

Eastern Suffolk BOCES Arts in Education
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Introduction

Welcome to Eastern Suffolk BOCES Arts-In-Education programs. This is a regional service including both Eastern and Western Suffolk school districts. We look forward to your students engaging in the many and diverse activities available to you.

Clearly, the arts add a measure of entertainment to our lives, and the arts and artists presented in the Arts-In-Education (AIE) program go far beyond that. They enable students to integrate what they learn about people, events, places, ideas and concepts into their own lives. Arts programs promote personal growth and community understanding. The research supporting arts in education confirms the importance of the arts as part of each student's education (see <http://aep-arts.org/Research.htm>). The arts also have rich and relevant connections to classroom work that support and enhance the curriculum which New York State teachers are mandated to teach.

Your appointment to your school district's Cultural Arts Committee is indicative of your commitment to the role that the arts play in the education of the whole child. This Handbook will make your job more efficient, effective and satisfying for yourself as well as for the students, teachers, administrators, and artists who reap the benefits of AIE programming. Much of the material here is in the form of easy-to-use checklists and templates you can copy and use, or distribute as needed. We invite your feedback on the Handbook so that we can continue to serve you, your schools, and the students.

Using the Arts in the Classroom

It is important to recognize that the arts have a place in the classroom not only for their own sake, but also for the way in which they enliven and support all academic disciplines. Maintaining an awareness of the needs of all those in your school community is a critical part of ensuring that everyone involved values the role of the arts. This includes:

- Students
- Teachers
- Principals
- The District Arts Coordinator
- The Custodial staff
- Artists and performers

Teachers and administrators are responsible for making sure students attain certain standards in the arts (<http://www.emsc.nysed.gov/ciai/arts/artstand/artstand.html>) as well as in the other curricular areas. Understanding the seriousness of this responsibility will help you cultivate the best possible rapport with staff. Familiarize yourself with the New York State Learning Standards so that you can consider them as you plan programs for the teachers and students. Details of the Learning Standards are available at: <http://www.emsc.nysed.gov/ciai/pub/standards.pdf>

Overview of BOCES AIE Services

BOCES Arts-In-Education (AIE) program provides service to school districts for integrating music, theater, dance, literary arts, and visual and media arts into the classroom. Professional development for both arts and classroom teachers related to arts activities is also provided through the Arts-in-Education CoSer (BOCES' Cooperative Service).

By contracting programs through AIE, school districts are eligible to receive reimbursement from New York State for a portion of the costs of those programs. This is possible because BOCES is authorized by the NYS Education Department to operate what is known as a Cooperative Services (or CoSer) agreement, which provides for partial reimbursement when services are shared by more than one school district. The State Aid Reimbursement for any given school year is returned to the district during the summer of the following school year.

Other benefits include:

- previewing artists and programs by:
 - AIE staff,
 - recommendations from other school districts,
- an extensive catalogue of performers and programs, organized to help you select art experiences that correlate to the curriculum and fulfill a particular need or niche both in print, on CD and online at our website: www.esboces.org/AIE.
- evaluations of Arts-In-Education programs, available online,
- workshops that help you make the best use of AIE services,
- meetings and networking opportunities for interacting with Cultural Arts Representatives and Arts Coordinators from other districts,
- symposiums on specific arts standards and art genres.

EXPLORATORY ENRICHMENT

Another program offered through Eastern Suffolk BOCES and our office is Exploratory Enrichment. This service offers programs that enrich the traditional curriculum, bring in experts in a particular field or discipline or bring students to a study site. They address one or more of the NYS Learning Standards *except* for NYS Learning Standards for the Arts.

In general, though, they address non-arts standards and disciplines. There are many similarities to the Arts-In-Education service insofar as bringing in a presenter for a performance, workshop(s) or residency or using an off-site facility such as a science center, etc. Exploratory Enrichment programs are listed in the last few sections of the ES BOCES Arts-In-Ed and Exploratory Enrichment Program Catalogue.

Some of the rules that must be followed for Exploratory Enrichment are:

1. More than one district must use the presenter during the school year in order for it to be eligible for State Aid reimbursement,
2. If the program is going to occur at a non-school facility such as a science center, etc., the fee must be a comprehensive use fee. Individual per person entry fees are not permitted.
3. Professional Development is not available through this service.
4. Transportation is not eligible in this service.

