



Toledo School for the Arts  
2024-2025 Employee Handbook

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Toledo, Ohio 43604  
School Telephone: (419) 246-8732  
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[www.ts4arts.org](http://www.ts4arts.org)

Director: Rob Koenig — [rkoenig@ts4arts.org](mailto:rkoenig@ts4arts.org)  
Principal: Letha Ferguson — [lferguson@ts4arts.org](mailto:lferguson@ts4arts.org)  
Artistic Director: Juliette Quinlan — [jquinlan@ts4arts.org](mailto:jquinlan@ts4arts.org)  
Assistant Artistic Director: Jamie Dauel — [jdauel@ts4arts.org](mailto:jdauel@ts4arts.org)  
Student Services Coordinator: Carol Kutcher — [ckutcher@ts4arts.org](mailto:ckutcher@ts4arts.org)  
Director of Technology: Eric Adams — [eadams@ts4arts.org](mailto:eadams@ts4arts.org)

Middle School Office: (419) 246-8732 x422  
High School Office: (419) 246-8732 x400  
Guidance Office: (419) 246-8732 x300  
Ticket & Event Office: (419) 246-8732 x226

**TSA Mission Statement**

***Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.***

Welcome to Toledo School for the Arts [TSA]. We are very excited to have you join the TSA community. We have assembled this Employee Handbook as a point of reference especially to help our new teachers transition into this amazing, creative community. If you have any questions, please do not hesitate to ask. Have a wonderful school year!

## **WHO YA GONNA CALL?**

**Building Manager: Olaf Gerhardt (419) 508-4295 or ogerhardt@ts4arts.org**

### **Contact Olaf for the following reasons:**

- Items are broken in your classroom or workspace.
- If you set the alarm off on the weekend (or other times).
- If your room/office is too hot or too cold.
- If you see something broken or defaced in/around the building.
- If you need furniture for your office or classroom.
- If your light bulbs burn out.

### **How do I get a hold of Olaf?**

Emailing Olaf is the best way for him to create a list of items that need his attention. If it is an emergency, you can call him right away.

### **Director: Rob Koenig (rkoenig@ts4arts.org)**

Rob serves as the chief executive officer and superintendent of the School and is the primary professional advisor to the Board. Rob supervises the administrative team and is responsible for the development, supervision, and operation of all school programs and services. His office is located in the admin area on the first floor.

### **Artistic Director: Juliette Quinlan (jqinlan@ts4arts.org)**

TSA prides itself on the amazing performances that we produce throughout the school year. Each year TSA puts on about 90+ performances. It is Juliette's responsibility to oversee the Art Department (*music, theatre, dance, visual art*) including its teachers and all TSA artistic productions and staff. Her office is on the 4th floor. She shares that space with **Jamie Dael (Assistant Artistic Director)**.

### **School Principal: Letha Ferguson (lferguson@ts4arts.org)**

Letha is responsible for oversight of the Academic Department, which includes its teachers, administrative assistants, and related staff. Letha leads the building leadership team (CAPT), which includes Juliette Quinlan (*Artistic Director*), Jose Hernandez (*Director of Student Affairs*), Jamie Dael (*Assistant Artistic Director*), Carlyn Campbell-Johannes (*Head of the Counseling Dept*), Carol Kutcher (*Student Services Coordinator*), Pam Langdon (*EMIS Coordinator*), and Megan Aherne, Ryan Randolph and Mark Allred (*EIC Chair and the Academic Division Leaders*). Her office is located on the third floor (room 317).

### **Dean of Students:**

This role is responsible for Positive Behavior Interventions (PBIS) of our student population. He/she manages student behavior before school, after school, at lunch, and in the halls. If teachers escalate behaviors to the office from their classrooms, he/she also manages those incidents as well. TSA uses a tracking system called Behavior Support (formerly Kickboard) for positive and negative student behavior reports. The office of the Dean of Students is in the 1<sup>st</sup> floor main office (front office).

**Assistant Artistic Director: Jamie Dael ([jdauel@ts4arts.org](mailto:jdauel@ts4arts.org))**

Jamie works with Juliette Quinlan to oversee the arts programs at TSA. She is responsible for the Private Music Lesson Program, assists with managing productions and the arts teachers. Her office is on the 4<sup>th</sup> floor in the Arts Office.

**Student Services Coordinator: Carol Kutcher ([ckutcher@ts4arts.org](mailto:ckutcher@ts4arts.org))**

Carol is responsible for all students and programs associated with Special Education, 504s and (hopefully one day), Gifted students. She is the supervisor of the Intervention Specialists, paraprofessionals, and the 504 Coordinator. Her office is in the 3<sup>rd</sup> floor suite next to the principal (room 317).

**Development Director: Dave Gierke ([dgierke@ts4arts.org](mailto:dgierke@ts4arts.org))**

Charter schools operate mainly on state funds, which equates to approximately 40% less than traditional public schools. The TSA Development Department exists to help close the gap in the yearly budget as well as oversee opportunities for growth of the organization, which includes social enterprise, fundraising, and donor development. In addition to Dave or “Gierke,” the Development Team includes Bethany Urbanski (*Business Manager/Outreach Coordinator*), Kimberly Buehler (*Assistant Development Agent*), Jess Worley (*Alumni Outreach Manager*), Max Kachenmeister (*The Porter Gallery Manager*), and Grace Parr (*Social Enterprise Manager*). Dave and his team are located on the first floor in the admin area.

