



Teaching Artist Manual

2018-19

School Year

*The Kennedy Center's
Definition for Arts Integration*

Arts Integration is
an **APPROACH** to **TEACHING**
in which students
construct and demonstrate
UNDERSTANDING
through an
ART FORM.

Students engage in a
CREATIVE PROCESS
which **CONNECTS**
an art form and another subject area
and meets
EVOLVING OBJECTIVES
in both.

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Introduction

Welcome to the 2018-19 school year. This guide will answer questions about who, what, when and why around your residency partnership with The Right Brain Initiative (Right Brain).

Right Brain is a program of the Regional Arts & Culture Council (RACC), a nonprofit arts services organization serving the Portland metropolitan area, including Clackamas, Multnomah and Washington counties.

ABOUT THE REGIONAL ARTS AND CULTURE COUNCIL

RACC advocates for public and private investments in the arts, provides grants for artists and arts organizations, manages public art, raises money through workplace giving, conducts arts education in public schools, and provides community services, including workshops for artists, organizational consulting, and a variety of printed and electronic resources. RACC is a 501(c)(3) nonprofit organization that receives funding from a variety of public and private partners to serve artists, arts organizations, schools and residents throughout Clackamas, Multnomah, and Washington counties.

ABOUT THE RIGHT BRAIN INITIATIVE

Right Brain is a sustainable partnership of public schools, local government, foundations, businesses and the cultural community, which brings creativity to over 30,000 students in 70 schools. The program’s goal is to transform learning through the arts for all K-8 students in the Portland metro area. Right Brain’s long-term partnership with school districts facilitates an innovative, systematic, and equitable approach to education for K-8 students in the Portland Metro region. Our professional development and residencies will serve more than 1,500 classrooms, equipping them with the necessary tools to employ effective and on-going arts-based strategies for students. In fall of 2014, Right Brain released data connecting the program to an above-average increase in student test scores, with greatest results for English Language Learners. Read more online at TheRightBrainInitiative.org.

Operating Partners

SCHOOL DISTRICTS

School district partners include Corbett, Gresham-Barlow, Hillsboro, North Clackamas, Oregon Trail, Parkrose, Portland Public, and Reynolds. All are committed to collaborating with Right Brain, and to contributing ongoing financial support to the program so that all students, regardless of ethnicity or economic standing have access to the arts.

RESIDENCY PARTNER

Young Audiences Arts for Learning of Oregon & SW Washington is our region’s most comprehensive arts in education non-profit organization, serving kids, teens and families in partnership with artists, educators and community organizations since 1958. Young Audiences provides workshops, residencies and performances across performing, media and visual arts disciplines for young people in school and community settings; offers training for artists to be more effective educators; gives classroom teachers the tools to integrate the arts into their teaching practice; and brings fundraising support to schools for arts education through the Run for the Arts. Young Audiences is a dynamic, forward-thinking organization with a dedicated, mission-driven, creative work culture. Young Audiences has been the proud Implementation Partner for Right Brain since its launch. Visit www.ya-or.org for more information.

Contact Information

<i>Name</i>	<i>Title</i>	<i>Email</i>	<i>Role</i>	<i>Phone</i>
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Regional Arts & Culture Council Staff				
Marna Stalcup	Director of Arts Education	mstalcup@racc.org	District relations	503.823.4698
Sinéad Kimbrell	Program Manager	skimbrell@racc.org	Overall program quality, support schools in CSD & OTSD	503.823.5014
Yessica Avila	Arts Education Coordinator	yavila@racc.org	Outreach, branding, communications, media	503.823.2965
Mia Reiko Braverman	Development Assistant	mbraverman@racc.org	Fundraising	503.823.5428
Mariam Higgins	Arts Integration Specialist	mhiggins@racc.org	Support schools in HSD & PPS	503.823.5406
Shannon McClure	Arts Integration Specialist	smcclure@racc.org	Support schools in HSD & NCSD	503.823.5406
Ashley Renfrew	Arts Integration Specialist	arenfrew@racc.org	Support schools in GBSD, PSD, PPS, & RSD	503.823.5406
Young Audiences Staff				
Kim Strelchun	Residency Support Manager	kstrelchun@therightbraininitiative.org	Residency and Teaching Artist Roster Support	503.225.5900 x229 C: 503.998.8909
Deann Dufrene	Teaching Artist Specialist	ddufrene@therightbraininitiative.org	Teaching Artist Roster Support	503.225.5900 x.234 C: 503.577.5584
Maia McCarthy	Teaching Artist Specialist	mmccarthy@therightbraininitiative.org	Teaching Artist Roster Support	503.225.5900 x.234 C: 503.515.2348
Josephine Kuever	Program Operations Manager	josephine@ya-or.org	residency contracts; fund balances	503-225-5900 x231

Who to Contact With Questions

For general questions, including those about PD & PLC calendar, contracts, schedules and school related questions, contact:

Kim Strelchun *503-225-5900 ext. 229* *kstrelchun@therightbraininitiative.org*

For Teaching Artist onboarding, Teaching Artist Application, teaching practice, contact:

Maia McCarthy *503-225-5900 ext. 234* *mmccarthy@therightbraininitiative.org*

Deann DuFrene *503-225-5900 ext. 234* *ddufrene@therightbraininitiative.org*

For programmatic questions, including program model and program operations, contact:

Sinéad Kimbrell *503-823-5015* *skimbrell@therightbraininitiative.org*

For payment questions, contact:

Josephine Kuever *503-225-5900 ext. 231* *josephine@ya-or.org*

For questions about checks and tax forms, contact:

Brett Kimball *503-225-5900 ext. 222* *brett@ya-or.org*

For volunteer needs, contact:

Mia Reiko Braverman *503.823.5428* *mbraveman@racc.org*

Submit paperwork to:

The Right Brain Initiative

c/o Young Audiences of Oregon & SW Washington

email: kstrelchun@therightbraininitiative.org

Mail: 1220 SW Morrison, Suite 1000, Portland, OR 97205

You can access this manual, as well as all other required residency materials, on the Right Brain website. First, go to the For Partner Educators section and scroll down until you come to the section entitled: Teaching Artists or Finances.

Professional Development

PROFESSIONAL DEVELOPMENT WORKSHOP

One Professional Development Workshop for Teaching Artists is offered each fall to the Right Brain roster of artists. This optional professional workshop is a half-day workshop, and participants receive a \$50 stipend for participating.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Right Brain offers ongoing opportunities throughout the school year for teaching artists to come together and deepen their understanding of arts-integration and working as a guest artist and educator in school classrooms. These free professional learning opportunities are open to all Right Brain teaching artists.

