



# SMARTS Employee Handbook

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## SMARTS, Students Motivated by the Arts

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[www.SmartsArtSchool.org](http://www.SmartsArtSchool.org)

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## SMARTS Overview

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**SMARTS, Students Motivated by the Arts** is a community art school that provides *free* classes in visual arts, music, dance, theater, and creative writing for our region's PK-12 youth with a focus on underserved populations. SMARTS hires and prepares Community Teaching Artists (CTAs) with professional training and oversight so that they can provide quality arts-focused teaching and learning with lesson plans that follow state standards. Since 1997, SMARTS classes have been *free and open to the public* and all students are accepted through a simple online application process, found on our website here: <https://smarts.elvanto.net/form/12cc86cf-2fd0-4ac3-aa40-d7a16f951443/>

SMARTS classes take place in the historic Ohio One Building in downtown Youngstown after school and Saturday mornings and are offered in the fall, spring, and summer. SMARTS partners with schools, school districts, and youth programs throughout the region both during and after school by providing them with arts classes, workshops, and hands-on activities for their students. SMARTS partnerships allow us to reach deep into the community, to generate revenue in support of our future programming and to engage students who may not have any or enough access to the arts.

In addition to providing opportunities to PK-12 students, SMARTS provides professional development in arts integration and best arts teaching and learning practices. Through our leadership role with Any Given Child, Warren and the John F. Kennedy Center for the Performing Arts, we use their arts integration model and resources. Our goal with arts integration is to bring arts learning to life, to connect core content to the arts, and to provide a new approach with strategies to reach students who are disengaged.

SMARTS arts integration focus helps teachers to re-imagine the future of teaching and learning. Arts Integration is an approach to teaching in which students construct and demonstrate understanding of an academic subject through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

SMARTS' Mission to provide access and equity in arts education reaches across all socio-economic levels while providing access and early training in the arts. Even our most affluent schools in Ohio don't "teach the whole child" by offering each of the arts disciplines at every grade level. With their compliance for standardized testing, budget constraints, scheduling conflicts, academic and STEM focus, and for numerous other reasons, their students do not have arts learning opportunities during the school day.

SMARTS is the backbone and lead arts organization for Any Given Child, Warren, an initiative through the John F. Kennedy Center for the Performing Arts that provides students access and equity to quality arts education in the Warren City School District. SMARTS provides leadership, administration, and professional development in arts integration for the teachers and opportunities to learn in the arts to their PK-8 students.

**SMARTS Mission** - "SMARTS community art school provides access and early training in the arts for our region's PK-12 youth with a focus on underserved populations. SMARTS engages public and private organizations, schools, and artists in cooperative projects designed to enrich our community, promote student achievement, inspire self-discovery, and impact cultural and academic literacy through fine and performing arts."

**SMARTS Vision** – "SMARTS community art school will continue to be the leader in quality arts education in our region, state, and nation by serving our community's youth. SMARTS will provide quality arts education, and promote our region's arts and culture by establishing partnerships, working with public and private organizations, and representing the diversity of our community."

**SMARTS Education Philosophy** – SMARTS believes that every person is an artist: someone who creates, innately possesses a creative mind and personal voice, a desire to express their perspective and experiences, a need to be inspired or have

purpose, and a need to have enjoyment in life. SMARTS defines art as any original work that conveys meaning or a message and provides a creative outlet for the artist.

SMARTS aims to develop student artists by teaching them to think, create, and view their world with the perspective of an artist. SMARTS allows students to develop as artists by providing space to: 1) cultivate personal identity as an artist; 2) develop technical skills in the arts; 3) build relationships with mentoring artists; 4) collaborate with peer artists from diverse backgrounds; 5) experiment, explore new arts mediums, and take risks; 6) nurture inspiration and curiosity; and 7) have fun in the arts.

SMARTS believes that teaching, itself is an art form, and SMARTS supports teaching artists to be lifelong learners of pedagogy and their arts content by helping them develop as educators through instructional coaching, implementation of state standards, and professional development (PD). SMARTS believes it is important for teaching artists to collaborate both as artists and educators in order to acquire new skills, inspiration, and to continue to find fulfillment in their art.

SMARTS believes effective teaching for the arts must: 1) be safe, accepting, and supportive in relationships and environment; 2) be taught by practicing artists who follow best practices for teaching and learning in their discipline; 3) build students' technical, cognitive, and social-emotional skills; 4) teach students to study art, listen to other artists, respond to art, create art, and present their art; 5) emphasize the process, not the product; 6) emphasize growth, not expertise; and 7) encourage a sense of community and equality.

SMARTS believes the arts are necessary to “teach the whole child”. In addition to providing early training in the arts, SMARTS is an advocate for and provider of Arts Integration (AI), an approach to teaching in which a core subject and an arts discipline are paired throughout a lesson so that students meet learning objectives with both areas simultaneously. Research shows that students learn through a creative process, and therefore arts integration benefits students by promoting long-term retention of content, increasing student motivation, preventing learning loss, and engaging diverse and/or underachieving learners. Arts integration benefits teachers by reducing time spent re-teaching, which provides opportunities for co-planning and team teaching, and reinvigorates passion for education. SMARTS believes arts integration accommodates every learning style and reimagines how learning occurs in the classroom.

**How does SMARTS operate?** – SMARTS generates revenue through our Community Programming from the services provided to our partner locations. This revenue helps to fund our Public after-school and Saturday programming that SMARTS offers *free* to all PK-12 students at our downtown Youngstown facility in the Ohio One Building and/or through Virtual SMARTS. SMARTS also seeks funding from grants, donors, foundations, and through fundraising events. You can support SMARTS here at [www.SmartsArtSchool.org/donate](http://www.SmartsArtSchool.org/donate), by participating in an upcoming fundraiser, sharing our story with your friends and family, becoming a SMARTIES volunteer, and/or donating your artwork for a future SMARTS fundraiser.

**Who are SMARTS Students?** – SMARTS currently serves over 3,000 students weekly in school districts and youth programs throughout the region during the school day and after school. We have over 30 community partners and over 1,800 applications from students who want to take SMARTS classes. Families travel from 44 different cities and towns over eight counties in Ohio and Pennsylvania to attend programming at our downtown location in the historic Ohio One building. Students can apply at any time year-round, and our database grows daily. Students can apply at any time year-round, so our database continues to grow.

## SMARTS Organizational Structure

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**SMARTS Circle** - The SMARTS Circle is a volunteer Board of Directors that oversees all organizational and financial decisions and activities in order to grow the organization. SMARTS Circle ensures that all SMARTS operations are in support of our Mission and Vision.

**SMARTS President** - The SMARTS President is the Chief Executive Officer, having overall responsibility for enacting policy and managing the administration, operations, finances including fundraising, programming, and facility of SMARTS. The SMARTS President reports directly to the SMARTS Circle.

**SMARTS Education Director** -The SMARTS Education Director oversees all teaching and learning under the direction of the President including both Public and Community Programming. They work directly with SMARTS staff to coordinate day-to-day activities with teachers, students, partners, schools, and/or youth organizations. The Education Director trains, assists, and supports SMARTS CTAs in curriculum development, lesson instruction, and classroom management and directs all communication between students, parents, and teachers in these classes. They oversee the Programming Team to develop and sustain all SMARTS programming including facility and supplies.

**SMARTS Program Managers** - The SMARTS Program Managers are primarily responsible for programming assigned under the direction of the President and in conjunction with the Education Director. They work with SMARTS families who come to SMARTS and/or community partners including staff, teachers, students, schools, and/or youth organizations; they also oversee SMARTS CTAs in curriculum development, lesson instruction, and classroom management. Program Managers work with the Education Team to develop and sustain Community and Public Programming, maintain relationships with community partners, and manage facility and supplies.

**SMARTS Staff Administrator** - The SMARTS Staff Administrator is the front-line person and supports operations, event planning, and programming under the direction of the President. The Staff Administrator oversees SMARTS Student Assistants and SMARTIES volunteers, and works directly with the President in support of operations and programming. They are responsible for business operations as well as video editing, scheduling, maintaining the SMARTS calendar, and tracking inventory and supplies. They monitor projects, point of sale operations, office equipment, supply inventory and ordering, IT, phones and other equipment. The Staff Administrator manages the newsletter, the SMARTS website, and any SMARTS affiliated social media sites.