Using AIE Services

Planning

Thoughtful planning helps ensure the success of AIE programs in your school. A planning committee that includes the Cultural Arts Representative, teachers, administrators, parents, and even students can select artists and programs. The committee should plan programs with the curriculum in mind and start by discussing classroom needs with teachers, building administrators, building/district arts staff and/or curriculum and instruction administrators. Are there particular classroom lessons and learning activities that would be more effective or would be enhanced by the addition of an arts program?

If teachers are interested in programs that support a specific curriculum topic, be sure to find out when that topic is actually studied during the school year. Discuss whether the AIE program will serve as an introduction, middle or culmination to the unit, or an extension of what has already been learned. Note the optimal time for scheduling a particular program so you schedule a program when it is being taught in class.

Your planning committee should consider the purpose for bringing the artist to the school; how this art experience *improves* learning for the students; how it aligns with the NYS Learning Standards for the related academic discipline(s); and how it integrates with the teachers' and district's curriculum goals.

Other items to address include the following:

- details of what will occur each time the artist is with the students
- what the artist needs to be successful
- what the school can provide to support the activity
- what preparation the students need and what follow-up is suggested
- how the art experience will be evaluated.
- will this program take place when that particular curriculum is being studied.

Finding, Reviewing and Selecting Programs

Once you and your planning committee have identified the school's needs, AIE Services provides numerous resources to help you find programs that can fill them. These include:

- The Arts-in-Education & Exploratory Enrichment Program Catalogue (available in print, on CD, and online at <http://www.esboces.org/AIE>)
- Arts-In-Education Mini-Catalogues (available for select subject areas)
- Artist showcases held several times each school year by regional PTAs and Library Systems and announced via mail and our online calendar
- Reports on artist performances that the AIE staff have seen at local, regional, national and international showcases and conferences
- AIE monthly calendar of events, enabling you to preview programs booked at other school districts throughout Suffolk County
- The Arts-In-Education Program Evaluations, with evaluation reports from school districts that contracted with individual artists/performers the previous year, available online
- Artists' letters of reference on file in the AIE office
- Regularly scheduled AIE Advisory Council Meetings where you can perhaps see a performance, engage in a workshop and network with peers from other districts
- You can also call the AIE office for recommendations. Once you've identified the type of program you are interested in, the checklists that follow help you through booking, preparing for and evaluating a performance in your school or district.
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Booking a Program

*This procedure applies to vendors who do **not** require advance payment.*

- ✓ **Please allow 4 weeks for processing contracts.** Our office must complete a Purchase Order and get a contract to the artist at least 2 weeks before the program date. Artists must also have time to sign and return the contract before the program for it to be legally binding, thereby authorizing them to perform the contracted service. This required time frame allows you to receive study guides and other materials in a timely fashion for the teacher to prepare students for the performance, workshop, residency or field study.
- ✓ **LATE CONTRACT REQUESTS can not be fulfilled through ES BOCES Arts In Education office.**
- ✓ Meet with your planning committee to decide what sort(s) of program(s) is (are) needed.
- ✓ Use the AIE resources to select an artist or contact our office for recommendations.
- ✓ Follow your district's protocol for arranging on-site programs or arranging transportation for off-site programs. (Remember that transportation costs are not eligible for aid).
- ✓ Contact the artist/organization. Make sure you fully understand what the program is about and how it will be presented. Discuss your specific and special requirements with the artist at this time. **Find out if photography or video is permitted. If not, please inform all school personnel to assure there is no copyright infringement.**
- ✓ Set the date(s), time(s) and location(s). If you are booking an off-site event, indicate the number of students who will participate. If tickets are needed, ask the vendor to either hold your tickets at their location or send them directly to the school.
- ✓ Complete the GREEN School District BOCES Arts-In-Education Contract form (for AIE programs) or the YELLOW School District BOCES Exploratory Enrichment Contract Request form. <http://www.esboces.org/AIE/docs/forms.pdf>. Be sure to have it signed by your district's authorized Arts-In-Education Coordinator.
- ✓ Keep the pink copy of the contract request for the district's records, and forward the GREEN (or YELLOW) and white copies to the AIE office. We will send copies of the actual contract to both school district and the vendor (artist/art organization/presenter).
- ✓ Immediately inform the school building administrators, teachers and other any other staff (ex. A/V personnel, custodians, etc.) who will be participating in making the program successful to record the date on their calendars. If your school has a building-wide calendar, ask the Principal to add the program to it so as to avoid conflicts with field trips and other school events.
- ✓ Inform the vendor that, after the performance, invoices must be signed by authorized school personnel and then sent to the BOCES AIE office (not to the school/district) by mail or fax 631-286-6991.
- ✓ See section entitled "Preparing for your Event."