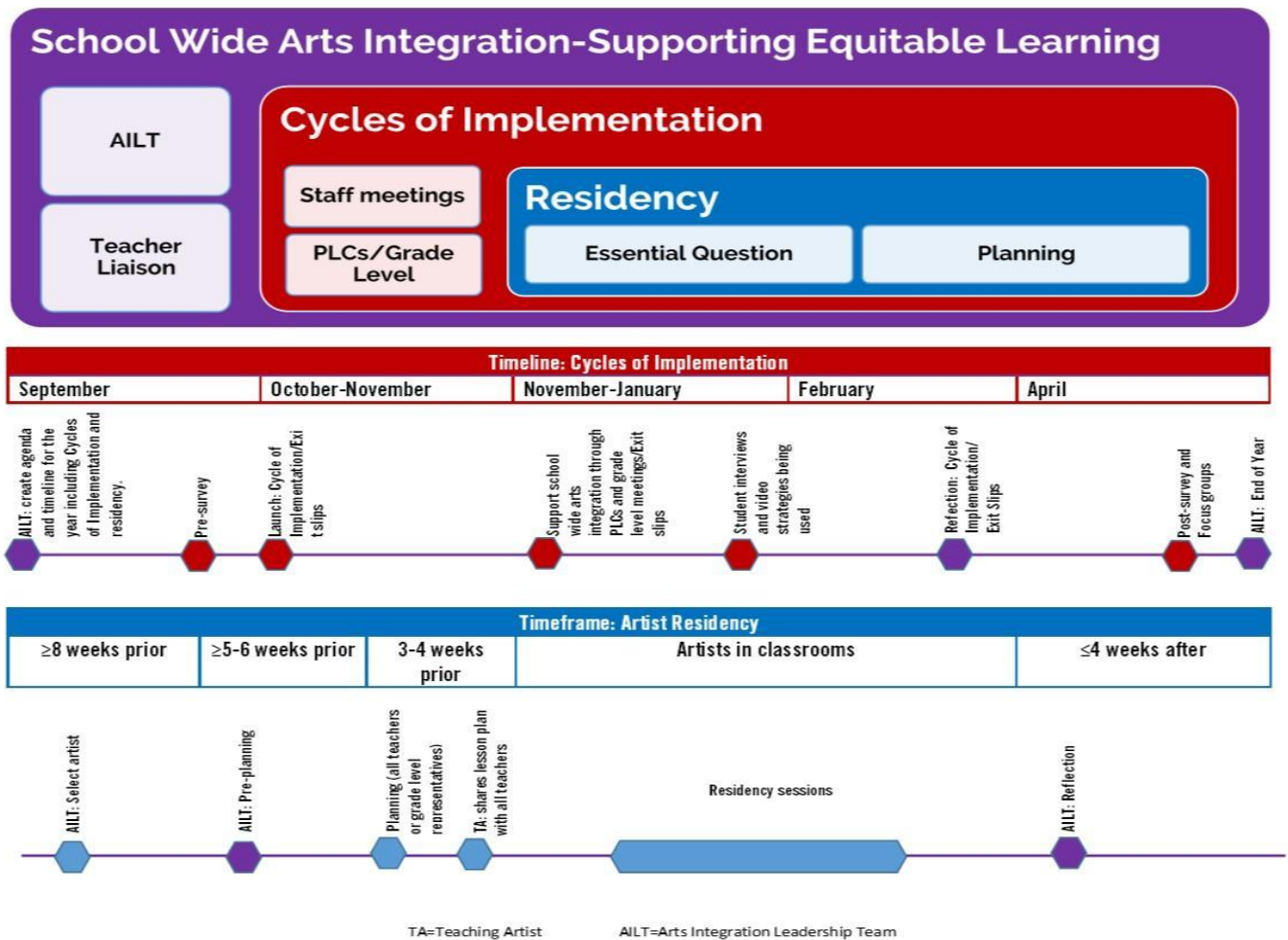
2018-19 PLC OFFERINGS

September 26	4:00-6:00	YA	Lesson planning building blocks
October 16	4:00-6:00	YA	Arts Integration- Process: how does your art form connect to content learning
November 15	4:00-6:00	YA	Arts Integration- Depth: questions and processes to keep go deeper
December			TA Specialists are available to meet one-on-one as requested
January			TA Specialists are available to meet one-on-one as requested
February	TBD	TBD	Trauma Informed Care 101 (part of YA workshop series)
March	TBD	TBD	Planning a trauma sensitive residency
April	TBD	YA	Working with adult learners
May	TBD	YA	End of Year TA reflection

YOUNG AUDIENCES WORKSHOP OPPORTUNITIES

Young Audiences offers a variety of opportunities for teaching artists to improve their skills. They host monthly professional development workshops throughout the year as well as more intensive, year-long training through the Teaching Artist Studio. Dates, topics, locations and fees are regularly updated on at <http://www.ya-or.org/for-artists/pdworkshops>.

Program Components & Roles



CYCLES OF IMPLEMENTATION: ARTS INTEGRATED TEACHING & LEARNING AT THE SCHOOL LEVEL

The Right Brain Initiative is designed to align with school district priorities by focusing on equity, arts integration, literacy, student engagement and creating collaborative cultures in schools. Arts integration is a powerful research-based approach to teaching core content and deepening student learning.

Right Brain partners with districts to build whole school implementation of effective instructional strategies that engage students and increase learning. Professional development is a key component of this partnership with Right Brain supporting schools in two or more Cycles of Implementation annually to help ensure the use of Right Brain strategies in all classrooms. A school-based Arts Integration Leadership Team (AILT) leads the effort in school wide implementation of arts integrated teaching and learning.

Right Brain Arts Integrated Residencies: Roles & Responsibilities

ARTS INTEGRATION SPECIALIST

An Arts Integration Specialist (AIS) supports schools in their school-wide arts integration including their professional development, research and evaluation. An AIS can also support schools through the Right Brain residency planning process including helping to identify goals and content, and facilitate meetings with school staff and teaching artists. Each school works a little differently and the Arts Integration Specialist can support a school in determining what is appropriate.

TEACHING ARTIST SPECIALIST

The Teaching Artist Specialist is a coach available to support teaching artists on our roster. The TA Specialist will assist teaching artists with fingerprinting/background checks, artist profiles, contracts and general orientation. They are available to attend school meetings with teaching artists as requested. The TA Specialist can provide coaching and support to teaching artists with paperwork, arts-integrated strategies and general residency development. TA Specialists will also be available for residency observations.

TEACHING ARTISTS SUPPORT TIERS

Teaching Artist Specialists are available to observe residencies. There are three tiers of support. Based on requests by schools, teaching artists, and staff, the TA Specialist team will determine which level of observation support will be provided for each residency.

Tier 1: Observe one classroom through their entire residency experience and/or observe one classroom in each grade level.

Tier 2: Observe one classroom in each grade level.

Tier 3: Observe one classroom per grade band and/or up to five classrooms in a whole school residency.

TEACHING ARTISTS

A Right Brain teaching artist provides meaningful and creative arts integration experiences in line with Right Brain values for students in participating schools. Right Brain teaching artists collaborate with classroom teachers in order to deepen the impact of their teaching on the students and the school. In addition, artists look for opportunities to share strategies that can be left behind and impact a student's arts education beyond the time the artist is in the classroom.

OBSERVATIONS & SUPPORT

Teaching Artist Specialists will observe sessions throughout a residency. Observations provide an opportunity for a teaching artist to have a TA Specialist look for an area of professional growth and development at the teaching artists request. Arts Integration Specialists will also observe residencies to support teachers.

See RESIDENCY FLOW CHART FOR TEACHING ARTISTS on Page 23.

See TEACHING ARTIST RESIDENCY CHECKLIST for a detailed outline of TA Responsibilities on Page 24.

Residency Flow

RESIDENCY REQUEST FORM

The school will work with their Arts Integration Specialist to determine their goals for the year. As part of those goals, they will select an art form or teaching artist they would like to work with. The school will complete a Residency Request Form to request a teaching artist. Young Audiences (Kim or Josephine) will process the form and send you the request electronically. You will call the principal or school contact for an initial discussion about the school's goals, budget, and schedule. This phone call is your opportunity to determine if you are a good fit for the school's goals. Please use your pre-planning template as a guide for this conversation. Be sure to share your fee schedule with schools and be clear about your planning meeting fee as well as any prep/planning fees you may charge. This conversation is the start of your contract negotiation for the residency. We ask schools to start this process at least 8 weeks prior to the anticipated residency start date.

RESIDENCY PRE-PLANNING MEETING

The Arts Integration Specialist will work with the school team prior to your planning meeting. During the pre-planning meeting (artist does not attend), the AIS will help the school work on big ideas, content connections and essential questions. The AIS will start the draft of the Residency Plan template and share with the school and teaching artist after the pre-planning meeting. The teaching artist can use this as the foundation for the planning meeting.

RESIDENCY PLANNING MEETING

A Residency Planning Meeting will be scheduled if they decide to work with you. The planning meeting should be at least 3-4 weeks prior to the residency start. You will want to capture the meeting notes in the Residency Plan template. After the meeting, the teaching artist should share the Residency Plan google document with the school, the Arts Integration Specialist and Kim Strelchun.

The residency schedule should also be completed by the end of the planning meeting. All costs need to be calculated carefully because many schools are working with a finite budget. This is especially true for supply estimates because your actual costs cannot exceed the estimate.

THE RIGHT BRAIN INITIATIVE RESIDENCY PLAN 2018-19

SCHOOL	
GRADE(S)/TEACHERS	
TEACHING ARTIST	

ESSENTIAL QUESTION & STUDENT UNDERSTANDING

What is the Essential Question?

Student Understanding: What do you want the students to understand?

Assessment: How will students demonstrate their understanding?

Common Core State Standard (Classroom Teachers choose <u>one</u>):

National Core Art Standards (Teaching Artist choose <u>one</u>):

KEY VOCABULARY & CONTENT CONCEPTS

Content Vocabulary (Teachers choose):

Art Vocabulary (Teaching Artist choose):

BEFORE THE RESIDENCY

(introducing students to content, art form and/or teaching artist)

CLASSROOM TEACHER	TEACHING ARTIST

DURING THE RESIDENCY

CLASSROOM TEACHER	TEACHING ARTIST

AFTER THE RESIDENCY

CLASSROOM TEACHER	TEACHING ARTIST
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RESIDENCY SCHEDULE TEMPLATE SAMPLE

Date	Start Time	Start AM/PM	End Time	End AM/PM	Teacher	Grade(s)	Room (Optional)	Session (Optional)
11/01/17	8:00	AM	8:50	AM	Smith	1	2B	1
11/14/17	10:00	AM	10:50	AM	Smith	1	2B	2

The residency schedule template is a Google document. You can access it: <https://goo.gl/dghJ16>. It is important to enter in this exact format as it is scanned into the Salesforce database. Once the schedule is complete it must be shared with kstrelchun@therightbraininitiative.org



Paperwork

ARTS SERVICES AND FEE FORM

This document will be used to create invoices and initiate the ultimate payment process for any services. **This paperwork is your responsibility.** It is in your best interest that it is filled out completely and accurately, signed by yourself and principal, and submitted at least 14 days prior to the start of the residency. It is better to find out about any financial miscalculations before you start, rather than after the residency.