**Technology Director: Eric Adams ([eadams@ts4arts.org](mailto:eadams@ts4arts.org))**

All of the school’s technology needs run through the Technology Department. If you have a tech issue, please email the “Helpdesk” ([helpdesk@ts4arts.org](mailto:helpdesk@ts4arts.org)).

Eric or one of his staff (Tom Wilson or Jakhob Clady) will address your issue as promptly as possible. If you have a simple tech issue, please contact our resident faculty tech gurus: Mel Prior, Elena Hayes, or Ryan Randolph; they can assist with many of the smaller issues. Eric and his tech team can be reached the quickest via Helpdesk or email. The tech offices are on the 2<sup>nd</sup> floor – rooms 201 and 202.

**Treasurer: Jamie Lockwood ([jlockwood@ts4arts.org](mailto:jlockwood@ts4arts.org))**

Jamie is responsible for maintaining the school budgets, club budgets, audits, and financial compliance. All purchase requisitions and financial transactions go through her office. Jamie supervises employees responsible for finance, facilities, and student data and enrollment. The Finance Office is located on the first floor in the admin area. Questions related to payroll, vendors, and purchase requisitions would go through the Finance Office.

**HR & Diversity, Equity and Inclusion Manager: Erica Leverette-Traore ([eleverette@ts4arts.org](mailto:eleverette@ts4arts.org))**

Erica coordinates all HR functions for TSA including compliance with school policy and labor/employment laws, employee benefits, employee relations/formal complaints, hiring, personnel record-keeping, employee contracts, and workplace safety training. She is also responsible for managing all diversity and inclusion initiatives at TSA. Her office is located on the first floor in the admin area.

**EIC and Division Leaders:** The EIC Chair (Employee Involvement Committee) and Division leaders are elected by the staff and provide guidance, support, and representation for their peers. They meet with CAPT weekly. The EIC Chair leads that committee monthly and all are welcome to attend. The EIC Chair also sits on the board as a non-voting member. If you have any issues, concerns, or ideas, please contact the appropriate person below:

<b>High School</b>	<b>Mark Allred (<a href="mailto:mallred@ts4arts.org">mallred@ts4arts.org</a> room 312)</b>
<b>Middle School</b>	<b>Ryan Randolph (<a href="mailto:rRANDOLPH@ts4arts.org">rRANDOLPH@ts4arts.org</a> room 109)</b>
<b>Staff and Arts</b>	<b>Megan Aherne – <i>EIC (Employee Involvement Committee) Chair</i> (<a href="mailto:maherne@ts4arts.org">maherne@ts4arts.org</a> room Basement 2)</b>

**Resident Educator Coordinator: Amy Trautwein ([atrautwein@ts4arts.org](mailto:atrautwein@ts4arts.org) room 306))**

If you are a new teacher and working through the Resident Educator process, please contact Amy Trautwein as soon as possible. She will assign you a Mentor from our veteran faculty.

**LPDC/License Coordinator: Pam Haywood-Imbrogno ([phaywood@ts4arts.org](mailto:phaywood@ts4arts.org) room 303)**

Please see Pam for all LPDC (Local Professional Development Committee) - or Certification-related questions. Teachers, counselors, and paraprofessionals can also request funds to attend conferences, professional development opportunities, college course reimbursement and other related activities toward license renewal.

## **CHAIN OF COMMAND AND POLICIES**

### **Chain of Command**

*Who do I go see if I have an issue?* There are times when it is necessary to address an issue that must be resolved. All employees are expected to follow the chain of command and allow the organization time to resolve any issue internally before contacting an external agency. By law, employees reserve the right to contact local and state level agencies if they feel the school has not been responsive to the situation brought forth.

Please be reminded that our community is as good as its communication. We therefore encourage open, honest dialogue, and addressing issues quickly instead of letting them fester and grow toxic to all parties involved and the school community at large. Remember, we are in this TOGETHER!

**Step 1:** Contact your Direct Supervisor\*

**Step 2:** Contact Human Resources – *Erica Leverette-Traore*

**Step 3:** Contact the Director – *Rob Koenig*

**Step 4:** Contact the Board President – *Olivia Summons*

**Step 5:** Contact the TSA Governing Board

**Step 6:** Contact your local agencies

**Step 7:** Contact state level agencies

\*If the issue is with your Direct Supervisor, employees have the right to go directly to Human Resources, or Step 2.

### **Harassment Policy**

#### 306.2 Definition of Harassment

For purposes of this policy, harassment is defined as unwelcome or unwanted conduct of an offensive nature (whether verbal, visual, or physical) when: 1) submission to or rejection of this conduct by an individual is used or threatened to be used as a factor in decisions affecting hiring, evaluation, promotion, or other aspects of employment; or 2) this conduct has the purpose or effect of unreasonably interfering with an individual's employment performance or creating an intimidating, abusive, hostile, or offensive work environment.