**SMARTS Development Coordinator** – The Development Coordinator monitors and takes part in development activities, including planning and executing fundraising events, applying for grant funding, and completing grant reports. They work with the President to identify funding needs and develop strategy to meet those needs. The Development Coordinator maintains SMARTS grant database and searches for new granting opportunities. They compile organizational information to utilize when developing material for both grant writing and marketing purposes.

**SMARTS Bookkeeper** – The SMARTS Bookkeeper works directly with the President to track and maintain financial matters. They record and account for any expenses, including bills, invoices, and credit/debit. They prepare, track, and record deposits, checks, and bank account transfers. The Bookkeeper participates in fundraising events by handling petty cash and collecting any monies from purchases. They record donations and manage the donor database.

**SMARTS Community Teaching Artists (CTAs)** - All SMARTS Community Teaching Artists serve under the direction of the President and Education Director and/or the Program Manager for day-to-day activities. CTAs are required to fulfill the duties listed on their contracts and may teach at SMARTS, through Virtual SMARTS, and/or out in the community at partner locations. They can be contracted for multiple SMARTS teaching positions throughout the year. SMARTS CTAs develop curriculum for SMARTS and are expected to provide a quality arts education, build caring relationships with students, and view each student as a growing artist while promoting SMARTS Mission and following SMARTS Education Philosophy and Program Goals. SMARTS CTAs provide the first impression of SMARTS to the community and must be able to communicate to administrators, school personnel, teachers, students, and parents about the service(s) SMARTS provides to partner organizations. They encourage students to apply to SMARTS *free* Public Programming via the website here at <https://smarts.elvanto.net/form/12cc86cf-2fd0-4ac3-aa40-d7a16f951443/>

**SMARTS Student Assistants** - SMARTS Student Assistants are students currently enrolled in higher education who are seeking degrees in the arts, education, non-profit leadership, and other related areas of study. They serve under the

direction of the President report to the Staff Administrator. They help manage and maintain the operations of SMARTS programming and general operations, assist with student records, classroom prep, event prep, and general housekeeping. While classes are underway, Student Assistants manage the check in and check out desk, act as Moderators to assist as facilitators in Virtual SMARTS classes, help with classroom management and technical support, and provide general assistance. Often, our best Student Assistants become SMARTS teachers.

**SMARTIES Volunteers** – SMARTIES Volunteers are adults who believe in SMARTS Mission and want to offer their time and talents. They serve under the direction of the President with coordination by the SMARTS Staff Administrator. For more information on the application process to become a SMARTIE, see our website at [www.SmartsArtSchool.org/smarties](http://www.SmartsArtSchool.org/smarties).

**YSU 1501 Field Experience Students** - SMARTS is a field site for Education majors at YSU. In this class, students are graded based on their participation with SMARTS Public Programming. These students may be assigned to classrooms for several weeks to observe CTAs teach, assist with tasks and learning activities, and engage with SMARTS students. They should follow the CTAs lead in an appropriate and respectful manner, as they are a guest in the CTAs classroom. CTAs may get to know them and allow them to ask questions about the career of teaching. CTA feedback on their involvement in the classroom is considered when the SMARTS Education Director completes the rubric for their grade. They are managed by a SMARTS Program Manager in conjunction with the SMARTS Education Director and the SMARTS President.

**SMARTS Artist in Residency (Air)** – SMARTS Air is an opportunity provided by SMARTS which enables guest artists to work in a new environment, away from restrictions and pressures of their everyday lives, with a goal of providing a place to develop work and creatively explore new ideas. The residency can include a working space and accommodation, or may only offer a workspace, or take place in a partner school and/or youth organization. It may support a single artist or art form, or can support groups who collaborate across art forms. The length of the residency varies for each artist, lasting anywhere from a few weeks up to a year. SMARTS Air participants are chosen by the President, but will eventually be selected through a competitive application process. Selected artists must be able to pass a BCI/FBI background check to the satisfaction of the SMARTS President prior to starting their residency. This will determine their ability to work in the facility during SMARTS PK-12 program hours.

**SMARTS requires all Employees and Volunteers to pass a BCI/FBI background check. All SMARTS Employees and Volunteers report to the SMARTS President.**

## SMARTS General Guidelines

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**Employee Contract, Education, and Pay** - All contracts, pay rates, and paperwork are determined by the SMARTS President based on applicant experience and education. All SMARTS employees must pass a BCI/FBI background check. Contracts are determined based on SMARTS needs and funding and will vary based on teaching performance. Professional Development pay rate is \$15/hr.; not all Professional Development is paid. Due to the intricate nature of programming at SMARTS, there may be downtime between a hire date and start date. All SMARTS Employees are paid the last day of the month for the work completed during that month, unless otherwise contracted. For payroll information, see be sure to download your login from Sforza & Walker, which will be sent via email after initial hiring paperwork has been completed. You can log in to the portal here:

<https://login.accountantsoffice.com/login?firmCode=SFORZ2824&returnurl=https://EmployeeCenter.payrollrelief.com/account/login> after account activation. See your contract/s for details regarding your SMARTS employment and be sure to keep copies for your records. Any further questions regarding payroll and/or contracts should be directed to the SMARTS President.

**Equal Employment Opportunity (EEO) Policy** – All Staff and CTAs are required to review, accept, and sign SMARTS EEO Policy upon hire. SMARTS EEO states that anyone who is qualified to work at SMARTS can do so. SMARTS employment decisions are based on merit, qualifications, and abilities. SMARTS does not discriminate, and does not retaliate against individuals who are in any way involved in investigations of or formal discrimination allegations against SMARTS.

**SMARTS Social Media Policy** – The SMARTS Social Media policy states that teachers should never post pictures or videos of SMARTS students on their personal social media or engage with students on social media at any time. Further, SMARTS Information Technology (IT) including laptops, tablets, cameras, databases, emails, etc. is to be used solely to further SMARTS business objectives. Inappropriate use is not acceptable. Teachers and Staff should never use their personal social media to speak on behalf of SMARTS or share defamatory remarks about students, coworkers, or others. Leaking confidential information in any way is prohibited. Any person found to violate these policies will be subject to appropriate disciplinary action, up to and including termination.

SMARTS encourages all employees to share official photos and videos published on our website, Facebook, Instagram, and TikTok. Each employee acknowledges these policies upon initial hire. Please view these on the SMARTS Teacher Hub. If you have any questions about these policies, contact SMARTS President, Rebecca Keck, at [bkeck@smartsartschool.org](mailto:bkeck@smartsartschool.org).

**SMARTS Dress Code** - SMARTS Administrators, CTAs, and Staff will present themselves as professional educators and wear their SMARTS badge at all times. Staff should be properly groomed and dress safely and appropriately for their given discipline. Unless otherwise approved, no jeans, shorts, leggings, jogging pants, flip flops, short skirts, midriff shirts, low tops, wrinkled clothes, or anything that may be determined as revealing or distracting to students should be worn by CTAs or staff. The SMARTS President reserves the right to amend attire requirements. CTAs and/or staff placed at partner locations for Community Programming must follow the dress code of the school or organization they are assigned to as outlined in school and/or organization handbook.

**SMARTS Sick Policy** – It is rare for SMARTS to cancel classes. In the event a CTA is sick or an unforeseen emergency occurs, the CTA must call out by first calling/texting their Direct Report and then the SMARTS Education Director, SMARTS President, or SMARTS directly until someone is notified. If you are absent, you will not be paid for that day and/or time. Because a SMARTS Staff member will have to cover the CTA’s class if another teacher cannot fill in as a substitute for you, please provide as much lead time as possible. Your lesson plan must be in your folder for your sub. Any Administrative Staff Member who is sick or encounters an unforeseen emergency must notify the President.

**SMARTS Late Policy** — CTAs are contracted for specific dates and times and therefore are expected to be on time: do not be late, our students are waiting on you. For Administrative Staff, anything over 10 minutes is considered late. Egregious and/or consistent tardiness will be addressed.

**SMARTS Supply Request Form** – For CTAs, in the case you need additional supplies for your class, you will submit a request form to be approved by your assigned Program Manager. You should submit this form at least one week before you need the supplies to provide adequate time for the supplies to be approved and acquired. If you need the supplies in less than a week, please complete the form AND notify your Education Director directly. If purchased, requested supplies are SMARTS property and must be returned to SMARTS when you are finished with them, with the exception of expendable items. Do not purchase your own supplies. You can find the link to the form on our website at <https://smartsartschool.org/hub/> (See form example in resources section).