Be sure to bring this form with you to the Residency Planning Meeting!

After the form is completed at the co-planning meeting, email to kstrelchun@therightbraininitiative.org or mail to 1220 SW Morrison, Ste. 1000, Portland, OR 97205. **It is the teaching artist's responsibility to make sure the form is completed and submitted at least 14 days prior to the residency start.**

If for any reason you need to modify the contract, you must complete a **Contract Revision Form**, have it signed by the School Principal and submit it to kstrelchun@therightbraininitiative.org

See Art Services Fee Form Sample on Page 31

Payment Process

As Implementation Partner for The Right Brain Initiative, Young Audiences is charged with coordination and execution of the payment procedures. Therefore, you will submit your paperwork, including requests for supply reimbursement, to Young Audiences, who will create and track invoices and then issue payment for all artist services for Right Brain.

ROLE OF YOUNG AUDIENCES STAFF

- **Kim Strelchun**, Residency Support Manager, tracks the paperwork as detailed below. If you have questions about what form to use and how to use them, please contact her at 503-225-5900 ext. 229 or kstrelchun@therightbraininitiative.org. Your Teaching Artist Specialist can also answer questions about paperwork.
- **Josephine Kuever**, Program Operations Manager, processes contracts and invoices. You can reach her at 503-225-5900 ext. 231 or josephine@ya-or.org.
- **Brett Kimball**, Controller, produces payments and generates your annual IRS Form 1099. If you have questions about checks/direct deposit or if your tax information changes during the year please contact him at 503-225-5900 ext. 222 or brett@ya-or.org.

STEP BY STEP

1. Submit your **ARTS SERVICES AND FEES FORM (Page 31)**, **Schedule and Residency Plan** to Young Audiences (kstrelchun@therightbraininitiative.org) 14 days prior to residency
2. They will process it and send you a **confirmation invoice via email**. At this time, please check to make sure all the details are correct (including your address)! Your pay date(s) and amounts will be listed. The amount shown on the invoice will be the estimated total cost minus any supply costs and the reflection meeting fee.
3. Submit an **ACTUAL COSTS INVOICE (Page 35)** to Young Audiences (kstrelchun@therightbraininitiative.org) after purchasing supplies and/or within 14 days of the residency end.
4. Young Audiences will process it and send you a **confirmation invoice** via email with your pay date listed.

PAY DATES

Artist payments will generally be made every other Monday. **Invoices must be received by noon on Wednesday prior to the pay date to be included in that check run.** When a pay date falls on a holiday, payments will be made on the Tuesday of that week.

In-School Services Policy:

- For services up to 15 days in length, payment will be made on the first pay date after the end of the work.
- For services 15-60 days in length, 50% of the total payment will be paid on the pay date at the mid-point of the work and the balance at the first pay date after the end of the work.
- For services over 60 days in length, four equal payments will be evenly spaced over four dates, the first payment occurring on the pay date one-quarter of the way through the work and the final payment occurring on the first pay date after the end of the work.

Invoices Must Be Received by 12pm Wednesday:

September 19, 2018
October 3, 2018
October 17, 2018
October 31, 2018
November 14, 2018
November 28, 2018
December 12, 2018
January 9, 2019
January 23, 2019
February 6, 2019
February 20, 2019

For Pay Date:

September 24, 2018
October 8, 2018
October 22, 2018
November 5, 2018
November 19, 2018
December 3, 2018
December 17, 2018
January 14, 2019
January 28, 2019
February 11, 2019
February 25, 2019

March 6, 2019
March 20, 2019
April 3, 2019
April 17, 2019
May 1, 2019
May 15, 2019
May 29, 2019
June 12, 2019
June 19, 2019*

March 11, 2019
March 25, 2019
April 8, 2019
April 22, 2019
May 6, 2019
May 20, 2019
June 3, 2019
June 17, 2019
June 24, 2019*

**Additional week added. Please try to submit all paperwork by June 12th if possible.*

ACTUAL COSTS INVOICE (For Supplies)

Supply costs must be invoiced separately using the **ACTUAL COSTS INVOICE**. Please review your invoice to make sure all information is correct and contact Young Audiences if any changes to the schedule or fees occur. See sample Actual Costs Invoice on Page 35.

Payment FAQ

How do I know when and how much I'll be paid?

Artist pay dates are every two weeks and follow the schedule listed in above. If you are doing a residency over 15 days, there will be multiple pay dates. If the residency is under 15 days, you will be scheduled to be paid on the next artist pay date after the last date of the residency. These dates and the amounts will be detailed on the ARTIST SCHEDULE AND INVOICE you receive from Young Audiences.

Your payment(s) will equal the amount shown on the invoice, which will include the artist fee for planning meeting, fee for program, travel cost, and any additional prep time. The fee for supplies must be invoiced separately by the artist and will be paid separately from the primary invoice.

Can I pick up my check at the Young Audiences office?

Certainly! Please send Brett (brett@ya-or.org) an email letting him know to hold your check. They are usually ready by 3pm on the pay date but please call to make sure before you stop by the office. Checks that are over \$2,500 need to also be signed by a board member so there may be a slight delay in those cases.

How do I know Young Audiences received paperwork I sent in?

You will know Young Audiences received your ARTS SERVICES AND FEE FORM when you receive the ARTIST/ENSEMBLE INVOICE via email.

You will know we received your ACTUAL COSTS INVOICE when you receive an ARTIST/ENSEMBLE INVOICE with new items added via email. In general, these confirmation invoices are emailed to the artist immediately after processing.

Supplies

The purchase of all supplies is the teaching artist's responsibility. Supply costs will then be reimbursed by The Right Brain Initiative. In order to be reimbursed for supplies, you must submit an **ACTUAL COSTS INVOICE** and **receipt copies** for all purchases.

If you bulk-purchase supplies or own equipment and use them for residencies or workshops for several contracts, please create an invoice detailing the specific costs of the materials used for each contract and submit that as your receipt with the **ACTUAL COSTS INVOICE** form.

Please submit this form and copies of your receipts to Josephine at Young Audiences **within 14 days of the date of completion** of the residency. The Corresponding Contract number requested can be found on the top of your ARTIST/ENSEMBLE INVOICE form.

As the schools have a fixed Right Brain budget, actual supply costs **cannot** exceed your estimate. If you do exceed your estimate by any amount, there is no guarantee that the school will be able to cover the overage. Therefore it is recommended that you estimate carefully and accurately to avoid any issues and always check with the principal before spending more than was budgeted.

Fingerprinting & Background Checks

To offer residencies and workshops (except for one-time, pre- or post- performance workshops) through The Right Brain Initiative, you must have passed the Oregon state fingerprinting and background check approval process designed for public schools and conducted by Portland Public Schools (PPS), and received your badge before beginning work in the schools. As of 2016-17, badges are valid for 3 years.

Please note that this is a requirement for your volunteer helpers as well. If you have someone (other than a parent at that school) that you regularly bring in to assist you, they will need to have a badge prior to arrival. PPS is quite strict about this. If you have questions about this, or need paperwork for your volunteer helpers, please contact Maia.

PROCESS/PAYMENT/PAPERWORK

Since PPS is one of our partner districts and their contractor partners need badges to work in the schools, you will need a badge. **Following are the steps you must take by August 31.**

PPS Finance & Security Offices are located at: 501 N. Dixon, Portland, OR, 97227 (just off N. Broadway near the Broadway Bridge)

STEP 1: REGISTER AND SCHEDULE YOUR FINGERPRINTING APPOINTMENT & COMPLETE THE REQUIRED PAPERWORK:

- Please go to <http://fieldprintoregon.com> to register and schedule your fingerprint appointment.
- Click on purple "SCHEDULE AN APPOINTMENT" button.
- Enter demographic information, select a Date, Time, and the PPS Security Services location. (501 N Dixon)

- Use Portland Public Schools code FPPORTLANDSD1J and Institution code: 2180 to complete your registration.
- There is a fee of \$12.50 that must be paid ONLINE to Field Print.

It is very important that you read all warnings and sections of the registration forms and then complete them HONESTLY. There are a number of questions about criminal and arrest history. Not all yes answers will keep you from working in the schools, but any discrepancies between your answers on the form and the history they pull through their checks will most likely produce a red flag and will keep you from working in schools. The security staff at PPS stressed that honesty is important and that while a judge may say that a particular conviction may be wiped from your record after three years, this does not automatically happen and the arrest is only expunged from your record if you have official court paperwork stating that has happened. Otherwise, all history remains on file and you need to account for everything – “I forgot” will not be acceptable to school districts.