Examples of harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment or continued employment; repeated jokes which include offensive references to age, disability, national origin, race, religion, or gender; unwelcome flirtations, advances, or propositions; verbal abuse of a sexual nature; graphic, verbal commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting, threatening, or obscene comments or gestures; dissemination or display in the workplace of objects, written materials, or pictures which include offensive references to age, color, gender/sex,

national origin, disability, race, religion, military or veteran status, genetic information, sexual orientation; asking questions about sexual conduct; or racial or ethnic slurs or epithets.

Harassment is unacceptable in the workplace itself and in other work-related settings, such as business trips, meetings, or business-related social events.

Harassment does not include consensual, romantic adult relationships, including sexual or dating relationships, willingly undertaken by all involved parties that are between: (a) staff and Parents of a student enrolled in the School; or (b) two (2) or more staff members; or (c) staff and any member of the Board of Directors. However, any party involved in such a relationship is expected to maintain the same level of respect and professionalism required of all other staff and Board of Director's members.

Notwithstanding this provision, unwelcome and/or unwanted conduct of an offensive nature within a consensual, romantic adult relationship may amount to harassment and will be treated in the same manner as all other allegations against employees or the Board of Directors. The School discourages consensual, romantic adult relationships like those outlined above. Such relationships may be inherently unequal and contain an imbalance in power or give rise to the perception of favoritism or bias. These perceptions undermine the spirit of trust and respect important in a positive School and workplace. In the event that a romantic, dating, intimate, and/or sexual relationship commences or ends, it is the duty of all staff and Board members to report the relationship to the Principal or Superintendent. If the Principal or Superintendent is involved in such a relationship, the relationship must be disclosed to the Board of Directors or its designee. By reporting such relationships, the School aims to ensure an environment free of sexual harassment. In consensual relationships staff or Board members may be asked to sign an acknowledgement at the time of reporting the consensual relationship by one of the parties at any time.

29 USC 631; 29 USC 206(d); 42 USC 2006(c); 42 USC 12101; R.C. 4112.02. See also Policy 264.1 Anti-Harassment, Intimidation, and Bullying.

Date Adopted: 11/9/17

## **GENERAL INFORMATION**

### **How do I get building and classroom access, make copies, get a cup of coffee, etc.?**

- **Keys and Fobs:** See Regine Olsen, Admin Assistant to the Principal in the Principal's Office (317).
- **Copy Code:** See Jamie Lockwood in the 1<sup>st</sup> floor admin offices; copiers are available on 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> floors.
- **Lounges/Coffee/Fridge/Microwave:** First and Third Floors. (please note: small refrigerators should not be placed in individual classrooms/offices)
- **Single-Use Restrooms:** 1st Floor: Staff Lounge and Hallway to the Porter

Gallery; 2<sup>nd</sup> Floor near the dock entrance; 3<sup>rd</sup> Floor across from Guidance; **Multiple-Use Restrooms** on every floor near the elevators, and near the Black Box Studio and Dance Room.

- **Mailboxes:** Middle School mailboxes located in the 1<sup>st</sup> floor office; High school mailboxes located in the 3<sup>rd</sup> floor Principal's Office and Arts Faculty located on the 4<sup>th</sup> floor in the Artistic Office.
- **Cafeteria/Vending Machines:** Located outside the Flying Pig Café on 2<sup>nd</sup> floor. (these only operate during the lunch periods and before/after school)
- **Postage Machine:** First floor admin office area.
- **First Aid/Nurse:** See Nichole Witt in room 104 on the 1<sup>st</sup> floor.

### What are they talking about?

- **Commonly used terms at TSA** (See Appendix A).

### If I am a full time teacher, when do I have to arrive at school and when can I leave?

- Report to school no later than **7:40 a.m.**
- You may leave school after **3:15 p.m.**

### What is the daily Class Schedule?

- Regular Daily Schedule
  - 1<sup>st</sup> Period – 8:00 – 8:49
  - 2<sup>nd</sup> Period – 8:53 – 9:42
  - 3<sup>rd</sup> Period – 9:46 – 10:35
  - 4<sup>th</sup> Period – 10:39 – 11:29 (Lunch A 10:39 - 11:04/B 11:04 – 11:29)
  - 5<sup>th</sup> Period – 11:33 – 12:23 (Lunch A 11:33 - 11:58/B 11:58 – 12:23)
  - 6<sup>th</sup> Period – 12:27 – 1:16
  - 7<sup>th</sup> Period – 1:20 – 2:09
  - 8<sup>th</sup> Period – 2:13 – 3:02
- *Activity Schedules (See Appendix B)*
  - AM/ PM Activity
  - 2-Hour Delay
  - Daily Lunch Schedule

### Where am I going?

- A tour of the school will be provided at orientation; however, don't be afraid to pop in the nearest classroom or office if you get lost.
- Basement includes
  - Classrooms for theatre, business, and video