Booking a Program that Requires Advance Payment

This procedure applies to vendors who require advance payment.

- ✓ **ALLOW AT LEAST 5 weeks for processing advance payment contracts.**
- ✓ Meet with your planning committee to decide what sort(s) of program(s) is (are) needed.
- ✓ Use the AIE resources to select an artist or contact our office for recommendations.
- ✓ Follow your district's protocol for arranging on-site programs or arranging transportation for off-site programs. (Remember that transportation costs are not eligible for aid).
- ✓ Contact the artist/organization. Make sure you fully understand what the program is about. Discuss your specific and special requirements with the artist at this time. **Find out if photography or video is permitted. If not, please inform all school personnel to assure there is no copyright infringement.**
- ✓ Set the date(s), time(s) and location(s). If you are booking an off-site event, indicate the number of students who will participate. If tickets are involved, ask the vendor to either hold your tickets at their location or send them directly to the school.
- ✓ **Ask the vendor for the payment due date and for an invoice. You must allow the AIE staff 5 weeks processing time to make certain that we can get your advance payment to the vendor on time.**
- ✓ Complete the GREEN School District BOCES Contract Request form, <http://www.esboces.org/AIE/docs/forms.pdf> signed by the district's Arts-in-Education Coordinator.
- ✓ **You must include the vendor's invoice with the contract request, signed by an authorized person.**
- ✓ Keep the pink copy of the contract request for the school's records, and forward the GREEN and white copies plus the signed invoice to the AIE office. We will send copies of the actual contract to the school district and to the vendor. The required advance payment will be sent separately.
- ✓ Immediately inform the school building administrators, teachers and other any other staff (ex. Secretaries, AV personnel, custodians, etc.) who will be participating in making the program a success to record the date on their calendars. If your school has a building-wide calendar, ask the Principal to add the program to it so as to avoid conflicts with field studies.
- ✓ See the checklist entitled "Preparing for your Event."

Preparing for your Event

As early as possible:

- ✓ Inform the Principal about the event details. Use the template called “Setting the Stage for our Arts-In-Education Programs,” found in the Appendix.
- ✓ If feasible, attend a faculty or grade level meeting to discuss the upcoming program with the staff. This provides an opportunity for the Principal to communicate his or her support of the program as well as encourage teachers to prepare the students for the program. Often a special area teacher, such as the librarian or music teacher will volunteer to do a related activity with the students.
- ✓ Provide **each participating teacher** with a copy of the study guide or any other preparatory materials the artist/presenter has sent. Add your own cover page, including: program title, brief description, and schedule for the presentation. Your cover page could also include a note from the Principal requesting that the teachers use the attached materials to prepare students for the program.
- ✓ Send a “news release” or brief description of the program to the publicity person at the district. Offer to send pictures taken at the event.
- ✓ Reserve rooms and any AV or other equipment the artist has requested. Provide the Principal, Main Office staff and head custodian with a complete list. Make sure the AV equipment is in good working order.
- ✓ Meet with the Principal to review the program details, including access to the room you’ve reserved. If that room is used for other purposes that day, make sure the performers will have ample time for set up and break down. Request that the Principal contact any teachers who will need to teach in an alternate site to accommodate the program. Discuss whether special seating needs to be arranged so that all students will have an unobstructed view.
- ✓ Contact the Main Office staff and custodian(s). Be very specific about what the artist needs, and be sure to explain why. Discuss things like mopping the stage or breaking down school equipment prior to the artist’s arrival. Be sure to ask if the head custodian anticipates any problems with your requests, especially if the event is an early morning program. Always ask if there is anything that you can do to help.

Preparing for your Event

(continued)

One week prior to the program:

- ✓ Contact the artist/organization to confirm date, time, specific requests . Review the schedule, set up, room use, food provisions, driving directions. Try to speak directly to the artist whenever possible. To provide for emergencies, get a cell phone number from the artist and give him/her a contact number for the Cultural Arts or school representative. Remind the artist of the learning goals and outcomes such as curricular connections or important themes your school is working on.
- ✓ Double check room reservations, equipment reservations, etc.
- ✓ Remind the Principal, Main Office staff and custodian(s) about the upcoming program. Be sure to ask who will be introducing the artist and closing the program. Provide him/her with a brief statement to use as an introduction.
- ✓ Put a friendly reminder in the teachers' mailboxes. Include an AIE Evaluation Form for them to complete **online** after the program.
- ✓ The day before the program, touch base once more with the Principal and head custodian.