- *Criminal History Verification Portland Public Schools – Revised 6/22/2018*
Please complete both sides and again answer everything honestly in the address table (asking for addresses for the past ten years) at the bottom of page 1. Please remember your CURRENT address, even though it is listed above. If you have lived at your current address for ten years or more, please note it there. This form must be filled out completely before bringing it into the PPS offices. You cannot call revisions in later; staff cannot fill in blanks and instead will need you to come in, in person to make any changes.

STEP 2: TAKE THE FORMS TO THE PPS FINANCE OFFICE:

Your first stop at PPS will be the Finance Office, located on the second floor, room 260, where you will pay the \$82 fee for fingerprinting. The Finance Office will give you a signed receipt.

OR you may pay online at SchoolPay.com/link/PPSfingerprinting. If you pay online you must enter full names of everyone you are paying for and print a copy of the receipt for Security Services.

STEP 3: TAKE THE FORMS TO THE PPS SECURITY OFFICE:

At the time of your scheduled appointment, bring your signed receipt from the Finance Office, along with your GREEN form and Driver’s License or State ID to the Security Office, located on the first floor. They will process your paperwork and fingerprint you.

STEP 4: RECEIPT OF BADGE:

Once you have been cleared, we will receive your badge and mail it to you. Badges are valid for 3 school years.

Fingerprinting FAQ

What if I was fingerprinted and had a badge recently through PPS but not this year?

As long as you were fingerprinted within 3 years, then you can just take the **CRIMINAL HISTORY VERIFICATION- PORTLAND PUBLIC SCHOOLS** with you to the PPS Security Office and they will create a badge for you. There is no fee for this.

What if I was fingerprinted somewhere else?

Public schools in Oregon can only accept fingerprinting through an approved Oregon Department of Education process. If you have been fingerprinted through another Oregon school district or ODE, within the last three years, then you need to contact that school district and get a clear, readable copy of your approval FORM 2283. Bring a copy of that form and the **CRIMINAL HISTORY VERIFICATION- PORTLAND PUBLIC SCHOOLS** with you to the PPS Security Office and they will be able to look up your fingerprint approval, run the background check and issue you a badge for no fee.

What if I am a certified teacher?

If you have an active Oregon Teacher's License through the Teachers Standards and Practices Commission (TSPC) then all you need to do is bring your completed **CRIMINAL HISTORY VERIFICATION- PORTLAND PUBLIC SCHOOLS** with you to the PPS Security Office and let them know you are a certified teacher. They will look you up in their system, run a background check and issue you a badge for no fee.

What do I do with the receipt they give me?

Please keep this for your records.

How will I know I am cleared? How will Right Brain know I am cleared?

If you are not cleared, you will receive a letter from PPS. If someone is denied, PPS can't tell Right Brain the reason. It will be up to you to follow up with them. Each week Right Brain will receive a list of people who are cleared or denied from PPS.

Cancellation & Inclement Weather

Prior to the service date, cancellation of a service for any reason must be approved by both the school and Right Brain. Cancelling within 30 days of a residency start date is subject to a \$50 cancellation fee plus the costs of the planning meeting, completed prep hours, and any supplies that have been purchased. Cancelling within 15 days of a residency start date is subject to full payment for the planning meetings, prep hours, all classroom sessions and any purchased supplies. Rescheduling, if possible, is always preferable.

In event of inclement weather that results in official closing of the school or an emergency on the day that a service is scheduled, please contact the school principal, or other designated person, as soon as possible to the scheduled service and also immediately notify Kim at 503-225-5900 ext. 229 (or kstrelchun@therightbraininitiative.org).

See **CONTRACT REVISION FORM** on Page 37.

Photo Releases

If you would like to have any images of your work in a classroom (or student work) for your own use, please use our generic photo permission form (visit The Right Brain Initiative's website to download a template) and work with individual classroom teachers to secure parent permissions (well in advance of your residency).

You will also note that Right Brain is working to document residencies, students and their work for various reasons. If you would like to also have use of the photographs taken in that classroom, please coordinate with that teacher to have your own permission form distributed as well. Otherwise, you will have permission to use resulting Right Brain photos restricted to: images of yourself only for whatever purpose you'd like and images of you and students or students only for use only on your Right Brain profile page.

Note: Feel free to share the link to our Flickr page (<http://www.flickr.com/photos/therightbraininitiative/sets/>) with parents and other teachers as well. You can also do fun things like show a slideshow of your set from the 'Actions' button. Teaching artists, you are free to use images for your own outreach or communication purposes that do not contain any students' faces. Please credit the photographer and The Right Brain Initiative – and link to us when possible - if a photo is used. Contact Yessica Avila, yavila@racc.org, if you have any questions.

Address Changes

If you move, please notify us as soon as possible. The easiest method is to send an email to josephine@va-or.org, brett@va-or.org, and kstrelchun@therightbraininitiative.org

Online Profile Changes

If you would like to make changes to your online profile, you may do so by contacting Maia McCarthy. Minor changes to your images or edits to your content may be done at any point (please allow 2-3 weeks for changes to be made). If you would like to make major programmatic changes or additions, we offer the opportunity to do so annually in the summer in conjunction with the confirmation process.

Withdrawal

As stated in your agreement, you may withdraw from The Right Brain Initiative with a 30 day written notice. Upon approval, you may remain on the roster for up to 12 months during a leave. For a leave over 12 months, you will be removed from the roster and need to apply upon your return. See Withdrawal Form on Page 36.

Research & Reflection

Right Brain is committed to measuring the impact of our program on the children we serve and to best practices of reflection for students as well as for our partnering teaching artists and classroom teachers. Student work, student interviews, classroom observations and discussions between teachers and artists all work together to reveal the learning in a Right Brain residency.

In the 2018-19 school year, Right Brain will be working with researcher Victoria Lukich to measure the impact of our program on student learning and teacher practice of arts integrated teaching. Our research questions are:

- In what ways has the implementation of Right Brain strategies impacted teachers' instructional practices?
- To what extent are systems and supports in place to build capacity toward school-wide implementation of Right Brain? What is the effect in supporting teacher implementation?
- In what ways has the implementation of Right Brain strategies impacted students' abilities to think critically and creatively?

Right Brain will utilize teacher surveys, focus groups and observation to collect data. If schools reflect on their residencies with their Arts Integration Specialist, those notes will be shared with the teaching artists.

EVIDENCE OF STUDENT LEARNING

Important to Right Brain is reflecting on and learning from student work. We seek opportunities to make student learning visible not only to fuel discussions at the school or across schools, but also to provide stakeholders with a close up view of the immediate effects of Right Brain. Student work, interviews with students, classroom observations and teacher discussions all work together to reveal the learning in Right Brain schools.

STUDENT INTERVIEWS

Right Brain staff are available to conduct interviews with students after a residency experience. Interviews will be shared with classroom teachers and the teaching artist. Some student interviews will be selected to be highlighted at district and school-wide reflections. .

VIDEO AND PHOTOGRAPHS

Right Brain staff will observe residency sessions throughout your residency. During their observations, they will capture photos and video footage of the residency. Professional photographers may also visit and document residency sessions. Any documentation will be shared via Google Drive with the appropriate classroom teacher. Photos and videos will not be shared publicly without parent permission.

SCHOOLS: ARTS INTEGRATION SPECIALISTS & PRINCIPALS

CORBETT			Arts Integration Specialist	Principal	
Corbett K-5	Sustaining	K-5	Sinead Kimbrell	Dee Dee Hanes	dhanes@corbett.k12.or.us
CAPS	Sustaining	K-8	Sinead Kimbrell	Lori Luna	lluna@corbett.k12.or.us

GRESHAM					
Deep Creek Damascus	Sustaining	K-5	Ashley Renfrew	Barb Keeton	keeton@gresham.k12.or.us
East Gresham	Sustaining	K-5	Ashley Renfrew	Kimberly Miles	Miles16@gresham.k12.or.us
Hall	Sustaining	K-5	Ashley Renfrew	James Milliken	Milliken2@gresham.k12.or.us
Highland	Sustaining	K-5	Ashley Renfrew	Heidi Lasher	lasher@gresham.k12.or.us
Hogan Cedars	Sustaining	K-5	Ashley Renfrew	Shawnda Sewell	Sewell2@gresham.k12.or.us
Hollydale	Sustaining	K-5	Ashley Renfrew	Elaine Luckenbaugh	luckenbaugh@gresham.k12.or.us
Kelly Creek	Sustaining	K-5	Ashley Renfrew	Bethany Frazee	frazee@gresham.k12.or.us
North Gresham	Sustaining	K-5	Ashley Renfrew	Tracy Klinger	klinger@gresham.k12.or.us
Powell Valley	Sustaining	K-5	Ashley Renfrew	Michelle Cook	Cook9@gresham.k12.or.us
West Gresham	Sustaining	K-5	Ashley Renfrew	Lori Walter	walter@gresham.k12.or.us