- Olaf's office
- 1<sup>st</sup> floor includes
  - Front Entrance
  - Academics for 6<sup>th</sup> and 7<sup>th</sup> grade (and 8<sup>th</sup> science)
  - The nurse's office
  - The ticket office
  - The Director of Student Affairs office
  - The Board Conference Room
  - 1<sup>st</sup> Floor Conference Room
  - Admin Offices
  - Porter Gallery
  - School Store
  - Glass/Art Force classroom
  - Limitless Dance Studio
  - Black Box Studio
- 2<sup>nd</sup> Floor includes
  - The dock entrance/exit
  - The Flying Pig Café
  - Student Commons
  - Costume Shop (classroom)
  - Scene Shop (production tech classroom)
  - Tech offices
  - CCP (College Credit Plus) Computer Lab
  - HS Social Studies classrooms
  - A visual art and a dance room
- 3<sup>rd</sup> Floor includes
  - Principal's office
  - Special Education classrooms
  - Counseling Office
  - Academic classrooms for 8<sup>th</sup> – 12<sup>th</sup>
- 4<sup>th</sup> Floor includes
  - The Arts Director and Assistant Director offices
  - Arts Classrooms

**How and where do I go to get basic supplies?** *Paper, pencils, paper clips, dry erase markers...these items are available in two main locations:*

- Middle School, see Hope Smith (office 114)
- High School, see Amy Pennywitt in the Counselor Office (office 300)
- Arts Teachers – see either of the above employees
- The Admin office also has some supplies like paper clips and envelopes

**How do I get items for my office or class?**

- Complete a green *Purchase Requisition Form* (Appendix D) for books and materials (obtain from the Finance Office in the 1<sup>st</sup> Floor admin area or the



Teacher Shared drive on your computer) and have your supervisor sign it. Provide item numbers, quantity, color, etc. Your supervisor is responsible for managing the budgets within their departments, so it is good to double check with them before completing the PR to make sure the budget will permit the purchase. **NOTE: ALL PURCHASES MUST FIRST BE APPROVED WITH A PURCHASE REQ OR THROUGH LPDC**

**How can I access the School Calendar?** (External - [Website Calendar](#))

- Make sure you look at the school calendar when trying to schedule field trips, events, and/or productions.
- Please be aware that your iPad is connected to the external calendar.
- If you would like to subscribe to the calendar on your personal device or your desktop, Laura Doles ([Ldoles@ts4arts.org](mailto:Ldoles@ts4arts.org)) can send you the link. She is the “keeper” of the school calendar.

**How will I know if school is closed or delayed?**

- Check the school calendar for scheduled closings and delays.
- For weather delays and cancellations, administration will announce via email and Schoology as soon as the decision is made. Please note that you should also check with the local news media for information as well. Look for "Toledo School for the Arts" and note that we do NOT always match Toledo Public Schools.

**Who do I call if a student gets sick in my room?**

- Call the Nurse – Nichole Witt (ext. 404).
- Call an office (1<sup>st</sup> Floor x422 or Principal's Office x400). They will call for clean-up.

**What are some important expectations of TSA teachers?**

- **Parent Communication:** We encourage various means of parent communication including email, phone calls, and in-person meetings. Parents are partners in their students’ education with us. Also, be sure to communicate about student success as well as needed areas of academic or behavioral improvement. **NOTE:** If a student earns a D or F, it is vital that you communicate with home and make a comment on the grade card with guidance for how to improve.
- **Curriculum:** TSA integrates art into all content areas (or academics in art content areas). It is our mission to teach students through the creative process. There is an expectation that teachers would do no less than one (1) arts integration per month in their major prep (i.e. the course they teach more sections of). Teachers in their first year at TSA would be allowed to forgo these integrations in the first semester to give them more time to acclimate, and then by second semester to begin trying integrations as they

are able. There are three main types of art integrations:

- **Flying Solo:** You do the research and incorporate the art into the lesson yourself.
  - **Learn from an Art Colleague:** Ask an art or academic colleague to share content or a technique with you then repeat the activity yourself with students.
  - **Collaboration:** Team up with another teacher to collaborate on an integrated art and core subject project.
- Integrations can take many forms. They can be large-scale and grandiose experiences or they could be very short and product-based. If students are doing, seeing, experiencing, appreciating art during the learning of your content, that's art integration!

- **Classroom Management:** TSA teachers maintain classrooms that are conducive to learning. Not all classes will look the same; however, the teacher should be able to demonstrate control over the classroom in order to deliver instruction. Several veteran teachers can be a great resource to improving your classroom management techniques.
- **Grades:** Except for the first three weeks of school to allow class changes to settle, grades need to be updated in PowerSchool at least once a week. Anytime during the week is accepted for updates. Grade books are in real time for parents and students to see. It is important to maintain accurate record of student grades. Be honest and fair with all students. Give accurate reports as to how the students are progressing through the content. Any assignments that are graded need to be posted in Schoology with clear instructions and expectations. Avoid overloading students with too much homework. Remember that they have 6 to 7 classes.
- **Student Performances:** At TSA, we love to support our students in all aspects of who they are as scholars and artists. Faculty and staff therefore make it a point to attend as many student performances/events as they can throughout the year. An Events Guide will be provided to help you plan to be wowed by your gifted students. Tickets are usually free to you and your family. The box office is located on the 1<sup>st</sup> floor near the main entrance. Contact Laura Doles (*Box Office and Marketing Manager*) to get tickets for school events (extension 226 or [ldoles@ts4arts.org](mailto:ldoles@ts4arts.org)). Many of our shows sell out, so get your tickets early.