On the program day:

- ✓ Arrive at the school early and check on all facility and equipment needs.
- ✓ Meet the artist(s), help them get comfortable in the school setting, and ask the custodian(s) to help with unloading artist equipment. Provide a cup of coffee, cold water and a snack while the artist is setting up. Make the artist aware of any time constraints you may have due to lunch schedules, etc.
- ✓ Introduce the artist to the Principal and whoever will be introducing the program. Review the introduction information.
- ✓ If the event is an assembly, remind the office personnel of when to call the classes so that the program can begin on time.
- ✓ Take photos of the event showing students interacting with the artist(s) **only if you have received the artist(s)' permission. If no photography is allowed during the program, ask the artist to pose with students afterward.**
- ✓ After the program, assist the artist with breakdown and loading equipment. Be sure to give the artist some feedback about the program.
- ✓ See the "Post Program/Event Follow-up" checklist.

Post Program/Event Follow-Up

- ✓ Send a thank-you note to the custodian(s) and participating teachers with a “cc” to the Principal.
- ✓ Send a thank-you letter to the artist(s). Letters that can be used as references are always appreciated.
- ✓ If the field study, on-site program or off-site event did not require advance payment, be sure to have the vendor’s invoice signed by the person authorized by your school district. The vendor is responsible for forwarding the invoice to the AIE office for payment.
- ✓ If the authorized signer is not available, hold the vendor’s invoice, but get it signed as soon as possible. Payment to the artist(s) for their services is dependent upon the receipt by the AIE office of an invoice **signed by the district’s authorized signatory**. Then forward the signed invoice to the AIE office. Faxes are acceptable (631-286-6991).
- ✓ Have Evaluation Forms (see Appendix) completed by any applicable staff (Cultural Arts Representative, teacher(s), building administrators, Arts Coordinator).
- ✓ Collect and send the completed forms to AIE as soon as possible. Vendors will **not** be paid until we receive the evaluations. Note that it takes about a month for an artist’s payment to be processed, so please be kind and get your evaluations to AIE quickly.

✓ Reminders








You are limited to artists in the Arts-In-Education & Exploratory Enrichment Program print and online Catalogs. The Arts-In-Ed program should fulfill at least one of the *NYS Learning Standards for the Arts* (see Appendix); the Exploratory Enrichment program should fulfill at least one *NYS Learning Standards*.

- *Artists and presenters for programs not listed in the BOCES AIE catalog are required to complete the AIE Application forms and be reviewed and accepted by the Arts in Education Artist/Presenter Review Committee prior to being able to contract with them (see **Procedure for Booking Artist/Presenter not listed in print online Program Catalog**).*



Never hire an artist unless you have checked his/her evaluations or personally seen his/her work.

-  No artist is “BOCES approved.” Rather, Arts-In-Education programs are eligible for state aid through reimbursement **if they support** New York State Learning Standards for the Arts.
-  Consider targeting a single grade level throughout the district for a particular art form each school year.
-  Consider the advantages of workshops and residencies over single performances. Workshops and residencies give students hands-on opportunities to work directly with the artists. Residencies offer students opportunities for sustained learning through the arts.
-  For performances, be sure to educate students as to proper “audience etiquette” (see Appendix).
-  Never photograph, videotape or record an artist’s program without his/her prior permission.



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Procedure for Booking Artist/Presenter not listed in print or online Program Catalog

As always it is the mission of Eastern Suffolk BOCES to provide high quality, cost effective programs. In an effort to continue to do this, we are making several revisions to our Arts-in-Education procedures. As of the 2008-09 school year, for those of you who wish to contract for Arts-in-Education or Exploratory Enrichment programs with a presenter who is not in the print or online catalog, the following procedures must be fully complied with for consideration. Without fulfilling this process, the presenter will not be eligible to be contracted through either the BOCES Arts-in-Education or Exploratory Enrichment offices:

1. You must allow a *minimum of 8-10 weeks* for processing applications, reviewing references and recommendations, and going before the Presenter/Program Review Committee.
2. The artist/presenter/organization must complete the ESBOCES Arts-in-Education/Exploratory Enrichment **application and program description forms and send at least two recent letters of reference from schools, libraries, museums or similar educational venues.**
3. The ESBOCES Arts-in-Education office will review the application and references within 2 weeks of receipt, based upon the response of the reference, and make recommendations to the Presenter/Program Review Committee.
4. Your district contact will be informed of the results of the review to assure the independent contractor is appropriate to work in Suffolk schools.