HILLSBORO					
Butternut Creek	Sustaining	K-6	Shannon McClure	Dani Johnson	johnsond@hsd.k12.or.us
Eastwood	Sustaining	K-6	Shannon McClure	Lindsay Garcia	garciali@hsd.k12.or.us
Evergreen	Sustaining	6-8	Mariam Higgins	OJ Gulley	gulleyok@hsd.k12.or.us
Free Orchards	Sustaining	K-6	Shannon McClure	Karen Murphy	murphyk@hsd.k12.or.us
Groner	Sustaining	K-8	Mariam Higgins	Katie Thomas	ThomasK@hsd.k12.or.us
Imlay	Sustaining	K-6	Shannon McClure	Jennifer McCalley	mccallje@hsd.k12.or.us
Indian Hills	Sustaining	K-6	Shannon McClure	Deborah Hunt	hundtd@hsd.k12.or.us
Jackson	Sustaining	K-6	Shannon McClure	Kasia Gutierrez	gutierrk@hsd.k12.or.us
Lenox	Sustaining	K-6	Shannon McClure	Gina McLain	mclaing@hsd.k12.or.us
Lincoln Street	Sustaining	K-6	Shannon McClure	Carmen Brodniak	brodniac@hsd.k12.or.us
Minter Bridge	Sustaining	K-6	Shannon McClure	Erika Pierce	piercee@hsd.k12.or.us
North Plains	Sustaining	K-6	Shannon McClure	Becky Smith	smithbe@hsd.k12.or.us
Orengo	Entry	K-6	Shannon McClure	Allison Combs	combsa@hsd.k12.or.us
Poynter	Entry	6-8	Mariam Higgins	Jon Pede	pedej@hsd.k12.or.us
Quatama	Sustaining	K-6	Shannon McClure	Yolanda Coleman	Colemany@hsd.k12.or.us
West Union	Sustaining	K-6	Shannon McClure	John Allen	allenjo@hsd.k12.or.us
WL Henry	Sustaining	K-6	Shannon McClure	Lisa Aguilar	aguilarl@hsd.k12.or.us

NORTH CLACKAMAS					
Ardenwald	Sustaining	K-5	Shannon McClure	Dr. Karon Webster	websterk@nclack.k12.or.us

Bilquist	Sustaining	K-5	Shannon McClure	Charles Foote	footec@nclack.k12.or.us
Happy Valley	Sustaining	K-5	Shannon McClure	Dianna Ngai	ngaid@nclack.k12.or.us
Linwood	Sustaining	K-5	Shannon McClure	Amy Busch	buschaa@nclack.k12.or.us
Milwaukie El Puente	Sustaining	K-5	Shannon McClure	Kristin Turnquist	turnquistk@nclack.k12.or.us
Riverside	Sustaining	K-5	Shannon McClure	Alison Schlict	schlicta@nclack.k12.or.us
Scouters Mountain	Sustaining	K-5	Shannon McClure	Curtis Long	longc@nclack.k12.or.us
Spring Mountain	Sustaining	K-5	Shannon McClure	Jessica Son	sonj@nclack.k12.or.us
Sunnyside	Sustaining	K-5	Shannon McClure	Mike Potter	potterm@nclack.k12.or.us
Verne Duncan	Sustaining	K-5	Shannon McClure	Mason Bransetter	bransetterm@nclack.k12.or.us
View Acres	Sustaining	K-5	Shannon McClure	Liz Manspeaker	manspeaker@nclack.k12.or.us

OREGON EDUCATION					
Ivy School	Sustaining	K-8	Mariam Higgins	Nikki Jones	nikki.jones@theivyschool.org

OREGON TRAIL					
Kelso	Sustaining	K-5	Sinead Kimbrell	Robbie Bauslaugh	Robbie.christiansenbouslaugh@ortrail.k12.or.us
Naas	Sustaining	K-5	Sinead Kimbrell	Kimberly Brooks	Kimberly.brooks@ortrail.k12.or.us
Oregon Trail Academy	Sustaining	K-8	Sinead Kimbrell	Tim Norfleet	tim.norfleet@ortrail.k12.or.us
Welches	Sustaining	K-8	Sinead Kimbrell	Kendra Payne	Kendra.payne@ortrail.k12.or.us

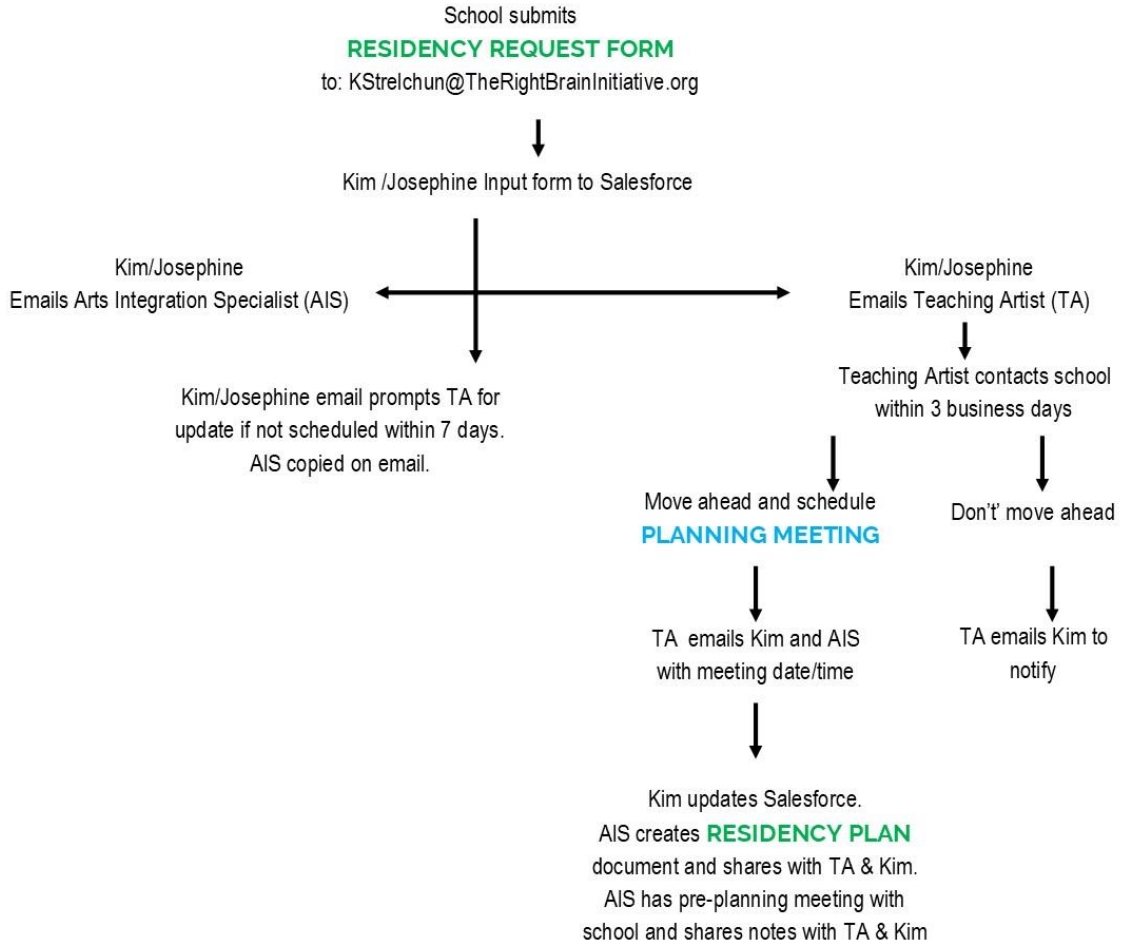
PARKROSE					
Prescott	Entry	K-5	Ashley Renfrew	Sam Maranto	Sam_maranto@parkrose.k12.or.us

PORTLAND					
Abernethy	Sustaining	K-5	Mariam Higgins	Heather Hull	hhull@pps.net
Beach	Sustaining	K-5	Ashley Renfrew	Lisa Hawking	lhawking@pps.net
Boise Eliot Humboldt	Sustaining	K-8	Mariam Higgins	Kaveh Pakseresht	kpaksere@pps.net
Chief Joseph	Sustaining	K-5	Ashley Renfrew	Amber Gerber	agerber@pps.net
Faubion	Sustaining	K-8	Mariam Higgins	Karmin Williams	Kwilliams6@pps.net
Hayhurst	Sustaining	K-5	Mariam Higgins	Deanne Froehlich	dfroehlich@pps.net
Martin Luther King	Sustaining	K-5	Mariam Higgins	Jill Sage	Jsage1@pps.net
Lewis	Sustaining	K-5	Ashley Renfrew	Emily Glasgow	eglasgow@pps.net
Maplewood	Sustaining	K-5	Mariam Higgins	Jill Bailey	Jbailey2@pps.net
Markham	Sustaining	K-5	Mariam Higgins	Shawn Garnett	sgarnett@pps.net
MLC	Sustaining	K-8	Mariam Higgins	Alexa Pearson	apearson@pps.net
Ockley Green	Sustaining	6-8	Mariam Higgins	Kristina Howard	Khoward3@pps.net
Odyssey at East Sylvan	Sustaining	K-5	Ashley Renfrew	Deanne Froehlich	dfroelich@pps.net
Rieke	Sustaining	K-5	Mariam Higgins	Sarah Lewins	slewins@pps.net
Roseway Heights	Sustaining	6-8	Mariam Higgins	Kathleen Ellwood	kellwood@pps.net