#### **What do I do if I have to call off work?**

- **Absences:** All absences need to be submitted through the online link *ReadySub*. You may access this from the [ts4arts.org](http://ts4arts.org) website, select "Staff", then select "ReadySub". Please contact Regine Olsen ([rolsen@ts4arts.org](mailto:rolsen@ts4arts.org)), Erica Leverette-Traore ([eleverette@ts4arts.org](mailto:eleverette@ts4arts.org)) or your direct supervisor if you have questions utilizing this feature. You are required to post to

ReadySub as soon as you know you will be absent, but no later than 6:00am the day of the absence. If you are a teacher who will need a sub and do not make the 6:00am deadline, **you MUST call the principal directly** – Letha Ferguson – at 419-350-4979. If you submit for a pre-planned absence for a personal day, appointment, or a professional day you can prepare and leave your lesson plans on your desk. If you need to call off due to illness, please email your lesson plans to Regine Olsen ([rolsen@ts4arts.org](mailto:rolsen@ts4arts.org)) and to at least one colleague in your department or division.

- **Substitute Binders:** These binders will be provided for you containing BASIC school information. Course specific information should be added to the binder by you **before school begins**, or at least within the first few weeks to ensure as little interruption to the educational process as possible in the event of an absence.
- **Personal Leave:** Each full-time employee is given 3 paid personal leave days per year. Personal leave is non-cumulative and will not be carried over to the next year. Employees who are terminated or resign are not paid for unused personal leave. Personal leave days should be requested at least two weeks in advance whenever possible. Sudden emergencies or special opportunities will be considered at the sole discretion of the Artistic Director and the Principal, respective of the faculty they supervise. Personal leave days may not be granted: (a) when adjacent to school holidays; (b) in the first two weeks of the school year; (c) immediately prior to or at the end of a school year, (d) if too many teachers have already requested off for a date, and (e) during state testing.

### What do I do in case of an emergency?

- Fire Drill - You will have a route plan posted in your classroom. Make sure you are familiar with the intended routes.
  - Students should remain quiet as they exit.
  - Shut your door and turn off your lights.
  - We all end up in the visitor parking lot.
  - Students are to stand on parking lines in single file and remain silent.
  - 1<sup>st</sup> floor lines up closest to 14<sup>th</sup> street
  - 4<sup>th</sup> floor lines up closest to 15<sup>th</sup> street
  - 2<sup>nd</sup> and 3<sup>rd</sup> floors line up in the center parking spaces
  - Basement lines up near the fence overlooking the garden and dock lot to the right and left of the arch
  - Remind students they should remain silent, even when outside. If they persist, record their poor choices in Kickboard.
  - Once in the parking lot, take attendance then send a written note to the admin on duty so we can account for all students.
  - When Admin calls “All Clear,” you can re-enter the building.
- Tornado Drill - Again check the posted route.
  - Floors 2, 3, and 4 go to designated halls or rooms without windows.

- Floor 1 reports to designated areas.
- Remain quiet until Admin calls “All Clear”.
- Safety and Lock Down Drills
  - Safety Alerts can be called to keep the halls cleared for a medical emergency, or because something suspicious needs investigating and we want all students contained in their classrooms.
  - Lock Downs can be called for intruders or active aggressors. TSA uses ALICE which stands for
    - A – Alert
    - L – Lockdown
    - I – Inform
    - C – Counter
    - E – Escape
  - The acronym is not meant to be only in that order – just that an alert and information will give you important info so you can make a decision on your next action.
  - Remain quiet until Admin calls “All Clear”.
  - In case of an emergency evacuation, our reunification location is the Cherry Street Revitalization Center on Monroe between 14<sup>th</sup> and 16<sup>th</sup> streets.

### **I have a technology issue. What do I do?**

- **Where do I send a student if they forgot their passwords?** Send them to room 201.
- **Where do I send a student for a new ID?** Send them to the 1<sup>st</sup> floor office.
- **I have a tech issue... what do I do?** Email the Helpdesk at [helpdesk@ts4arts.org](mailto:helpdesk@ts4arts.org)
- **I have some tech equipment or app requests...**email Eric Adams or your supervisor.

### **Before School, Lunch and After School Duty Assignments**

- Teachers and Counselors (and some staff) will be assigned weekly before school, lunch, or after school duty responsibilities. This is to help maintain student supervision in order to keep students safe and relatively calm.

### **Are there faculty/staff committees at TSA?**

- Yes, each teacher is expected to serve on **at least one (1) committee.**
- Committee selection will be within the first month of school.
- A list of committees will be given along with a description of the duties of that committee.