Appendix

- *NYS Learning Standards for the Arts*

- *NYS Learning Standards for all disciplines*

- *Setting the Stage for our Arts-in-Education Programs*
- *The Role of the Principal*

- *Evaluation Form:*
 - *Arts in Education*
 - *Exploratory Enrichment*

- *Letter to New Artists/Presenters*
- *Audience Etiquette*
- *Glossary of AIE Terms*

NYS Learning Standards For The Arts

The arts are an important aspect of human learning.

Though we all understand that the arts add a measure of entertainment to our lives, the arts and artists presented in the Arts in Education program go far beyond that. They help students integrate what they learn about people, events, and places into their own lives. These arts programs promote personal growth and community understanding.

New York State Learning Standards for the Arts

STANDARD 1: CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Students will actively engage in the processes that constitute creation and performances in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Students will improvise, compose, and perform music, dance, and theatre pieces and will create visual art works. When students express their artistic ideas, they share with others their creations in a specific medium using the techniques of that discipline. Expression, technique, and sharing are the heart of the arts and arts education.

STANDARD 2: KNOWING AND USING ARTS MATERIALS AND RESOURCES

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

To create and perform in the arts, people must convert ideas to sounds, images, or actions in different media. They must, therefore, know about the basic properties of the various mediums (such as pitch and duration in music or line and color in the visual arts), and how they work together in a performance or creation (such as harmonious movement in dance or tone of voice and gesture in theatre).

STANDARD 3: RESPONDING TO AND ANALYZING WORKS OF ART

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Expressing and sharing one's understanding and evaluations of artistic creations or performances is an important part of education in the arts. By understanding the connection between our responses to and preferences about art works on the one hand and the conditions that caused them, we gain an understanding of the arts and how to analyze and interpret them. Arts education programs encourage and guide students in this critical process.

STANDARD 4: UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Students should learn to connect the various art objects and performances with the people who created them and with the cultures that shaped the artists and their expressions. An arts education program will engage students in making the connections between the art works and the cultures from which they arise.

NYS Learning Standards Website:

<http://www.emsc.nysed.gov/deputy/Documents/learnstandards.htm>

www.nylearns.org

NEW YORK STATE LEARNING STANDARDS

Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

The Arts

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanism

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

<http://www.emsc.nysed.gov/ciai/pub/standards.pdf>

Setting the Stage for our Arts-in-Education Programs

The Role of the Principal

Upcoming Program: _____

Date: _____ Grade Level(s) Attending: _____

Attached please find:

- Schedule of Presentations
- Technical and Facility Needs
- Introductory Information about the Artist and Program
- AIE Evaluation Form

Dear Building Principal,

The Cultural Arts Committee greatly appreciates the opportunity to bring this special presentation to our school. Its success is greatly dependent upon the teacher(s)' full participation in the program, including the preparation that is done with students before the program. It also is best to have a well-prepared facility. You play a critical role in "setting the stage" for the program. Here are a few things with which we appreciate your help:

Prior to the Program:

- Discuss the program and its curricular connections with the participating teachers far in advance of the performance date.
 - Encourage teachers to use the study guide materials provided by the cultural arts liaison to prepare the students for the program.
 - Remind teachers that they are partners with the artist(s)/presenter(s) in this learning experience for their students and their full participation and modeling of guest and audience behavior is appreciated.
- Review the facility needs with the custodian(s).
- Contact any teachers who will need to work in alternate sites because of the program.
- Review the schedule. Notify teachers who will have lunch or special schedule changes due to the program.
- Send a reminder to all staff about the program schedule a few days in advance.

On the Program Day:

- If possible, please be available to quiet the audience and introduce the artist. (Introductory information is attached.) At the end of the program, please thank the artist and monitor the dismissal of the classes. If you cannot serve as the "host" for the event, please assign this important responsibility to a lead teacher who can be present for the entire presentation. **Artists are very impressed by schools that demonstrate good "concert manners."**
- Please be sure to complete an AIE Evaluation Form. Your comments about the program and your impressions of the students' and teachers' reactions are very helpful to us for future program planning.