## SMARTS Teaching and Learning

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**SMARTS Teacher Hub** – All resources that Teachers and Programming Staff need in order to complete their work for SMARTS is located on the Hub here: [www.SmartsArtSchool.org/hub](http://www.SmartsArtSchool.org/hub). On the Hub, teachers can do the following:

- Submit/update work availability, artist bio, and contact information
- Submit lesson plans and reflections
- Access state standards, teacher resources, curriculum projects, and paid subscriptions
- Access pay stubs through Sforza & Walker CPA’s Inc. and view supplemental insurance plans
- Access professional development videos
- Sign up for school closing text messages
- Access SMARTS Employee Handbook and organization policies

**SMARTS CTAs Placement, Schedules, and Prep Time** - CTAs are hired to teach at SMARTS or in the community based on their education, teaching experience, skills, and preference to match the needs of SMARTS programming. SMARTS matches, places, and prepares CTAs to create successful, rewarding experiences while accomplishing SMARTS Mission. It is the responsibility of the CTA to manage their schedule and keep track of the dates, times, and locations they teach. This information is provided within each contract. Any unavailable teaching dates or scheduling conflicts must be communicated prior to signing any contract. The Educator Director and/or Program Manager(s) will manage any changes to these schedules. CTAs are expected to arrive 10-15 minutes prior to their teaching time unless otherwise stated in the contract. CTAs are responsible for managing their prep time and completing lesson plans and reflections in the amount of time they are paid to do so. Prep time is negotiable by class and can be adjusted if necessary.

**SMARTS CTAs Introduction to classes** - SMARTS CTAs are required to give a SMARTS introduction on the first day of each class and encourage students to apply to SMARTS (see the SMARTS CTA Introduction in the Resources section). SMARTS CTAs must follow the school organization culture and be addressed by Mr., Ms., or Mx. with a last name. At SMARTS and some partner locations, CTAs have the liberty of deciding how they wish students to call them by first name or last name; however, a Miss, Ms., Mr., or Mx. must always accompany the name. Example: Miss Becky or Ms. Keck; Miss Lindsay or Mrs. Goossens; Mr. Max or Mr. Franko. This Introduction is very important and must happen to help to connect students to our Mission. CTAs will also carry business cards that outline SMARTS disciplines and connect students to our website. Please take advantage of using these to help to promote our work in the community and to refer students to our *free* public classes.

**SMARTS Classroom Rules** - When CTAs give their Introduction, they need to provide classroom rules. Limit the number of rules to no more than five. These rules will change depending on the discipline, and are necessary to help CTAs take control of the classroom environment and communicate behavior or learning expectations to their students. If you are working at a community partner site, your rules must follow their rules.

*An example set of SMARTS rules are provided here:*

1. Respect the teacher(s), classmates, creations, feelings, supplies, and facility. Class will be fun if we establish this trust and responsibility. I'm the adult, you are the student and that makes me the authority in this room.
2. Everyone here is an artist. Be kind, be sensitive, be inspired, and be yourself. Create what you want to create.
3. Stay in the classroom at all times. Please ask to use the restroom or to get a drink. Only one student may leave the class at a time. In some cases, restroom breaks must happen before or after SMARTS classes. Refer to school protocol.
4. Only one person speaks at a time. We listen with our eyes, ears, and minds.
5. Be willing to learn and open to trying new things.

**SMARTS Community Partner Classroom Routines** – Routines will provide order and structure to the class, give you authority as the instructor, and provide a smooth start to working with your students. During the first class, the CTA should plan to teach students these routines so that they know what to expect and know how to respond. These routines should be practiced and used regularly and consistently so they are embedded in your classroom culture. For example, if the CTA is a visual art teacher, they should determine how they will distribute supplies. Will they be set on the table before class begins or passed around by students? If the CTA is a dance teacher, will students sit in a circle to chat at the beginning of class or after stretching? How will the CTA get students' attention when they are in the middle of a task? Will they clap a rhythm that students clap back? Will they say a rhyme that students repeat back? How will the CTA transition from one learning activity to the next? If the CTA teaches in the piano lab, what routines will exist for when the class puts on headphones and how will students know when to refrain from playing the keys? In drum circles, which hand cues help provide order? *These routines will vary by location.* This is especially true for CTAs who are working with community partners, as other teachers may have already established effective classroom routines that you can utilize at that location or with those students. Therefore, it is important to develop a working relationship with the classroom teacher and location support staff. The classroom teacher should know the SMARTS teaching artist by name, and vice versa. CTA's should discuss classroom routines with their classroom teacher: is the CTA responsible for taking attendance, and how? Under what circumstances are students allowed to leave the classroom during class? Further, SMARTS teaching artists

should connect with the classroom teacher at the beginning and end of class to discuss the lesson(s), plan for the next lesson(s), and address any areas of opportunity.

**SMARTS Public Programming Classroom Routines** – For Public Programming at SMARTS, a Student Assistant will bring students to the classroom from the Family Waiting Area after students have checked in and/or for Virtual SMARTS they will be the class Moderator admitting students from the waiting room. The CTA will take attendance for Virtual SMARTS and attendance is taken at the check in desk by a student assistant for in-person public classes. SMARTS teachers should take attendance and keep track of their roster changes daily for their own record. Students Assistants also give the CTA a five- or ten-minute warning when the class time is nearing the end. They will return to pick up the class and take students back to the waiting area to their parents. The CTA may need to help their class line up, but they do not need to transport them around the building. In the community, students will come to the CTAs classroom by bell or by a program coordinator/worker. Class dismissal procedures vary by location and discipline. It is the CTAs responsibility to learn these routines and adhere to them for each location.

**SMARTS Classroom Behavior Management** – During SMARTS Public Programming, if a teacher encounters a situation and is not sure what to do, they should seek help and reserve judgment for the Program Director, Education Director, and/or President. Signal help to the Student Assistant sitting at the Check-In Desk in the SMARTATORIUM at the end of the hall, and they will send the SMARTS Program Manager, SMARTS Education Director, or SMARTS President to assist the situation. For emergencies in Virtual SMARTS classes, SMARTS teachers are to remain in the Zoom classroom, the student assistant will leave to get a Program Manager or the Education Director who will then call the family of the student or exercise their best judgment of a situation. In a challenging situation during Community Programming, management procedures vary by location and discipline. Some locations will provide classroom assistants and some will have classroom phones to call the main office. If there is an emergency, CTAs should first follow protocol and then contact their SMARTS Program Manager via text or by phone as soon as possible, within reason. Be sure to inform your Program Manager about any mishaps in your classroom.

SMARTS CTAs are expected to manage classroom behavior in the manner that the location requires and/or expects of the rest of its teaching staff. With the help of the SMARTS Education Director and Program Manager, it is the CTAs responsibility to implement the school’s preferred behavior management strategy into their classroom. Most instances of behavior are common, minor, and require basic redirection. If more assistance is needed, training, guidance, and classroom support is provided by the Education Director and Program Manager. In general, SMARTS CTAs are expected to respond to all students and behavior using trauma-informed-care strategies when possible. Behavior issues should be addressed with maturity and in a proactive manner that is dignifying to the student and considerate of the learning of the entire class.

Best practices for managing student behavior first involve building relationships and having positive interactions with each student before misbehavior occurs. After this, redirecting over punishing, limiting downtime, using seating charts, adjusting the physical classroom environment (seating, supplies, etc.), rehearsing expectations, using physical proximity and nonverbal communication (tapping a desk, circling the classroom, developing a “teacher look”), affirming student/class progress and providing positive reinforcements, and addressing misbehavior in one-on-one conversations when possible are components that help limit misbehavior and promote positive behaviors. In some environments, CTAs may need to use discretion for when to stop a class and reset the class when expectations are severely not being met. Most students respond well to teachers who are willing to share a little about who they are, consistently express that they care, have proven they are knowledgeable in their field, and maintain authority in their class.

**SMARTS Lesson Plans** - SMARTS CTAs are required to complete lesson plans that follow state standards prior to the start of their class within the timeframe as instructed. All lesson planning and curriculum development will occur under the supervision of the SMARTS Education Director and/or the SMARTS Program Manager. CTAs are expected to revise lesson plans throughout the semester as needed to accommodate students, develop teaching content, or adjust learning goals. Direction, feedback and support will be provided ongoing throughout each semester.