### **How do I set up/run a field trip?**

- Field trip requests must be submitted at least three (3) weeks in advance of the trip. Requests will be reviewed at the weekly CAPT meetings; direct supervisors will communicate field trip approval. Attach a roster to the field trip form that includes grade levels of students (if not all the same grade).
- Complete a *Field Trip Request* form and don't forget to request a sub if needed through ReadySub. A volunteer request form is also available but is only required if you need additional supervision or transportation for your trip. It is very important to include **ALL** information on the form including:
  - Will you need a bus?
  - What periods will you be out of the building?
  - Will you need sub coverage and if so, for which periods?
- If you intend to charge students a fee to go on the field trip, you must let your supervisor know so she can let the treasurer know. All fees charged to students must be reported to the board.
- If the field trip is beyond school hours, permission slips must be obtained with the following information:
  - The names of all student attendees.
  - Departure and return date.
  - Time and duration of the trip.
  - Purpose of the trip.
  - Parent/Guardian signature(s).
  - An explanation of transportation and/or lodging.
- Keep in mind that busses are less expensive if you arrange to leave and return to school between 9am and 2:00pm.

### **What is LPDC and why is it important?**

- LPDC is our Local Professional Development Committee; ***Pam Haywood*** is our LPDC Chairperson.
- Your Individual Professional Development Plan or **IPDP** is essential to maintaining your teaching credential.
- Get your PD expenditures approved before you complete the PD or TSA cannot pay for it; don't forget to maintain the appropriate paperwork, including ALL itemized receipts.

### **Where can I get the different forms mentioned throughout this handbook?**

- *Purchase Requisition Forms* or "Green Sheet," and *Reimbursement Forms*, can be found in the admin offices on the 1<sup>st</sup> floor., or in the Teacher Shared Drive under Forms
- *Field Trip Request Forms* can be found near the copiers on 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> floor

### **Where do I send a student if they lost their lock/ combo, if their lock is broken, if they have the wrong lock, etc.?**

- Send them to the 1<sup>st</sup> floor office or the 3<sup>rd</sup> floor Principal's Office.
- On the 1<sup>st</sup> floor, Hope Smith can also assist the student

### **What is the Artistic Logistics?**

- This is a weekly email that gives you a snapshot of the events that are scheduled for the next two weeks. It will include rosters of any students that may be pulled from class for events for the upcoming week.
- Please note that this document is fluid and may be subject to change.

Be sure to carefully review the TSA Staff Policies/Handbook available online at <http://ts4arts.org/about-us/school-policies/> - **pay careful attention to our *Social Media Policy***. If you have any questions regarding any policy, please contact Erica Leverette-Traore, HR and DEI Manager.

## APPENDIX A

### GLOSSARY OF TSA TERMS

**Activities Moratorium:** A period of time around and during important testing at TSA where all non-academic or class-related activities are suspended during the school days. There are no field trips, guest artists or student pullouts allowed during the regular school day the week before semester exams, state testing in the Spring, and Kaleidoscope.

**Activity Schedule:** an altered school schedule that allows for large groups of students to attend activities or meetings with minimal class disruption. There is an AM activity schedule and a PM activity schedule that may be used.

**Afro-Caribbean Dance & Drum Ensemble (Ethnic Dance):** a performing group of dance and drum students from the Ethnic Dance and Advanced Percussion studios, which provides performances in the community.

**A.L.I.C.E.:** The safety practices that TSA has adopted for emergency situations that involve an active shooter. A = alert; L = lock down and barricade; I = inform; C = counter measures; E = evacuate.

**Ambassadors:** A group of students who provide service to TSA, including school tours, ushering for concerts, and assistance with school events. Membership is open to students who have been enrolled at TSA for one year, with a minimum grade point average of 3.25, and requires a volunteer time commitment.

**Artistic Logistics:** The weekly document outlining TSA's schedule for the upcoming weeks. It will include rosters for any students being pulled out for field trips, rehearsals or outreach performances the following week. You will typically get it on Friday afternoon via email.

**ARTner:** Arts organizations from across the region who support TSA's mission or provide opportunities to TSA students, and with whom TSA participates in joint programs, volunteer opportunities, and arts awareness. A list of TSA's ARTners is included on the TSA website.

**Behavior Support (formerly Kickboard):** An application that is used by all staff to record positive and negative behaviors of students and track data trends. These interactions are tabulated to drive school decision making in future programs and staff training. In addition, all interactions are shared with students and their guardians to provide a way to communicate positive and negative interactions within the classroom and school. Students are acknowledged for their successes and coached to improve negative behaviors to create a more positive environment.

**Concert Etiquette:** A set of guidelines that are recommended for all TSA students in regards to their behavior at all staged performances at TSA and elsewhere.

**Dancing with the Staff:** TSA's annual fundraiser for dance scholarships where student dancers ask teachers or staff to dance with them for amazing, moving, and often hilarious performances to the delight of the audience!

**Dock Dance:** Several times during the school year, TSA students are invited to attend a dance, usually after school, in the parking lot located at the loading dock entrance to the school.

**Donor:** TSA depends on the donations from across the Toledo area. The school has a Development Office that helps to encourage donations of time and money from both within and outside of the school community. For more information on making a donation to TSA visit the school's website.

**First Friday:** A two-hour celebration of works-in-progress by students held on the first Friday of every month. Potential students and donors are encouraged to attend.