ARTS-IN-EDUCATION SERVICES

ADMINISTRATIVE COORDINATOR
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Coordinated by Eastern Suffolk BOCES
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350 Martha Avenue
Bellport, NY 11713

EVALUATION FORM
Arts-In-Education Program

Evaluator Name*: _____ **Position:** _____ **Contract #:** _____
(*required)

Artist/Organization:	Program Date:
Name of Program:	
District:	Building:
# of People Attended	Grade Level:
Type of Program: _____ Performance _____ Workshop _____ Residency	Art Form:

Please rate the program: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, N/A

1. **Student Response** 1 2 3 4 5 NA
Students engaged and attentive; response genuine and enthusiastic; minimal restlessness; students eager to participate; students appeared to understand the presentation.
2. **Artistic Quality** 1 2 3 4 5 NA
Presenter skilled and dedicated to the art; program appropriate for students' age and curriculum; art form presented in enjoyable, artistic manner.
3. **Educational Quality** 1 2 3 4 5 NA
Content was related to curriculum in unique, creative or innovative manner; there was a context for students' classroom experience; students able to understand aspects of the creative process.
4. **Presenter Interaction w/ Students** 1 2 3 4 5 NA
Students encouraged to participate in the program in a meaningful way; presenter reacted to students' question and answer appropriately, used higher order thinking and age appropriate vocabulary.
5. **Technical Quality of Program** 1 2 3 4 5 NA
Presenter easily seen and heard; effective use of lighting, props and sound effects; costumes were appropriate and well done; creative presentation elements were included; program was well paced and began and ended on time. **OVER →**

6. Study Guides/Support Materials 1 2 3 4 5 NA

Teacher prep materials were provided; they were well designed and clear; materials arrived at least two weeks before the program; materials included prep and follow-up information, vocabulary, activities, suggestions that were helpful to prepare students for the program; resources and websites were included.

Describe the way(s) this program impacts your students' learning and how this arts experience correlates with your curriculum.

Check items which made the program a beneficial and creative learning experience for your students:

- Awareness of an art form
- Awareness of cultural diversity
- Motivation to seek more information about an art form
- Reinforcement of listening skills
- Reinforcement of social skills
- Reinforcement of other skills _____
- Extension of curriculum

Would you recommend this program to other school districts?

- Yes No Maybe

Suggestions to presenter for improvement:

Other Comments:

**Eastern Suffolk BOCES
Arts-In-Education
350 Martha Avenue, Bellport, NY 11713
631-286-6989
631-286-6991 (FAX)
cbrown@esboces.org**



ARTS-IN-EDUCATION/EXPLORATORY ENRICHMENT SERVICES

ADMINISTRATIVE COORDINATOR
Carol Brown cbrown@esboces.org

Coordinated by Eastern Suffolk BOCES
(631) 286-6989 Fax (631) 286-6991

350 Martha Avenue
Bellport, NY 11713

EVALUATION FORM
Exploratory Enrichment Program

Evaluator Name*: _____ Position: _____ Contract #: _____
(*required)

Presenter/Organization:	Program Date:
Name of Program:	
District:	Building:
# of People Attended	Grade Level:
Type of Program: _____ Performance _____ Workshop _____ Residency	Curriculum Area/Standard:

Please rate the program: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent, N/A

- 1. Student Response** 1 2 3 4 5 NA
Students engaged and attentive; response genuine and enthusiastic; minimal restlessness; students eager to participate; students appeared to understand the presentation.
- 2. Curricular Quality** 1 2 3 4 5 NA
Presenter skilled and dedicated to the discipline; program appropriate for students' age and curriculum; curriculum presented in enjoyable, engaging manner; appropriate method of delivery.
- 3. Educational Quality** 1 2 3 4 5 NA
Content was related to curriculum in unique, creative or innovative manner; there was a context for students' classroom experience; students able to understand aspects of the discipline's process; degree to which program met your curricular needs.
- 4. Presenter Interaction w/ Students** 1 2 3 4 5 NA
Students encouraged to participate in the program in a meaningful way; presenter reacted to students' question and answer appropriately, used higher order thinking and age appropriate vocabulary; quality of questions (inquiry skills).
- 5. Technical Quality of Program** 1 2 3 4 5 NA
Presenter easily seen and heard; effective use of materials and technology; creative presentation elements were included; program was well paced and began and ended on time.