The Education Director and/or Program Manager will provide support when crafting a vision and curriculum outline for the entire class so that there is an end learning goal in mind. **The outline and all lesson plans must be uploaded to the SMARTS Teacher Google Drive by Sunday evening before the class is taught.** All SMARTS programming is customized to meet the needs of our partners or the needs of Public Programming. All lesson plans created by SMARTS CTAs are property of SMARTS. See the SMARTS Lesson Plan templates in the Resources section for reference.

**SMARTS Lesson Observation** - All SMARTS CTAs are provided on-the-job training and oversight by the Education Director and Program Manager. CTAs will receive support during class time, as well as before or after, as needed. Feedback and coaching are provided based on the instructional delivery and classroom management strategies observed. Instituting changes and being flexible will help CTAs continue to learn and grow in the art of teaching, which is essential to the SMARTS Education Philosophy.

**SMARTS Lesson Reflections** - All SMARTS CTAs are required to complete a 5-minute reflection after each class taught at SMARTS. This communicates the progress of the class, student learning, CTA needs, and any issues that need to be addressed. This is crucial that we have a way to keep in touch with all teaching and learning that happens in our organization. Reflecting is also an important part of the teaching process and inspires growth. Access the form to complete reflections on the SMARTS Teacher Hub.

**Classroom and Office Supplies** - All supplies for SMARTS Public classes are purchased by SMARTS. CTAs should communicate their classroom supply lists in a timely manner so that purchases can be made or supplies gathered prior to the class. Supplies for Community Programming are handled in various ways. See the Education Director and/or the Program Manager for details. Some supplies such as music equipment, books, speakers, or other learning resources need to be signed out with Program Manager. Paper, glue, and other general art supplies do not need to be signed out and can merely be picked up. *Any equipment taken off-site must be recorded by Program Manager prior to leaving the building, and must be returned after programming ends.*

**SMARTS Professional Development Opportunities** - SMARTS provides Professional Development (PD) opportunities to SMARTS Teachers and teachers from the community through our connection with the John F. Kennedy Center for the Performing Arts in Washington D.C., the Ohio Kennedy Center Collaborative, as well as with in-house Professional Development opportunities. We are investing in our CTAs through these PD opportunities and have found that teachers who participate in these are more successful than those who do not. Regardless of contracted hourly rate, all CTAs are paid \$15/hr. for all PD; however, not all PD is paid.

## SMARTS Community Programming

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**What is SMARTS Community Programming?** – SMARTS supports our Mission by connecting to schools and youth organizations through programming and community events. Our community partners help us to reach more students who may not otherwise have access to us. Some partners contract SMARTS for our services helping also to generate revenue to support our mission. SMARTS CTAs are SMARTS employees that are contracted and paid for by SMARTS; however, they must fit into each partnership as the partner’s employee as well following all their protocols and circumstances. Our goal is that our CTAs work seamlessly within our partnerships.

**Who are SMARTS Community Partners?** – SMARTS Community Partners are schools and youth organizations who need our expertise and leadership for their arts teaching/learning. Their customers may be students, adults, and/or families. We have over 30 community partners, and continue to engage with new ones throughout the year. SMARTS also appears at community events with hands-on arts activities for children of all ages to support organizations and to connect with families who may be interested in bringing their children to SMARTS after school or joining Virtual SMARTS. In the past, SMARTS has appeared at YSU’s Summer Festival of the Arts, Simply Slavic, First Night Youngstown, and McGuffey School’s Celebration of the Arts in Warren, as well as many other events in the community. You can see a list of past and present partners below. This list is fluid, as we are constantly engaging new partners.

## SMARTS Partners

During the School Day	After School
<p>Liberty School District            South Side Academy            Akiva Academy            Montessori School of the Mahoning Valley            Jewish Community Center of Youngstown            Campbell K-7 School            St. Christine School            ACLD            Austintown Elementary School            Canfield Village Middle School            Potential Development Elementary School            Potential Development High School</p> <p><b>Youngstown City School District</b></p> <ul style="list-style-type: none"> <li>- Harding Elementary</li> <li>- Taft Elementary</li> <li>- Kirkmere Elementary</li> <li>- MLK Jr. Elementary</li> <li>- Paul C. Bunn</li> <li>- Volney Rogers Middle School</li> <li>- Wilson Alternative</li> <li>- Chaney Middle School @ McGuffey</li> <li>- Rayen Early College Middle School</li> <li>- Rayen Early College High School</li> <li>- East Middle School</li> <li>- East High School</li> <li>- Chaney High School</li> </ul> <p><b>Any Given Child, Warren</b></p> <p>Jefferson PK-8            Lincoln PK-8            McGuffey PK-8            Willard PK-8</p> <p><b>SMARTS Beats and Empowers</b></p> <p>Rich Center for Autism            Potential Development            ACLD School and Learning Center            Austintown Elementary School            Austintown Middle School            Boardman Stadium Drive Elementary            Boardman Center Intermediate            Canfield Hilltop Elementary            Canfield Village Middle School            Canfield High School            Alta Headstart            Leonard Kirtz            Easter Seal of the Mahoning Valley</p>	<p><b>United Way of Youngstown and Mahoning County's            "Success After 6"</b></p> <p>Struthers            Austintown            Girard            Youngstown Community School            Youngstown City Schools</p> <ul style="list-style-type: none"> <li>- Martin Luther King Elementary</li> <li>- McGuffey Elementary</li> <li>- Paul C. Bunn Elementary</li> <li>- Taft Elementary</li> <li>- Volney Rogers Elementary</li> <li>- Williamson Elementary</li> <li>- Wilson Elementary</li> <li>- Campbell Elementary</li> <li>- Girard Elementary</li> <li>- Liberty, E.J. Blott Elementary</li> </ul> <p>Boys and Girls Clubs of Youngstown            Campbell Elementary            YSU Explorers</p> <ul style="list-style-type: none"> <li>- Girard</li> <li>- Campbell</li> </ul> <p>YSU Academic Achievers            YSU Unlocking the Hidden Game            Warren City Schools, 21<sup>st</sup> Century Learners            Geronimo! at Grace United Methodist Church            Trumbull County Children's Services            Trumbull County Education Service Center</p>

Other Community Partners	Community Events
Autism Society of the Mahoning Valley, Help Network, Canfield Rotary, Inspiring Minds, Purple Cat, City of Youngstown Parks and Recreation, Mahoning Valley Historical Society, Mahoning Valley Cultural Collaborative, Power of the Arts, Cuyahoga Arts Education Consortium, Ohio Kennedy Center Collaborative, Ohio Arts Council, Ohio Alliance for Arts Education, and the John F. Kennedy Center for the Performing Arts	Simply Slavic, Silly Science Sunday at Oh Wow!, Taste of Warren, YSU Summer Festival of the Arts, Mahoning Valley Pizza Cook Off for Potential Development, First Night Youngstown, The Youngstown Playhouse Trunk or Treat, Youngstown Cityscape, Liberty STEAM Night, Youngstown Rotary, YSCD & SMARTS Spring Arts Festival.

**How does an organization become a SMARTS Community Partner?** – Organizations such as schools, youth organizations, businesses, government entities, non-profits, and churches may request programming in the community or programming at SMARTS by making contact in person, by phone, or by completing an Event Request form located on the SMARTS web site here: [www.SmartsArtSchool.org/events](http://www.SmartsArtSchool.org/events). Potential partners can find more information here: [www.SmartsArtSchool.org/partners](http://www.SmartsArtSchool.org/partners). SMARTS forms long-lasting relationships to meet the goal and/or objectives of our partners. The SMARTS President manages these relationships and requests for services and together with the Education Director, a proposal for services is created, customized, and implemented to meet the goals of the organization.

**How else does SMARTS collaborate with organizations in the community?** – SMARTS has established relationships with many different businesses to bring opportunities to SMARTS programming. Some examples of past collaborations include Sweeney Chevrolet Buick GMC during the YSU Summer Festival of the Arts to create the SMARTScadia, a mobile piece of collaborative student artwork covering a brand-new GMC Arcadia that toured the city. SMARTS also collaborated with Goodwill Industries where our Interior Design students created remodeling plans for the Goodwill Work Room—and they executed our design! SMARTS also maintains a partnership with One Hot Cookie by providing art opportunities for SMARTS students, such as creating a storefront window illustration and creating a SMARTS Signature cookie to be sold at SMARTS. We are always looking for new ways to connect to our community.