Sitton	Sustaining	K-5	Ashley Renfrew	Dana Nerenberg	dnerenberg@pps.net
Vernon	Sustaining	K-8	Mariam Higgins	Ben Keefer	bkeefe@pps.net
Vestal	Sustaining	K-8	Mariam Higgins	Sabrina Flamoe	sflamoe@pps.net
Whitman	Sustaining	K-5	Ashley Renfrew	Ruth Tucker	rtucker@pps.net
Woodlawn	Sustaining	K-5	Ashley Renfrew	Andrea Parker-Lopez	aporter@pps.net

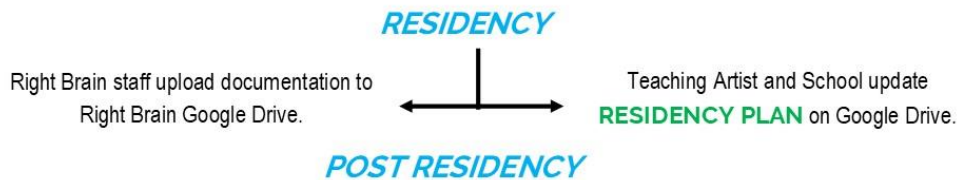
REYNOLDS					
Alder	Entry	K-5	Ashley Renfrew	Michael Clutter	mclutter@rsd7.net
Troutdale	Entry	K-5	Ashley Renfrew	Ed Krankowski	ekrankowski@rsd7.net

RESIDENCY FLOW CHART FOR TEACHING ARTISTS



RESIDENCY PLANNING MEETING

- AIS or TA shares meeting notes.
- **RESIDENCY PLAN** updated by TA and shared with ALL school staff, AIS & TAS.
- **RESIDENCY SCHEDULE** sent to KStrelchun@TheRightBrainInitiative.org. → TA ensures all forms are submitted to KStrelchun@TheRightBrainInitiative.org one week prior to residency start.
- **ARTS SERVICE & FEE** Form signed by TA and principal and submitted to Kim.



TA submit **ACTUAL COSTS INVOICE** to KStrelchun@TheRightBrainInitiative.org within 14 days of residency end.

TEACHING ARTIST RESIDENCY CHECKLIST

- Receive **Residency Request Form** from Young Audiences (Kim or Josephine)
- Contact School to discuss residency potential within 3 business days
- Schedule **Residency Planning Meeting**
- Notify Kim and Arts Integration Specialist of Residency Planning Meeting (or if not moving forward with the school)
- Arts Integration Specialist will have a pre-planning meeting with school and send TA notes
- Attend **Residency Planning Meeting**
- Update **Residency Planning Document** and share with Kim, Arts Integration Specialist and School Team at least 14 days prior to the start of the residency
- Complete **Residency Schedule Form** with school team
- Submit completed **Residency Schedule Form** to kstrelchun@therightbraininitiative.org at least 14 days prior to the start of the residency
- Create **Art Service Fee Form** and have Principal sign
- Submit completed **Art Service Fee Form** to kstrelchun@therightbraininitiative.org at least 14 days prior to the start of the residency
- Update **Residency Planning Document** as residency occurs and finishes
- Submit **Actual Costs Invoice** to kstrelchun@therightbraininitiative.org within 14 days of the residency completion

Note: Please be sure to copy the school's Arts Integration Specialist on all correspondence with the school.



2018-19 LETTER OF INTENT

Teaching Artist: _____

School Name: _____

CONTACT INFORMATION

School Contact Name: _____

School Contact Phone: _____ School Contact Email: _____

Teaching Artist Phone: _____

Teaching Artist Email: _____

SCHEDULING INFORMATION

Anticipated Planning Meeting Date: _____ (Planning meeting must be held in 2018-19 school year)

Estimated Start Date: _____

Estimated End Date: _____

Additional Scheduling Details (optional):

PROGRAMMING INFORMATION

Brief description of service to be provided (what is this program about?): _____

Grade level(s): _____

Number of classrooms: _____

Number of sessions per classroom: _____

Estimated Budget: \$ _____ (School receives \$15 per student)

SIGNATURES

The intent of this form is for the school and teaching artist to hold estimated funds and timeframe for a Right Brain Initiative residency in 2018-19. By signing this document, the artist and school agree to plan this residency by the estimated planning meeting date indicated above. (Planning must be done in 2018-19 school year with 2018-19 school staff).

This document must be converted into an Arts Services and Fees Form by the following date: _____.

Otherwise, this agreement becomes null and void.

Teaching Artist's Signature

Date



Principal's Signature

Date

SUBMIT COMPLETED FORM TO:

Young Audiences · 1220 SW Morrison Street, Ste 1000 · Portland, OR 97205 · Fax: 503-
225-0953 · josephine@ya-or.org

SAMPLE RESIDENCY REQUEST FORM



Complete this form to request a 2018-2019 Right Brain residency.

Arts Provider Requested:

Date:

School:

School Contact Name:

School Contact Phone:

School Contact Email:

Date or Time of Year Requested

Additional Scheduling Details (optional):

Brief description of Content/Curricular Connection or Big Idea for Residency:

Grade level(s):

Number of classrooms:

Estimated Budget: \$

SAMPLE BUDGET PLANNING SHEET (USED BY SCHOOLS)

The Right Brain Initiative Budget Planning Sheet 2018-19 School Year

This form is for school planning purposes. Your School Right Brain Team and/or Administrator should complete the form before scheduling a residency. If the school chooses to reserve funds for teacher planning, you will need to complete and submit a Reserve Funds Form. If you have any questions please contact your Arts Integration Specialist or Kim Strelchun.

School Name:								
Total Right Brain Funds:								This amount is based on student enrollment plus any carry over funds from the previous year.
Estimated Breakdown of Funds								
As of _____ (today's date)								
SECTION 1: ARTS PROVIDER INFORMATION								
These numbers are estimates you'll want to get as you talk with artists and organizations to help ensure you are working within your allocated funds.								
Arts Provider (include program name if applicable)	Grade(s)/# of Classes	# of Sessions per Classroom	Fee for Student Art Experience	Planning and Reflection Meeting Fees	Prep or Follow-up Fees	Estimated Supply Costs	Travel Expenses	TOTALS
SECTION 2: TEACHER PLANNING INFORMATION								
These numbers should reflect the money you are choosing to use to reimburse teachers for planning time (can equal up to \$2 per student).								
Number of Teachers	Meeting Date	Amount per Teacher/Meeting			TOTAL			

RESIDENCY PLANNING MEETING SAMPLE

ARTS-INTEGRATED RESIDENCY PLANNING MEETING WITH TEACHING ARTIST

WHEN	<p><i>At least 3-4 weeks prior to residency start.</i></p> <p>One planning meeting per grade band. Recommend 45-60 minutes per grade band.</p>
WHO	<ul style="list-style-type: none"> <input type="checkbox"/> All Grade Level Teachers <input type="checkbox"/> Right Brain Arts Integration Coach <input type="checkbox"/> Teaching Artist <input type="checkbox"/> Principal (as available)
WHY	<p><i>Preparing for arts-integrated residency with Teaching Artist</i></p> <p>Review teaching collaboration and classroom culture. Define individual residency sessions. Finalize schedule and budget.</p>
RESOURCES TO BRING	<p>SCHOOL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Residency Planning Template and Schedule Form Spreadsheet <input type="checkbox"/> Content Vocabulary <input type="checkbox"/> Laptop to access Residency Planning documents <p>TEACHING ARTIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Art Service Fee Form <input type="checkbox"/> Teacher Handouts

AGENDA: Capture all notes in Residency Planning Document

1. What is the Essential Question?
2. What is the intended student outcome?
3. How will students demonstrate their knowledge?
4. What is the Teaching Artist doing before, during and after the residency?
5. What is the classroom teacher doing before, during and after the residency?
6. Discuss co-teaching and collaboration
7. Discuss classroom & school culture
8. Finalize the budget and session schedule

NEXT STEPS:

- Art Service Fee Form (contract) signed by Teaching Artist & Principal & submitted to Right Brain 14 days prior to residency start.
- Spreadsheet finalized and submitted to Right Brain **minimum of 14 days prior to residency start.**
- Teaching Artist finalize Residency Plan and share with all teachers 14 days prior to residency start.
- All teachers and principal read and review the Residency Plan before the residency begins.
- Teaching Artist reads and addresses any teacher feedback in the Residency Plan

- Teachers begin any pre-residency work in the classroom
- Supplies ordered and/or organized

RESIDENCY PLAN TEMPLATE SAMPLE

NOTE: The School's Arts Integration Specialist will generate the residency plan prior to the Planning Meeting.