OVER →

6. Study Guides/Support Materials 1 2 3 4 5 NA

Teacher prep materials were provided; they were well designed and clear; materials arrived at least two weeks before the program; materials included prep and follow-up information, vocabulary, activities, suggestions that were helpful to prepare students for the program; resources and websites were included.

Describe the way(s) this program impacts your students' learning and how this enrichment experience correlates with your curriculum.

Were the intended outcomes achieved? How?

Check items which made the program a beneficial learning experience for your students:

- Awareness of the discipline
- Motivation to seek more information about the discipline
- Reinforcement of listening skills
- Reinforcement of social skills
- Reinforcement of other skills _____
- Extension of curriculum

Would you recommend this program to other school districts?

- Yes No Maybe

Suggestions to presenter for improvement:

Other Comments:

Eastern Suffolk BOCES
Arts-In-Education/Exploratory Enrichment
350 Martha Avenue, Bellport, NY 11713
631-286-6989
631-286-6991 (FAX)
[**cbrown@esboces.org**](mailto:cbrown@esboces.org)

LETTER TO NEW ARTISTS/PRESENTERS



2008-09

Dear New Artist/Presenter,

There are several policies from our Business Office for those participating in Eastern Suffolk BOCES Arts in Education and Exploratory Enrichment programs. The policies are as follows:

1. We require a completed, signed W-9 and a completed application form with supporting documents before we can generate a contract with name of presenter or organization, address, Social Security # (SSN) for individuals or Employer ID # (EIN) for organizations. Please sign and date.
2. ****You must complete and sign the Application Form as well as complete the Program Description Form. At least two letters of recommendation from schools, libraries, museums or similar educational venues are required for review of your application.****
3. Be aware that all contracts provided by Eastern Suffolk BOCES to an artist/presenter and relating to an artist's/presenter's presentation in a school *must be signed and returned to the BOCES Arts in Education office prior to* the presentation. The Business Office enforces this policy. The school will be informed if a contract has not been signed **before** the presentation date and the presentation will not be permitted.

On a case by case exception basis, the presentation may be permitted if the signed contract is delivered to the school and faxed to the BOCES Arts in Education office on the day of the presentation as long as the signed contract is delivered **before** the presentation, or the presentation will not be permitted.

4. The enclosed Disclosure Form must be completed by all vendors working through Eastern Suffolk BOCES. Complete the enclosed Disclosure Form and fax or mail it back to the Arts in Education office with your signed W-9. We will then maintain it in our files.

Please note that the Form must be completed whether you are operating as an individual, a partnership or a corporation and the form must be signed and dated.

Thank you for your prompt attention to this matter.

Sincerely,

Carol Brown

Audience Etiquette

Both staff and children can find tips in this poem for respecting the work of artists by arriving on time and giving performers their complete attention during a program or workshop.

Concert Manners

When watching shows on TV with your family in the den,
You might enjoy just sitting back and chatting now and then.
You may decide to read a magazine or favorite book,
And while the TV's playing you might never even look.

And if you'd like to run into the kitchen for a snack,
The actors on the screen would never know if you came back.
They wouldn't even mind if you got bored and took a nap,
They wouldn't be insulted if you didn't even clap.

But when you're in the theatre for a concert or a show,
There are some simple manners that the audience must know.
Remember not to do those little things that are distracting,
'Cause live performers need your help when they are busy acting.

You should not talk or chew your gum or get up in the middle,
And with a noisy candy wrapper, you must never fiddle.
For if you aren't quiet actors cannot do their best,
And people sitting next to you will probably protest.

In every concert, show, or play, the audience provides
An inspiration for performers that you can't deny.
So use your concert manners now wherever you may go,
For someday you may find yourself performing in a show!

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Glossary of AIE Terms

Used with permission of Nassau BOCES Arts-in-Education.

Arts-in-Education: According to the New York State Education Department, music, drama, dance, visual arts, reading, writing, storytelling and media arts are included in this classification; all activities that fall within these categories are eligible for NYS aid reimbursement when arranged through BOCES.

Block Booking: A quantity discount provided by the artist/arts organization when one or more schools agree to purchase several programs on the same day or within a specified time frame.

BOCES: An acronym for the “Board of Cooperative Educational Services.” There are 39 BOCES throughout New York State, not all of which offer arts services to the schools in their areas.