**What is the SMARTS CTAs role in teaching in the community?** – The SMARTS CTAs represent SMARTS and are responsible for providing quality teaching and learning to the collaborating organization. Because each organization SMARTS serves is unique, the type of classes and/or events we provide depends on each organization’s needs, goals, and available resources. Additionally, protocol and procedures may vary by location. For instance, the responsibilities of a SMARTS CTA teaching regularly one day a week for an entire school year at a school are very different from the responsibilities of a SMARTS CTA leading a hands-on art activity table at a one-time event, or teaching a series of six 30-minute classes for an after-school partnership. The CTA is responsible for learning about each location, which includes daily routines and emergency procedures. Some SMARTS CTAs are required to report grades, some will plan school demonstrations, and others could even have their own classroom. **While SMARTS CTAs work with and within partner schools, they are SMARTS Teachers first.**

**You are a paid SMARTS Ambassador** – SMARTS CTAs and Staff should make every effort possible to explain to students what SMARTS is and invite them to take classes at SMARTS Public Programming. This can be done through class introduction (see the Resources section), distributing SMARTS cards, projecting the SMARTS web site in your classroom, describing the types of classes SMARTS offers, and explaining how students apply online to become a SMARTS student (all students are accepted) where they will receive texts and emails as future classes become available. Helping your students in the community make the connection of who you are, where you come from, and what other opportunities are available to them at SMARTS will help SMARTS serve more students who want more arts education. This is important because it helps SMARTS make connections with people in the community who can serve and be served by SMARTS.

**Communication with your SMARTS Supervisor**— Responsibilities and protocol may change by location, but general communication rules do not. CTAs have access to regular support by the SMARTS Education Director and Program Manager(s), and most questions, concerns, or needs can be met by communicating with them. They are your frontline

advocate. In some instances, the CTA may want to communicate first with a site manager, coordinator, or principal at the location. Below is a chart to help explain who the CTA should communicate with and for what purpose.

SMARTS Community Programming Communication Guidelines	
Education Director or Program Manager	Site Manager, Coordinator, or Principal
Availability and schedule changes Classroom or student concerns Out-of-ordinary situations Curriculum, lesson plans, reflections Teaching strategies Materials and supplies Coordinating student demonstrations, activities, performances, clubs, or other new collaborative ideas If a group fails to show up to a scheduled class	Introducing yourself (where appropriate) on your first day Location of your classroom, bathroom, teacher’s lounge Rules and protocol, questions about site’s handbook An emergency – fire, illness, accident, student fight, etc. Verifying or updating a class roster

### SMARTS Premier Programming

SMARTS Community Programming includes four premier programs to schools to engage PK-12 students in quality arts education. SMARTS Beats and Empowers, SMARTS Arts Integration, Early SMARTS, and SMARTS Arts in Non-Arts Spaces (AINS).

**How do schools partner with SMARTS Premier Programming?** – SMARTS establishes new partnerships regularly through relationships and continues to support current partners. In some schools where SMARTS is providing a visual art or music teacher, partners may also request one or multiple premier programs because they believe in our Mission and trust our ability to serve their teachers and students. Typically, in new partnerships, organizations are interested in the collaborative professional development model of arts integration for their teachers or appreciate the opportunity to have our teachers demonstrate as artists in their school through Arts in Non-Arts Spaces. Historically, SMARTS Beats and Empowers have been funded by the Youngstown Foundation, so school partners in Mahoning County may receive SMARTS Beats and Empowers programming at little or no cost. SMARTS Beats and Empowers is available to organizations outside of Mahoning County with the appropriate costs based on schedule, number of students, frequency, time, etc.

**SMARTS Beats** -- SMARTS Beats uses hand drums and other percussion instruments to engage students by promoting academic learning, increasing musical knowledge, fostering a sense of community, and developing pride, confidence and satisfaction. SMARTS teachers and staff go to individual partner locations on a weekly basis because it is much easier and more cost-effective for schools than transporting students with special needs to a SMARTS location. If schools stop in person classes, then we are prepared to provide them with virtual SMARTS Beats and Empowers.

SMARTS Beats is the only percussion-based learning program for students with physical, cognitive, learning, and behavioral challenges in our region that has an academic base that is overseen by a licensed arts teacher. The need for Beats is greater than ever before with arts classes and music not taught to students with special needs and because most special education teachers are not trained in the arts. Not only does Beats bring Music Education to our partner school’s curriculum, it also connects many important skills to their classroom education. Many Beats students learn life skills necessary for success in the classroom and in their lives, and our evaluation process proves this. SMARTS Beats programming focuses on and assesses name and syllable awareness, right and left, motor skills, crossing the mid-line, rhythmic ability, and patterns and order.

**SMARTS Empowers** – SMARTS Empowers integrates arts education into student’s daily classroom activities using visual art, dance, and theater. Empowers is designed to engage students in new and unique ways that they are not used to in their

day-to-day classroom environments. Empowers curriculum and goals were designed with each arts discipline in mind and what these art forms could bring to the students' learning environments.

Empowers Visual Art focuses on and assesses self-expression and reflection, motor skills, emotional response, reading visual imagery, and cognitive ability: concrete to abstract & abstract to concrete. Empowers Dance focuses on and assesses motor skills, crossing the mid-line, right and left, self-regulation, memory of sequence, and creation of original choreography. Empowers Theater focuses on and assesses self-regulation, creation of original interpretation, creation of story, comprehension of story, and audience skills.

SMARTS Beats and Empowers bring arts expertise to the classroom that our partner teachers do not have themselves or otherwise have access to. Working with the classroom teacher, we are able to provide students with quality arts instruction and materials that they would not have access to without SMARTS. We also help to show the teacher best arts practices that they are able to use on their own as we continue to provide them programming so they grow with us as we work with their students.

**Arts Integration** -- Arts Integration is the process of teaching a project-based lesson through a creative process where state standards and learning objectives in both the arts discipline and a core subject are met simultaneously. An approach to teaching that is heralded by the John F. Kennedy Center for Performing Arts in Washington D.C., Art Integration teaches the 'whole child' to help students combat learning loss, increase long-term retention of knowledge, and give alternative and underachieving learners core content instruction through a creative process in ways that match their learning styles. The SMARTS Arts Integration model serves as a collaborative, ongoing professional development model that provides classroom teachers with new strategies to reach their students and reinvigorate their passion for teaching as they work with the SMARTS CTA. SMARTS CTAs collaborate with classroom teachers to adapt lessons in their curriculum from a traditional instructional approach to an arts-integrated instructional approach and are responsible for teaching all or portions of the collaborative lessons. The SMARTS teacher is the arts expert and the classroom teacher is the content area expert, and they meet regularly for planning to determine the best model for co-teaching and to determine how many lessons the SMARTS teacher is responsible for per unit.

**Early SMARTS** -- SMARTS developed its own early arts curriculum to help children gain skills necessary to be creative thinkers and problem-solvers by age 5. Early SMARTS is geared towards students ages 18 months to 5 years and incorporates research and best practices from the Center on the Developing Child at Harvard University and the Reggio Emilia educational philosophy to offer an experience in the arts that allows early childhood students to create art by *playing* with art. This curriculum utilizes arts integration to meet learning objectives for the American Library Association's 6 early literacy skills to be "Ready to Read" by age 5, as well as Zero to Three's 7 early math skills. SMARTS CTAs teach during the designated SMARTS lesson time, following prepared Early SMARTS curriculum designed specifically for PK students. These lessons engage students in visual art, music, dance, theater, and/or creative writing.

**SMARTS Arts in Non-Arts Spaces (AINS)** -- Discover an artist at work in a place you wouldn't expect! All SMARTS Teachers come to SMARTS as artists and receive training to teach their art while also earning income as working artists. Some own ceramics studios, perform and record original music, dance for companies, act in theater, and have published books. In this program, SMARTS CTAs will come to your school or organization as an artist and demonstrate their art live in a space that students wouldn't expect. The purpose of this program is to expose students to careers in the arts, see an artist at work live, have an opportunity to ask artists questions about their art, and to learn about SMARTS *free* public classes. During the demonstration, the SMARTS CTA may be visited by classrooms of students and teachers, administrators, students passing by in the hallway, or eating lunch. The school or organization will choose the location(s) where the arts demonstration will take place. The artist will be prepared to answer questions about SMARTS, what it means to be an artist, and their own career as an artist. Students will be invited to complete a SMARTS application to take *free* classes in visual art, music, dance, theater, and creative writing by visiting [www.smartsartschool.org/classes](http://www.smartsartschool.org/classes). Arts in Non-Arts Spaces is a demonstration of art making, not a performance.