**Francis Bacon:** TSA's school mascot, the flying pig. When the founders of the school were in discussions about creating an arts school in Toledo, a semi-famous Toledoan said, "There will be an arts school in Toledo when pigs fly." Well, pigs are flying at Toledo School for the Arts!

**Free & Reduced Lunch (National School Lunch Program):** The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

**Gallery on Third:** TSA's smaller art gallery located on the 3<sup>rd</sup> floor.

**GAS:** TSA's Guest Artist Series, a series available to our students during rehearsal and performance times for First Friday.

**Glass City Steel [GCS]:** Toledo School for the Arts' very own steel drum band!

**Hajera:** Dancers from the studio of Talina Tolson.

**Kaleidoscope:** Toledo School for the Arts' end of year concert. It's extravagant and includes numbers from all of the performing art studios, as well as Creative Writing students and an art exhibition.

**Limitless:** Dancers from the studio of Alison Reny.

**Martin D. Porter Gallery:** TSA's very own art gallery located within the building



off of Adam's Street and named for the founder and first director of the school.

**O-Rama Day or Piggy Pride Day:** The yearly student fundraiser for Toledo School for the Arts.

**OCC:** Owens Community College

**One Call:** A weekly message sent to TSA families with information about the school schedule and events. There is a phone call as well as a written version, normally sent out on Thursday afternoon.

**Outreach:** TSA provides student performances throughout the community, to recruit potential students, raise awareness about the school, and provide service to ARTners and other community groups.

**Parents' Org:** The Parent Organization for Toledo School for the Arts.

**Positive Behavior Intervention System (PBIS):** A research-based framework that helps students, families, and educators in Ohio schools create a safe and effective learning environment. Ohio law requires school boards to implement PBIS or a similar system on a school-wide basis that complies with state laws and rules.

**PowerSchool:** A web-based student information system that provides grade management and viewing for teachers and students alike. Using PowerSchool, teachers are able to record grades and attendance for students to view at home.

**Pre-planned Absence Form:** Students who will be missing school for a family vacation, medical treatments or other reasons. Form serves to foster communication between families and teachers to plan for homework and school assignments. A preplanned absence form is not the documentation needed to excuse the absence – all though the absence is recognized by the parent/guardian.

**Presidents' Council:** A group of student organization leaders that meets monthly with TSA Administration.

**Schoology:** A social networking service and virtual learning environment for K-12 schools and higher education institutions that allows users to create, manage, and share academic content.

**Spotlights:** TSA's quarterly online newsletter.

**Steppin' Out:** TSA's live and silent auction fundraiser, normally held in March.

**Studio Orchestra:** TSA's advanced level music group consisting of winds and strings.

**Studio Winds:** TSA's advanced level wind ensemble.

**Study Island:** A program designed to help students prepare for state testing. This computer-based program offers students the drill and practice needed to help them be successful on the Tests.

**Study Tables:** An after-school program designed to help students that are struggling in specific content areas. This program runs typically from 3:15-4:15 T - Th. This isn't a tutoring program but rather a homework assistance program lead by TSA teachers.

**The Black Box Theater:** The black-box theater located on the 1st floor of the building in the new annex.

**The Dock:** The entrance students use at the beginning and end of the day. It is located off the parking lot on Madison Ave.

**The Flying Pig Café (The Pig):** TSA's cafeteria and meeting space

**The Garden:** Located off of the parking lot on Madison Ave. and accessed at The Dock or through the Senior Stairway.

**The Rep:** The Toledo Repertoire Theater. May also be referred to as the Toledo Repertoire's 10<sup>th</sup> Street Theater

**Thespians/Junior Thespians:** Members of the International Thespian Society, including students in grades 9-12, and Junior Thespian troupes include students in grades 6-8. There are troupes in more than 4,000 high schools and middle schools.

**Timescape Percussion:** TSA's advanced percussion ensemble

**Title One:** Title I, Part A is a federal program that provides financial assistance to local school systems and schools to support the academic achievement of disadvantaged students. Title I funds support extra instruction in reading and mathematics, additional teachers, instructional materials, as well as after-school and summer programs to extend and reinforce the regular school curriculum.

**TMA:** Toledo Museum of Art

**TSO:** Toledo Symphony Orchestra

**Underwriters:** Business and supporters in the Toledo area that provide financial support for TSA programs and events.

**Unity Day:** An event for 6<sup>th</sup> graders and their mentors to help promote kindness, character development, and friendship among the class.

**Urban Jazz Collective:** Toledo School for the Arts' advanced jazz ensemble

used for outreach performances.

**Xhibit:** The annual dance show from the studio of Talina Tolson.

## Appendix B: CLASS SCHEDULES

- School starts at 8 AM and ends at 3:02 PM
- 8 total periods in the day (students still have 7 courses)
- Additional period is a lunch/homeroom combo in either 4th or 5th period\*

Normal Daily Schedule		
Period	Start Time	End Time
1	8:00	8:49
2	8:53	9:42
3	9:46	10:35
4*	10:39	11:29
5*	11:33	12:23
6	12:27	1:16
7	1:20	2:09
8	2:13	3:02

Note: AM Activity is used on "First Fridays" and PM Activity is used for rehearsals on the day before.

