30 PM
- ⇒ If you teach at an early (8:00 arrive and 8:30 start time) school on Wednesday, then you are expected to attend Content Wednesday In-services from 1:30-4:00pm
- ⇒ If you teach at a late (8:30 arrive and 9:00 start time) school on Wednesday, then you are expected to attend Content Wednesday Inservice from 2:00-4:30pm
- ⇒ **If you feel the need to arrive late or leave early you must clear this with Jean Ney prior to the inservice.**

Locations change as necessary

## ***Section 2.21: Professional Organizations***

You are strongly encouraged to become a part of professional organizations. In addition to the many activities available through the organizations you will receive publications. Some of the organizations are

- Kansas Art Educators Association <http://www.kaea.com/home.html>
- National Art Educators Association <http://www.naea-reston.org/>
- National Educators Association <http://www.nea.org/index.html>
- Kansas City Kansas branch of NEA (NEA-KCK) <http://www.nea-kck.org/>

**See the Appendix in Compass (under Resources) for more documents.**