## SMARTS Public Programming

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**Becoming a SMARTS Student** – Any PK-12 student interested in taking classes at SMARTS must complete a student application online at [www.SmartsArtSchool.org/students](http://www.SmartsArtSchool.org/students). All students are accepted year-round at any time. Completing an application places the student in the SMARTS database, where they will receive all future emails and text messages about class offerings. For more information, see the SMARTS Student Admissions Policy and the Virtual SMARTS Student Admissions Policy in the Resources section.

**Enrolling in SMARTS Public Classes and Workshops** – When new classes are offered in the fall, spring, and summer, all students in the database receive text messages and emails with information to enroll in classes at [www.SmartsArtSchool.org/classes](http://www.SmartsArtSchool.org/classes). All classes are offered by semester, except music lessons – piano, violin, guitar, ukulele. Etc. – which are full-year classes. Students can enroll in classes on our website at <https://smartsartschool.org/classes-enroll/> **after filling out a student application**. Classes are offered on a first-come, first-served basis. When a class is full, a waitlist form is provided.

**Meeting & Communicating with Parents** – SMARTS Public Programming teachers have the unique opportunity to connect with parents of students in the Family Waiting Area. On the first day of class, either before or after class, please pop into the Family Waiting Area to greet families, even if they are not parents of your students. It is nice for our families to meet our teachers, as it builds trust and relationships, and from their perspective, they feel better knowing the individuals who may be teaching and interacting with their children at SMARTS. They need to know that you are an artist, that you are qualified in your art, that you enjoy teaching, and that you are glad to have their child in your class. Ask them questions about their child’s art and how they started coming to SMARTS. During events that promote Public Programming, you could also make suggestions for SMARTS classes that they could take and invite them to connect to us on Facebook or to complete an application at [www.smartsartschool.org](http://www.smartsartschool.org). For your own protection, we ask that you do not communicate with students and/or their families outside of SMARTS without permission of Program Manager.

**Student Arrival and Attendance** – For Public Programming at SMARTS, a Student Assistant will bring students to the classroom from the Family Waiting Area after students have checked in (for Virtual SMARTS they will be the class Moderator admitting students from the waiting room). Student Assistants will take attendance at the check-in desk for in-person classes, and the CTA will take attendance for Virtual SMARTS classes. SMARTS Teachers should take attendance and keep track of their roster changes daily for their own record. Student Assistants will give the CTA a five- or ten-minute warning when the class time is nearing the end. Student Assistants will return to pick up the class and take students back to the waiting area to their parents. The CTA may need to help their class line up, but they do not need to transport their class around the building.

**Public Class Rosters, Student Allergies and Medical Conditions** – Rosters will be printed week 1 and can be printed for teachers at any point that an updated roster is needed by making this request to the Program Manager overseeing Public Programming. If a student has an allergy or medical condition in a SMARTS class, an A or an M will be marked in the notes section of their class roster. These rosters are stored in Google Drive and are updated weekly to record attendance at the check in desk. If a student in your class has an allergy or medical condition, this information is private and confidential. There is a master copy of this information on the Program Manager’s desk, and this information is searchable within the SMARTS database. Medical conditions may range from ADHD, mental illnesses, bleeding disorders, motor skill deficiencies, special needs, autoimmune diseases, or other illnesses.

SMARTS teachers may inquire about these issues if you have a concern in your class, such as using sharp tools in art class or giving students enough breaks during a dance class. **Do NOT bring in outside snacks to your class without permission!** Due to student allergies, no nuts of any kind should be in the classrooms, including peanut butter. If we give candy to students, we must check allergies in the classroom first, and most often opt to give suckers, smarties, or other hard, non-chocolate candy.

**First Aid Procedures** – A First Aid kit is located on top of the refrigerator in the Depot. A Student Assistant can retrieve a Band-Aid, alcohol wipe, or other supply for you. If the situation is a medical emergency, stop your class and ask for help immediately by calling down to the Student Assistant at the check in desk to get help. The Student Assistant will then leave the check in desk to get a Program Manager, Education Director, or President and send them to your classroom. If medical attention is given to a student, an incident report needs to be completed by the Program Manager and the parent/guardian should be notified. Please make sure that you communicate all incidents, whether they are emergencies or not, so that the Program Manager has all the information they need to make a report. Program Managers will help you fill out an Incident Report.

**Water Breaks and Bathroom Breaks** – Depending on the age of your students, they may leave one at a time, or two at a time to go to the restroom or get a drink. The Student Assistants are responsible for managing the traffic in the hallways and assisting students. For dance, voice, or theater classes, a group trip to the watercooler may be appropriate. Students should use the small water cups. Because doors to the restroom are heavy, teachers with classrooms in the hallway may want to leave their door open when a small child leaves to go use the restroom. Sometimes students need help opening the doors to pass in or out. This is sometimes hard for a Student Assistant to hear down the hall at the check in desk if a student needs help in the restroom. If you find that a student needs help in the restroom, please signal for a Student Assistant to help them. For Virtual SMARTS classes, bathroom breaks are at the discretion of the teacher.

**SMARTS Student Artwork** – Student artwork will be displayed at our Art You Can See, Art You Can Hear night in the fall and spring, and also at the SMARTS Family Dinner and/or other events. It is the CTAs responsibility to verify and triple check that each student has written their name on the back or bottom of their artwork. It is the CTAs discretion to choose artwork for the demonstration events and/or ask for help. Each student in the class should be represented where possible. Artwork should not be taken home until the teacher has enough pieces for the demonstration events. Artwork is to be organized and labeled by class and needs to be cleaned up by the teacher after each class. All student artwork should be planned to be completed by the last week of class (no unglazed ceramics projects, etc.).

**SMARTS Music Student Practice Hours** – All students in a SMARTS music class must complete a practice card showing that they have practiced 1 hour per week in order to maintain their spot in a SMARTS music class. This applies to SMARTS piano, string, and voice classes. In-person classes have a printed copy and virtual classes have a form posted on their Virtual Class Page to complete an online version of the card each week of the class. The CTA is responsible for checking practice hours weekly and reporting any students who did not practice in the weekly reflection, and you should use this information in your teaching. We collect and use this information to make decisions regarding our programming and funding, so it is vital to us.

**SMARTS Student Artist Growth Meter** - Student growth is evaluated by the Student Artist Growth Meter, which is a pre- and post-assessment tool that will allow students to reflect on their learning and give teachers a means to evaluate student learning (see the SMARTS Student Artist Growth Meter in the Resources section). When SMARTS chooses to assess student growth, teachers should administer this form to each student during the first and last class. Results are compared by students' responses and by category for the class.

## Virtual SMARTS Public Programming

### **Virtual SMARTS Classroom Guidelines**

The following guidelines (for issues that have not been addressed above) are for Teachers and Moderators during Virtual SMARTS classes live online via Zoom in SMARTS studio spaces. Students in Virtual SMARTS classes are expected to act as they would in a traditional classroom. See the Virtual SMARTS Student Admissions Policy in the Resources section to review student expectations.

**Elvanto Database** – SMARTS Staff and Student Assistants have access to the SMARTS database to keep attendance, manage student records, run reports, and assist with enrollment. Because the database at times must be accessed and

used via cell phones, these two rules must always be followed so that thousands of families' personal information is kept private and safe:

- 1) All information in the database is sensitive. DO NOT for any reason save your password on your phone or on any device. You must type it in manually each time. Should your phone be lost or stolen, this will protect everyone's information.
- 2) All information in the database is confidential. It should not be used for any purpose other than SMARTS programming, by directive of the SMARTS Staff. No one in the database should be contacted without permission from SMARTS Administration Staff or President.