SCHOOL	
GRADE(S)/TEACHERS	
TEACHING ARTIST	

ESSENTIAL QUESTION & STUDENT UNDERSTANDING

What is the Essential Question?

Student Understanding: What do you want the students to understand?

Assessment: How will students demonstrate their understanding?

Common Core State Standard (Classroom Teachers choose one):

National Core Art Standards (Teaching Artist choose one):

KEY VOCABULARY & CONTENT CONCEPTS

Content Vocabulary (Teachers choose):

Art Vocabulary (Teaching Artist choose):

LESSON PLAN

BEFORE THE RESIDENCY

(introducing students to content, art form and/or teaching artist)

CLASSROOM TEACHER	TEACHING ARTIST

DURING THE RESIDENCY

CLASSROOM TEACHER	TEACHING ARTIST

AFTER THE RESIDENCY

CLASSROOM TEACHER	TEACHING ARTIST

RESIDENCY PLAN SCHEDULE TEMPLATE SAMPLE

Date	Start Time	Start AM/PM	End Time	End AM/PM	Teacher	Grade(s)	Room (Optional)	Session (Optional)

The residency schedule template is a Google document.

Save and edit your own copy at: <https://goo.gl/dghJ16>.

It is important to enter in this exact format as it is scanned into the Salesforce database. Once the schedule is complete it must be shared with kstrelchun@therightbraininitiative.org.



2018-19 ARTS SERVICES AND FEES FORM

The teaching artist and the school should each retain a copy of this completed form and send another copy to the contact at the bottom of this form. Submission of this form, the residency schedule, and residency plan is required before any invoices will be generated.

Please submit this form at least 14 days before the program begins.

Teaching Artist Name: _____ Date of Planning Meeting(s): _____

School Name: _____ District: _____

CONTACT INFORMATION

School Contact Name: _____

School Contact Phone: _____ School Contact Email: _____

Teaching Artist Phone: _____ Teaching Artist Email: _____

SCHEDULING INFORMATION

Date of first in-class programming: _____ Date of last in-class programming: _____



A Residency Schedule spreadsheet **must** be submitted by email to kstrelchun@therightbraininitiative.org with the details for all classroom sessions before this contract can be processed and payments scheduled. Please email the file (format: Google Sheet or Excel) or send a link to the file.

Save and edit your own copy here: <https://goo.gl/dghJ16>

PROGRAMMING INFORMATION

Grade level(s): _____ Number of classrooms: _____ Total number of students served: _____

Number of sessions per classroom: _____ Length of session: _____

Discipline: Music Dance Visual Arts Theatre Media Arts Literary Arts

Big Idea/Curricular Connection: _____



More details about this program:

VOLUNTEERS*

**Teaching Artist understands that school volunteer hours cannot be guaranteed, thus they cannot be part of their residency budget to offset costs to the school.*

School volunteers are needed

How many? _____

Which dates/time?: _____

Right Brain volunteers are needed

How many? _____

Which dates/time?: _____

Volunteer responsibilities

--

ESTIMATED SUPPLY NEEDS

Use these tables to determine the materials needed and their estimated cost, as well as any other estimated costs. Estimated costs will be paid separately upon receipt of the *Actual Costs Invoice* and receipt copies (for supplies) from the Teaching Artist.

This invoice is due **no later than 14 days** after the last program date (for supplies and other costs) and in no event later than **June 19, 2019**. **Actual costs cannot exceed estimated costs without the principal's signature.**

Materials Needed (attach additional page if needed)	School will Supply (check below, do not add to total)	Teaching Artist will Purchase	
		<i>Quantity</i>	<i>Cost</i>

Estimated Supply Needs Total (add to Estimate Costs section on page 3): \$ _____

OTHER ESTIMATED COSTS

Description	Cost

--	--

Other Estimated Costs Total (add to Estimate Costs section on page 3): \$ _____

PROGRAM COSTS

Planning Meeting: **Number of Meetings:** _____ **Total Fee:** \$ _____
Prep Time (*if applicable*): **Number of Hours:** _____ **Total Fee:** \$ _____

Fee for Residency Sessions: _____ (*# of classes*) x _____ (*sessions/class*) x \$ _____ (*cost/session*) = \$ _____

Artist-Led Teacher Workshop/Professional Development: Date(s): _____ \$ _____
Artist Time for Culminating Student Event Date(s): _____ \$ _____
(*gallery walk, student performance, etc.*)
Assembly Performance by Artist for Students (as introduction to art form) \$ _____

1st Performance Date: _____ Time: _____ Grade(s): _____
2nd Performance Date: _____ Time: _____ Grade(s): _____

FIXED COSTS

Travel Costs: \$ _____
Kiln/Firing Services: \$ _____
Instrument Rental: \$ _____
Equipment Use: \$ _____
Media Editing/Copying/Uploading Fees: \$ _____
Materials Preparation Fee: \$ _____
Other Cost: _____ \$ _____
Other Cost: _____ \$ _____



ESTIMATED COSTS

*To be invoiced by the artist at a later date on an **Actual Costs Invoice***

Estimated Supply Costs (from page 2): \$ _____

Estimated Other Costs (from page 2): \$ _____

ESTIMATED TOTAL COST

\$ _____

CANCELLATION BY SCHOOL

Cancelling within 30 days of a residency start date is subject to a \$50 cancellation fee plus the costs of the planning meeting, completed prep hours, and any supplies that have been purchased. Cancelling within 15 days of a residency start date is subject to full payment for the planning meeting, prep hours, all classroom sessions and any purchased supplies. Rescheduling, if possible, is always preferable.

CONTRACT REVISION

If changes need to be made to this contract that will affect the **cost** or **dates** of this program, the teaching artist will fill out the **Contract Revision Form**, have the Principal sign the form (if cost increases), and then send it to the contact at the bottom of this form. The invoices will be revised and new copies sent to the artist and school.

BUDGET- PRINCIPALS ONLY

Right Brain Starting Balance: \$ _____

Additional Funds + \$ _____

Estimated Total Cost - \$ _____

Remaining Funds = \$ _____

***Principals:** We recommend you confirm your current balance with your Arts Integration Specialist before signing and returning this document.

SIGNATURES

By signing this document, artist and school agree to carry out the programming as described above and in the Residency Plan. Both signatures are required.

Teaching Artist's Signature _____

Date _____

Principal's Signature- **DO NOT SIGN WITHOUT COMPLETING BUDGET SECTION ABOVE** _____

Date _____

INVOICING

Email **School Invoice** to: _____

SUBMIT COMPLETED FORM TO:

Young Audiences | 1220 SW Morrison Street, Suite 1000, Portland, OR 97205 | 503-225-5900

Scan and email to Kim Strelchun: kstrelchun@therightbraininitiative.org



2018-19 ACTUAL COSTS INVOICE

Please use this form to request payment for any estimated costs on your contract. *Actual*/costs **cannot** exceed *estimated* costs without the principal's signature below.

Teaching Artist: _____ Corresponding Contract # _____

School Name: _____ Program Dates: _____

This is my **final** invoice for this contract

SUPPLIES & OTHER ESTIMATED COSTS

Copies of receipts are required for supply reimbursement and preferred to actual receipts. If the receipts have clear descriptions, don't re-write them in full below. Just write one vendor/receipt and the total per line. Please check "Artist Stock" when appropriate. **Invoices for supplies and other costs are due *no later* than 14 days after the end date of the program and in no event later than 12pm on June 19, 2019.**

	Supplies Description	Artist Stock	Cost per Item	Quantity	Item Total Cost
1.		<input type="checkbox"/>			
2.		<input type="checkbox"/>			
3.		<input type="checkbox"/>			
4.		<input type="checkbox"/>			



5.		<input type="checkbox"/>			
----	--	--------------------------	--	--	--

Use a second sheet if necessary.

Supplies Total: \$ _____

Other Costs Description	Cost

Use a second sheet if necessary.

Other Costs Total: \$ _____

SIGNATURES

Teaching Artist's Signature

Date

Principal's Signature (only to approve costs not on the Arts Services and Fees Form)

Date

SUBMIT COMPLETED FORM TO:

Young Audiences | 1220 SW Morrison St., Ste 1000, Portland, OR 97205 | 503-225-5900

Scan and email to Kim Strelchun: kstrelchun@therightbraininitiative.org



2018-19 ROSTER WITHDRAWAL FORM

As stated in your agreement, you may withdraw from The Right Brain Initiative with a 30 day written notice. Upon approval, you may remain on the roster for up to 12 months during a leave. For a leave over 12 months, you will be removed from the roster and need to apply upon your return.