“BOCES Approved”: A misnomer; NO programs are BOCES approved because it is not within the purview of BOCES to approve or disapprove of programs. Some artists use this term in their publicity materials. Please ignore it. All arts programs are approved for New York State aid reimbursement if they support the New York State Learning Standards for the Arts.

Contract: A legal document that, at the request of a Suffolk County school, BOCES issues to an artist/arts organization confirming that certain services will be provided to that school. When the contract is executed, the artist’s fees become eligible for state aid reimbursement to the school district. (Not to be confused with “invoice”).

Evaluation: An assessment of the quality and impact of a school Arts in Education (AIE) or Exploratory (EE) program. BOCES provides schools and artists (presenters) with standardized forms that must be completed before the artist can be paid. It also allows for thoughtful reflection on the value of the program to the participating students. Responses from teachers, parents and administrators in Suffolk County schools are put on our AIE database and compiled into an annual Arts-in-Education Program Evaluation Catalogue which is distributed to participating school districts in September of the following school year. Artist(s) receive your evaluations so they too can reflect on the work they have done. Additionally, artist(s) complete an evaluation of working in your school. Their responses are sent to your schools for your review.

Invoice: A bill generated by the artist/arts organization at the completion of a program or service. The invoice is a legal document that verifies that services have been completed to the satisfaction of the school. Invoices must be signed by a person authorized by the school district and submitted to BOCES (along with the artist’s evaluation) by the artists directly after a program. This signed document enables payment to be generated.

Performance: Generally regarded as an “assembly” program because it is designed for a large group of students with limited student participation in the activities that take place on-stage. Performances can deal with any art form (music, dance, theatre, pantomime, storytelling, etc.). A well-rounded arts-in-education program provides students with performance, workshop, and residency experiences.

Residency: As distinguished from “performance,” a residency is generally a series of workshops designed for, or provided to, the same group(s) of students over a period of time. Residencies generally take place in classroom, a dance studio in the school, an art gallery in the school, etc. The most important features include sequential visits to the same class(es) by the artist who works directly with the students, thus providing a sustained learning opportunity. Process is usually the primary goal. A final product such as a concert, performance, mural, theatre piece, etc. might result from a residency. Residencies provide immediate interaction between artist and student. A well-rounded arts-in-education program provides students with performance, workshop, and residency experiences.

Showcase: A sampling of programs available through one or more agencies. Generally the “samples” are shorter in length than a full performance as it would be presented in a school. People looking for programs for their schools often attend showcases to preview the artists’ programs.

State Aid: Reimbursement to a school district provided by New York State for Cooperative Services (including the arts) that are contracted through or by a BOCES. Only public school districts are eligible to receive state aid. PTAs, non-public schools, arts organizations, etc. cannot receive state aid. Reimbursement is provided from New York State directly to the school district during the subsequent school year.

Study Guide: Teaching materials provided by the artist/art organization which include background information and teaching suggestions related to a given arts program. Generally used by teachers to prepare students for an upcoming event, study guides are important and should be provided by artists who are coming into schools for performances, workshops or residencies. It is also important that teachers use these materials to ensure a quality learning experience for the students.

Tickets: Admissions to art museums, concerts, theatre, opera, ballet, modern dance, Broadway shows and other cultural events are considered eligible for state aid by New York State when they are purchased by the school district through BOCES’ Arts-in-Education program. (If you are uncertain as to whether or not an event is “cultural” and eligible for state aid, please call us.)

Workshop: Generally a single session during which an artist (or several artists) work with students and their teacher in a classroom or other small-group setting. The goal of a workshop can be to create something together, hands-on, or it can be an opportunity for the artist to describe his/her work in great detail (with less hands-on). Residencies are generally composed of a series of workshops with the same group(s) of students. Workshops are an excellent alternative to assembly programs because they involve students with artists in a “close-up” setting. A well-rounded arts-in-education program provides students with performance, workshop, and residency experiences.



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Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment or candidate for enrollment on the basis of gender, race, color, religion or creed, age, national origin, marital status, disability or any other classification protected by law. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay and other benefits. BOCES will be in full compliance with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990). Inquiries regarding the application of the above references should be directed to either of the BOCES Civil Rights Compliance Officers: Michael J. Locantore, Assistant Superintendent for Human Resources, 201 Sunrise Highway, Patchogue, NY 11772 (631) 687-3029 or Dr. Julie Davis Lutz, Associate Superintendent for Educational Services, 201 Sunrise Highway, Patchogue, NY 11772 (631) 687-3056.