**Virtual SMARTS Moderators** – Each Virtual SMARTS class for Public Programming will have a Moderator. The Moderator may be a Student Assistant, a Teacher, or a Staff Member. The Moderator's role is to assist the Teacher by managing technology needs or difficulties, student issues, admission to the class, and to help take attendance. Moderators are to set an example for the class and should not be on their cell phones except to contact a Program Manager or Staff Administrator.

#### **Moderator Tasks:**

1. Have class roster on hand. Log into the Elvanto database to input attendance.
  - a. Look to see if there are any notes from previous Moderator or admin (messages about who might be late or absent to this class, etc.).
2. Log in to Zoom using one of the SMARTS accounts on the correlating color tablet based on the room you are assigned to moderate.
  - a. **Visual Art Room**
    - i. [smarts.artroom@gmail.com](mailto:smarts.artroom@gmail.com)
    - ii. Zoom password - OrangeTablet1
  - b. **Piano Lab**
    - i. [smarts.pianolab@gmail.com](mailto:smarts.pianolab@gmail.com)
    - ii. Zoom password - BlueTablet1
  - c. **SMARTATORIUM**
    - i. [smarts.smartatorium@gmail.com](mailto:smarts.smartatorium@gmail.com)
    - ii. Zoom password - GreenTablet1
  - d. **Multi-Disciplinary Classroom**
    - i. [smarts.multiroom@gmail.com](mailto:smarts.multiroom@gmail.com)
    - ii. Zoom password – YellowTablet1
3. Select START meeting to begin the scheduled class that you are facilitating.
4. Admit Teacher into the SMARTS class from waiting room.
5. Rename teacher in this format: Miss Lindsay, SMARTS Creative Writing Teacher.
6. Rename yourself in this format: Max, SMARTS Moderator.
7. Admit students into SMARTS class from waiting room as early as two minutes before the start of class.
  - a. Hit "record" to record the class and save it to the cloud, and check that recording has started.
  - b. Say "Welcome to SMARTS" and remember to be a host, smile!
    - i. Just as if they were arriving to SMARTS in-person, it's your job to reassure them that they have arrived to the right "place" - this is SMARTS, and to make them feel at home. Many will be nervous/shy about their first class.
  - c. Rename students by asking their names.
  - d. Record attendance in Elvanto.
8. Give class introduction and introduce yourself and the Teacher.
  - a. In first class, give this introduction: "We're so glad you are here for our Virtual SMARTS class \_\_\_\_\_. Is this anyone's first time in a SMARTS class? If you haven't been to our facility yet, SMARTS has a huge building in the city that is historic and beautiful. I am in one of the classrooms now. We know it's always better to learn the arts in-person, but we are excited to still learn online, and we hope you leave inspired



and excited. Your Teacher's name is Mr./Miss \_\_\_\_\_ and when he/she is not at SMARTS, he/she works as an artist by \_\_\_\_\_. My name is \_\_\_\_\_, and I will be your Moderator for the class. If you have any trouble with your sound or video, or have another question, please let me know in the chat box below. You can unmute yourself to speak by pressing and holding the spacebar, or by pushing your mute button. In the top corner of your screen, you will want to switch your settings to "gallery view" instead of "speaker view" so you can see your classmates and the Teacher at the same time. Just like in a traditional classroom, sometimes it can be hard for everyone to hear over Zoom, so make sure you are listening to your Teacher and following directions.

- b. If it is a music class, remind students to adjust their advanced sound settings. See SMARTS Music Class Audio Tips below.
9. Emergency or Help Needed.
- a. Text or call the Staff Administrator (for Public Programming) or Program Manager (Community Programming) or quickly leave the studio space to signal for help.
10. Manage class.
- a. Permit Teacher to share screen if needed by making them a co-host.
  - b. Assign students to break out rooms, if needed, and only if approved by a SMARTS Program Manager ahead of time, and coordinated by the Staff Administrator.
11. Troubleshoot sound and video issues for students and Teacher. Request the help of a SMARTS staff member to assist, if needed.
- a. Is their volume up on their device? Is the speaker on the device turned on?
  - b. Ask them to check their microphone settings. Are their Bluetooth headphones paired with the device?
  - c. Is their Wi-Fi connection working?
  - d. Ask them to choose gallery view instead of speaker view or to pin the speaker view in the participants' tab.
  - e. Try closing out of other apps or programs to make your device run faster.
  - f. Is battery on device charged?
  - g. Restart mic and video.
  - h. Try sending them to the waiting room and readmitting them.
  - i. Try having them leave the class and rejoin.
  - j. Try having them restart computer or tablet and rejoin.
  - k. Ask them to get a parent to look at their device.
  - l. Ask if they have another device to use.
  - m. They could uninstall and reinstall the Zoom app.
12. Take Attendance in Elvanto.
- a. "Submit Report" to check mark who attended the class.
  - b. Open up student profiles and indicate if any student came late to class.
  - c. Record in Notes section of Attendance Report who moderated the class for the Teacher, who took attendance, and what adults were present in the class that day.
13. End class by giving a reminder for next class.
- a. Check with Teacher to see if there are any reminders to give students about special supplies needed for next class.
  - b. "We'll see you next \_\_\_\_ at \_\_\_\_ pm! Great job today. Have a good night!".
  - c. Remove students from class.

**Virtual SMARTS Teachers** – All Virtual SMARTS classes are held live online via Zoom, and SMARTS Teachers will instruct from studio spaces created at SMARTS in the Ohio One building. Their role is to complete lesson plans prior to class, prep materials for class, teach using instructional strategies that are effective in an online setting, and complete a reflection afterwards.

## Virtual Teacher Tasks:

1. Any supplies students need to have purchased or prepared for your class need to be communicated at the beginning of the semester before students enroll, or two weeks in advance to give SMARTS Staff enough time to post the note on the Virtual SMARTS class page and for you and the Moderator to remind students of supplies needed in the previous virtual class session.
2. Arrive to SMARTS and go to your assigned room, following safety protocol, using SMARTS devices and technology.
3. Approve the need for a breakout room with the Program Manager ahead of time. Breakout rooms can only happen with additional supervision in the class that is planned beforehand.
4. Prepare and set up materials for your class. Bring your digital files and resources that you might need to share on screen on a flash drive. Pull them up for class.
5. Log into Zoom using your personal Zoom account. Join the class 5-10 minutes early by accessing your zoom link through the Virtual SMARTS web page URL that is texted to you and your class from SMARTS. Your SMARTS Moderator will admit you into the class.
6. Let your SMARTS Moderator know if you will need the following, and remember to give them cues throughout your lesson:
  1. co-host privileges
  2. mute/unmute student(s)
  3. adjust advanced sound settings for music classes
  4. breakout rooms
  5. share screen
7. **Keep the integrity of SMARTS classes by maintaining class focus, asking students to have their cameras on, being present, and getting out of bed.**
8. If there is anything that concerns you about something you see on a student's screen, you may address it or bring it to the Moderator's attention so that they can handle it or they can contact the Staff Administrator (Public Programming) or Program Manager (Community Programming) to address the issue.
9. If you have distracting background noise, use headphones with a microphone to cut down noise on your end and make sure your voice is crisp and clear for the video. Bluetooth headphones with a mic are best if you have a discipline you need to move around with, i.e. theater or dance.
10. Engage students using Zoom tools like Chat, whiteboard, etc. to elicit response and interaction. Before signing out of Zoom, ask your Moderator to make any pertinent notes for staff, or for record.
11. Don't forget to follow cleaning protocol before you leave your studio space.

**Virtual SMARTS Music Class Audio Tip:** Adjusting your Zoom sound settings will help make drums and other instruments more clearly. In your Zoom toolbar, click the upward-pointing arrow next to the microphone button. Select "Audio Settings." In the window that opens, click on the "Advanced" button on the lower right-hand side.

Once you're in the advanced menu, adjust the following settings:

- Enable the in-meeting option for "Enable Original Sound" (there is another setting that needs to be adjusted, outlined in the next section)
- Disable the setting for "Suppress Persistent Background Noise"
- Disable the setting for "Suppress Intermittent Background Noise"
- Change the echo cancellation setting to "Auto"

Now that you have enabled the setting for original sound to be toggled in the Zoom meeting, you'll see the text "Turn on Original Sound" appear in the upper left-hand corner. You will need to click this button once to enable it.