AM Activity		
(Students not participating in Activity will remain in Period 2 until 10:02)		
Period	Start	End Time
1	8:00	8:29
2	8:33	9:02
Activity	9:02	10:02
3	10:06	10:35
4*	10:39	11:29
5*	11:33	12:23
6	12:27	1:16
7	1:20	2:09
8	2:13	3:02

PM Activity		
(Students not participating in Activity will remain in Period 8 until 3:02)		
Period	Start Time	End Time
1	8:00	8:49
2	8:53	9:42
3	9:46	10:35
4*	10:39	11:29
5*	11:33	12:23
6	12:27	12:56
7	1:00	1:29
8	1:33	2:02
Activity	2:02	3:02

Two-Hour Delay		
Period	Start Time	End Time
1	10:00	10:29
2	10:33	11:02
4*	11:06	11:56
5*	12:00	12:50
3	12:54	1:23
6	1:27	1:56
7	2:00	2:29
8	2:33	3:02

\*Lunch periods are identified by name of the lunch/homeroom combo

Student schedules will display "Lunch A, Homeroom B" or "Homeroom A, Lunch B" in either 4<sup>th</sup> or 5<sup>th</sup> Period

Lunch A = report first to the cafeteria, then to the assigned homeroom location after dismissed from lunch

Homeroom A = report first to homeroom location and teacher will dismiss class when time for B Lunch

Lunch Schedule Normal and Activity Period Days		
4A	10:39	11:04
4B	11:04	11:29
5A	11:33	11:58
5B	11:58	12:23

Lunch Schedule Two-Hour Delay Days		
4A	11:06	11:31
4B	11:31	11:56
5A	12:00	12:25
5B	12:25	12:50

## **Appendix C – Homework, Classwork, and Grading**

### **Late Homework Policy:**

The following homework policy is the default school wide homework policy, which may be adopted by any teacher. Teachers reserve the right to provide a written, alternative, and proven policy to utilize within their classroom/studio. Alternative homework policy must be outlined within the teacher's syllabus and approved by the school principal.

Students are required to do all homework that is assigned. Missing homework will result in a grade reduction. Should the issue of not turning in homework persist, the student will receive an after school detention. The detention time may be used to make up missing assignments or to correct the irresponsible behavior.

### **High School:**

Turning in homework 1 day late = eligible for 50% credit (to make up missing work) 2 or more days late = 0% credit Projects are accepted with a 10% deduction for each day up to 50% off.

### **Middle School:**

Turning in homework 1 day late = eligible for 75% credit (to make up missing work) 2 days late = eligible for 50% credit 3 or more days late = 0% credit Projects are accepted with a 10% deduction for each day up to 50% off.

### **Grading Expectations**

Teachers need to give timely feedback to students on their work. Not all work needs to be given a grade, but work that is graded needs to be entered into Schoology and/or PowerSchool accurately and efficiently.

- Daily work assignments need to be graded and posted 1 to 3 school days upon receiving timely submissions. Late work should be graded within a week of receiving a submission
- Projects and papers or essays need to be graded and posted 2 to 3 weeks from submission. Large projects or papers assigned with a due date too close to the end of a quarter may need to be added to the next grading period. Keep this in mind when assigning large projects or papers.
- Tests and quizzes need to be graded and posted 1 to 3 days from assigning.

### **Homework Philosophy**

Here are research-based best practices to keep in mind when assigning homework:

- Middle school students should not have more than 75 to 90 minutes of homework per evening (total for all classes)
- High school students should not have more than 90 to 120 minutes of

- homework per evening (total for all classes)
- Keep this in mind when assigning work and measure the time a task takes based on your average students, not your high achieving students.
  - Nothing says you have to assign homework. Many teachers fulfill their curriculum within their class time and rarely assign homework.
  - All work needs clear directions posted in Schoology so that if a student is absent a parent or guardian knows how to assist the student to complete the work. It is not sufficient to only give directions on the board or verbally.
  - For High School classes, add the dates of quizzes and tests to the Schoology group calendar to inform the Intervention Specialists.
  - Homework (and classwork) needs to be relevant or designed to build curricular skills. Avoid assigning work that is meaningless (like word searches).
  - Rigor should be measured by the depth of knowledge you are seeking rather than the amount of work the students are accomplishing.

### **Hanging Work in the Hall**

If you would like to hang student work in the hall please follow these guidelines:

- Work should be of a high enough quality to display in our arts school. Depending on the age of the students, you can expect them to produce work with artistic elements that they learned in their 6<sup>th</sup> and 7<sup>th</sup> grade Visual Art Intro classes. Work that is rushed, sloppy, and elementary should not be displayed in the halls.
- Include a typed explanation of the assignment and how it relates to your curricular goals.
- Arrange the works on a bulletin board or directly on the wall within a bulletin board-sized space. Use staples to secure the work to dry wall or a bulletin board. If you need to use tape, only use painters tape and roll pieces and put on the back of the works.
- Consider displaying work for First Fridays.