Artist: _____

Date: _____

CHANGING AVAILABILITY

Start date of leave: _____

Return date: _____



Reason for leave: _____

SUBMIT COMPLETED FORM TO:

Young Audiences | 1220 SW Morrison St., Ste 1000, Portland, OR 97205 | 503-225-5900

Scan and email to Kim Strelchun: kstrelchun@therightbraininitiative.org

2018-19 CONTRACT REVISION FORM

Teaching Artist: _____ Site: _____
 _____-_____ Contract Number: _____

CHANGING PROGRAM DATES?

New start date: _____ New end date: _____ Reason: _____

ADDING COSTS TO THE CONTRACT

- Adding _____ classroom sessions x \$_____ (cost per session) =
\$_____
- Adding _____ planning or prep hours x \$_____ =
\$_____
- Adding fixed costs:
\$_____



Explanation/notes (required): _____

SUBTRACTING COSTS FROM THE CONTRACT

- Subtracting _____ classroom sessions x \$_____ (cost per session) =
\$_____
- Subtracting _____ planning or prep hours x \$_____ =
\$_____
- Subtracting fixed costs:
\$_____



Explanation/notes (required): _____

FUNDING FOR THESE CHANGES (IF ADDING COSTS):

- Run for the Arts (Amount: \$_____)
- School funds/PTO/PTA: (Amount: \$_____)
- Initiative (Amount: \$_____)
- The Right Brain

AUTHORIZATION:

TIME Fast, slow...

GLOSSARY OF EDUCATION TERMS

AVID: Advancement Via Individual Determination. This program is optional and most often used in middle and high school. The mission of the program is to close the achievement gap by preparing all students for college readiness and success in a global society. Many skills are taught to help students succeed in school and adulthood.

CCSS: Common Core State Standards. These are the standards adopted by the Oregon Department of Education in English Language Arts and Math.

ESL: English Second Language. Students who are learning English as their second language.

ELL: English Language Learners. Another term to describe students who are mastering more than one language.

Grade Band: Schools and standards can be aligned in grade bands that are developmentally appropriate. Based on subject standards, schools will align Grades Kindergarten – 2nd, 3rd – 5th, and 6th – 8th. The Initiative allows schools to plan their residencies at grade band levels (rather than grade levels).

IB: International Baccalaureate. IB is an international educational curriculum designed for students in elementary, middle and high school. The overall curriculum is designed to challenge students to excel in their studies, and encourage both personal and academic achievement. At the elementary level, the Primary Years Program (PYP) prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom. The Middle Years Program (MYP) is the curriculum for students in grade 6-10.

IEP: Individual Education Plan. These are the formal plans for students served by the Special Education Department. Accommodations made in an IEP can be for physical disabilities, learning disabilities or behavior issues.

Instructional Coach: Coaches can work at the school or district level. They assist classroom teachers with best practices in different content areas, typically around literacy. Instructional Coaches are another resource to assist in implementing arts-integrated practices in a school.

NCAS: National Core Art Standards.

NGSS: Next Generation Science Standards. These are the standards adopted by the Oregon Department of Education.

PBIS: Positive Behavior Intervention System. This is the behavior curriculum many school districts use. They may want to include themes from PBIS in their residency plan.

PLC: Professional Learning Community. Teachers participate in grade level and content based PLCs. These are regular meetings where teachers discuss best practice, analyze student data and continue their professional development.

Specials: In elementary schools, specials are learning time outside of the classroom. For example, Music, PE, Art, Dance or Library. Every district has different specials/specialists.

STEM: Science, Technology, Engineering and Math or **STEAM:** Science, Technology, Engineering, Arts and Math.

TOSA: Teacher on Special Assignment. These can be school or district level staff who are working on a specific content area or special project.

COMMON CORE STATE STANDARDS

Common Core State Standards are used in English Language Arts (ELA) and Mathematics. The ELA standards can be applied to Social Sciences, Science and other content areas. Below are the Anchor Standards. Classroom teachers will have access to standards detailed by grade level. You can access more information about Common Core State Standards at www.corestandards.org.

ANCHOR STANDARDS IN ENGLISH LANGUAGE ARTS - READING

Key Ideas and Details:

- CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

- CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-LITERACY.CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-LITERACY.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1
- CCSS.ELA-LITERACY.CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

ANCHOR STANDARDS IN ENGLISH LANGUAGE ARTS - WRITING

Text Types and Purposes:

- CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

- CCSS.ELA-LITERACY.CCRA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ANCHOR STANDARDS IN ENGLISH LANGUAGE ARTS – SPEAKING & LISTENING

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-LITERACY.CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STANDARDS FOR MATHEMATICAL PRACTICE

- CCSS.MATH.PRACTICE.MP1: Make sense of problems and persevere in solving them.
- CCSS.MATH.PRACTICE.MP2: Reason abstractly and quantitatively.
- CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MATH.PRACTICE.MP4: Model with mathematics.
- CCSS.MATH.PRACTICE.MP5: Use appropriate tools strategically.
- CCSS.MATH.PRACTICE.MP6: Attend to precision.
- CCSS.MATH.PRACTICE.MP7: Look for and make use of structure.
- CCSS.MATH.PRACTICE.MP8: Look for and express regularity in repeated reasoning.

NEXT GENERATION SCIENCE STANDARDS

Next Generation Science Standards are the framework for state standards in Science K-12 in Oregon. The overarching themes are detailed below by grade level. Classroom teachers will have more detailed information for each grade level. You can learn more at www.nextgenscience.org.

KINDERGARTEN

- K-PS2: Motion and Stability: Forces and Interactions
- K-PS3: Energy
- K-LS1: From Molecules to Organisms: Structures and Processes
- K-ESS2: Earth's Systems
- K-ESS3: Earth and Human Activity
- K-2-ETS1: Engineering Design

FIRST GRADE

- 1-PS4: Waves and Their Applications in Technologies for Information Transfer
- 1-LS1: From Molecules to Organisms: Structures and Processes
- 1-LS3: Heredity: Inheritance and Variation of Traits
- 1-ESS1: Earth's Place in the Universe
- K-2-ETS1: Engineering Design

SECOND GRADE

- 2-PS1: Matter and Its Interactions
- 2-LS2: Ecosystems: Interactions, Energy, and Dynamics
- 2-LS4: Biological Evolution: Unity and Diversity
- 2-ESS1: Earth's Place in the Universe
- 2-ESS2: Earth's Systems
- K-2-ETS1: Engineering Design

THIRD GRADE

- 3-PS2: Motion and Stability: Forces and Interactions
- 3-LS1: From molecules to Organisms: Structures and Processes

- 3-LS2: Ecosystems: Interactions, Energy, and Dynamics
- 3-LS3: Heredity: Inheritance and Variation of Traits
- 3-LS4: Biological Evolution: Unity and Diversity
- 3-ESS2: Earth's Systems
- 3-ESS3: Earth and Human Activity
- 3-5-ETS1: Engineering Design

FOURTH GRADE

- 4-PS3: Energy
- 4-PS4: Waves and Their Applications in Technologies for Information Transfer
- 4-LS1: From Molecules to Organisms: Structures and Processes
- 4-ESS1: Earth's Place in the Universe
- 4-ESS2: Earth's Systems
- 4-ESS3: Earth and Human Activity
- 3-5-ETS1: Engineering Design

FIFTH GRADE

- 5-PS1: Matter and Its Interactions
- 5-PS2: Motion and Stability: Forces and Interactions
- 5-PS3: Energy
- 5-LS1: From Molecules to Organisms: Structures and Processes
- 5-LS2: Ecosystems: Interactions, Energy, and Dynamics
- 5-ESS1: Earth's Place in the Universe
- 5-ESS2: Earth's Systems
- 5-ESS3: Earth and Human Activity
- 3-5-ETS1: Engineering Design

MIDDLE SCHOOL – GRADES 6, 7 AND 8

- PHYSICAL SCIENCE
 - MS-PS1: Matter and its Interactions
 - MS-PS2: Motion and Stability: Forces and Interactions
 - MS-PS3: Energy
 - MS-PS4: Waves and their Applications in Technologies for Information Transfer

- **LIFE SCIENCE**
 - MS-LS1: From Molecules to Organisms: Structures and Processes
 - MS-LS2: Ecosystems: Interactions, Energy, and Dynamics
 - MS-LS3: Heredity: Inheritance and Variation of Traits
 - MS-LS4: Biological Evolution: Unity and Diversity
- **EARTH AND SPACE SCIENCES**
 - MS-ESS1: Earth's Place in the Universe
 - MS-ESS2: Earth's Systems
 - MS-ESS3: Earth and Human Activity
- **ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE**
 - MS-ETS1: Engineering Design