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## SMARTS Facilities

**All SMARTS Classrooms** – No items should be set on the radiators, ever! No food or drink is allowed in the classrooms. CTA personal items should be left in the Depot. Each classroom space has its own laptop and some classrooms have doc cams. Student coats and backpacks should be left on the coat rack in the Family Waiting Area and should not be brought into

the classrooms for safety reasons: many of our classroom spaces are small, so coats and backpacks are tripping hazards. Do not use tape on any wall, table, or window surfaces. Do not bring food for your students without seeking approval from SMARTS Program Manager first.

**SMARTATORIUM** – The SMARTATORIUM is the central hub of SMARTS. It houses SMARTS Staff Area, SMARTS Store, Creation Zone, Pop-up Library, Artist-in-Residence (AIR) Studio, SMARTATORIUM classroom, Moderator lounge, and The Youngstown Foundation Stage. It is the main event space at SMARTS and can seat up to 200 people. Students must refrain from moving walls, touching the drum set, the baby grand piano, and the sound system, and/or eating while in the SMARTATORIUM classroom spaces.

**SMARTS Youngstown Foundation Stage** – SMARTS received The Youngstown Foundation Stage in June 2020. The stage features stair entrances on the front, left, and right sides, and is surrounded by a safety rail. With easy access to the SMARTS sound system, it is ideal for music, theater, and dance performances. It is located within the SMARTITORIUM. Students should never be left on the stage unattended.

**SMARTS Technology** – Located within each classroom is an array of SMARTS equipment and technology, including laptops, whiteboard projectors, document cameras, and digital cameras. CTAs have access to Zoom live and can broadcast with doc camera for in-person classes (see Staff Administrator for assistance). Students may use these tools only under direct supervision from a SMARTS CTA or Staff Member. It is the CTA's responsibility to make sure that all SMARTS equipment and technology is handled safely and respectfully during their class; it is also the CTA's responsibility to make sure that everything is returned to its proper place before leaving the classroom. SMARTS students may not take SMARTS equipment or technology home with them. All classroom lights are on sensors, so no one is to turn off classroom lights. Please shut down the computer if you are the last one in the classroom.

**SMARTS Artist-in-Residence (AIR) Studio** – As part of a SMARTS Air contract, participants can be provided access to a studio space at SMARTS. Located in the SMARTATORIUM, the SMARTS Air studio is a well-lit, easily accessible space, and offers conditions that are conducive to creativity. As the needs of all artists and art forms are different, the specifics of the workspace will be determined prior to the start of the residency.

**SMARTS Piano Lab** – No food or drink is permitted in the lab. SMARTS pianos are not to be used as toys or for non-learning play. Students must be taught how to turn pianos on and off, wrap piano cords, and push in piano benches when class has ended. These pianos operate on default settings so that the headphones and pianos operate properly. It is the responsibility of the SMARTS Teacher to restore or return the piano to these default settings if they are altered during class time. Students should be taught not to alter these settings unless they are instructed to do so.

To complete a factory reset to restore to default settings, when the piano is turned on, simply hold the power button and the highest key. All power cords should remain the way they are. NO ONE should be unplugging any cords for any reason. The laptop in the piano lab is there permanently for use of the Classroom Maestro program. SMARTS Staff have manuals that CTAs can borrow to learn more about using the switch board, or the manual can be accessed online, along with other piano teaching resources, in the SMARTS Teacher Google Drive at <https://smartsartschool.org/hub/>.

**SMARTS Visual Art Room** – A laptop for the Visual Art Room can be signed out with a SMARTS Staff member. The CTA may use this and the Visual Art Room box that contains the remote and the HDMI cord for the laptop before class so that they can project images using our projector in the art room. These must be returned after class. All student art projects or artwork should be stored on the drying racks or class shelves. When students are using messy mediums or sharp tools, there should be consistent supervision by the teacher. Drop cloths should be used to protect the tables and student paint shirts can be provided to protect students' clothing.

**No sediment or art objects should be washed down the sink.** A slop bucket should be used to wash hands then dumped outside at the end of the class. There is a sink trap to prevent a clog; this sink is used to clean dishes after events and for

regular use. CTAs should create a classroom procedure for cleanup of hands, tables, supplies, and artwork that students in order to keep messes to a minimum and to protect the facility's furniture and surfaces. There is a drying rack for dishes and a drying mat for art supplies. All surfaces should be wiped down and cleaned after Art Room use by the teacher. Floors will be cleaned at the end of every day, but any wet or dangerous items should be picked up immediately. No food or drink is allowed in the classrooms.

Also located in the Visual Art room is the SMARTS kiln, which is used throughout the year for many types of projects. Signage on the door of the Visual Art Room as well as signs in the classroom will serve as notifications if the kiln is in use. Nothing should ever be placed on or around the kiln, even when the kiln is not in use. **Always check to see if the kiln is on or off if you plan to use this room.** Ceramics teachers need to provide their firing schedule along with their lesson plans prior to the start of the first class. The SMARTS Education Director and Program Manager(s) are in charge of loading, firing, turning on the exhaust fan, and unloading the kiln. CTAs must communicate when their students' projects need fired and/or follow the set schedule.

**SMARTS Music Rooms** – The Music Rooms are transitional spaces that accommodate many types of classes, such as violin, ukulele, voice, piano, yoga, songwriting, and percussion. Therefore, it is important that the spaces are kept tidy and that storage in the music cabinets remain consistent. There should be no objects left on tops of the pianos or on the radiators. Because the entrance to Music Room 2 resides inside Music Room 1, students should be taught how to quietly travel between the rooms if they are interrupting or passing through a class that is in session. No food or drink is allowed in the classrooms.

**SMARTS Multi-Disciplinary Classroom** – The Multi-Disciplinary classroom is an innovative space that accommodates many types of classes – art, music, dance, theater, and creative writing. Because of this, it is important that the space is kept tidy and that supplies stored on the bookshelf remain consistent. A laptop can be signed out with a SMARTS Staff member to project images or videos on the TV in this room. The HDMI cable remains with the TV on the cart for this hook-up. No items should be left on the radiators. No food or drink is allowed in the classrooms.

**SMARTS Family Waiting Area** – Once students check in for a Public Programming class, they will wait in the Creation Zone before classes begin. **Parent/Guardians are not permitted to be in SMARTS classrooms unless they are a background-checked SMARTIE Volunteer and are on the clock or approved by Program Manager.** After class, students are required to wait in the Family Waiting Area until their parent/guardian picks them up. All students must be checked out by an adult with a Student Assistant before leaving the SMARTS premises. Food and drink must remain in the Family Waiting Area.

**The SMARTS Store** – All items in the SMARTS Store are purchased at wholesale price from or donated by local artists and are sold to support future programming. Purchases from the store are completed by a SMARTS Staff Member via Square. SMARTS CTAs may offer their art work for sale in the SMARTS Store as a way to support themselves and SMARTS. The SMARTS President oversees these collaborations. We do not have cash on hand.

## SMARTS Emergency Plans and Procedures

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SMARTS safety procedures are established to prevent emergencies and respond to emergencies if they arise. It is important that all SMARTS Staff and Teachers are familiar with safety procedures to best protect each other and the students we serve. SMARTS Teachers should communicate, at minimum, fire procedures with SMARTS students on the first day of class. It is important to recognize that everyone reacts differently during emergencies, and being prepared for an emergency can help each person have control of their own instinctive fight, flight, fawn, or freeze reaction so they can navigate the emergency in the moment.

**In the event of an emergency, SMARTS teachers should:**

1. Alert the class calmly.
2. Remind or explain to the class where they will be traveling to seek safety.
3. Lead the class to the safe location.
4. Take attendance once at the safe location.

5. Note any students who are missing and contact a SMARTS Staff member with the roll call.

**Fires and Bomb Threats.** SMARTS fire evacuation plans are posted in each classroom at SMARTS. There are two fire alarms located at SMARTS: one at the main entrance and one in the hallway. These alarms should only be pulled if a fire is present. In the event of a fire, classes in the SMARTS hallway must exit out the egress door located in the hallway. Persons in the SMARTATORIUM and Family Waiting Area must exit out the main entrance of SMARTS. (To exit the Ohio One building from the egress hallway door, turn left to go up the stairs, pass the elevators and exit east to Champion Street). When teachers and students exit the building, they should travel in a group to the parking lot behind the Ohio One Building and wait for SMARTS Staff there. Teachers should take roll call and any student missing from a group should be provided to the SMARTS Staff member at that time so they may take appropriate action to find the student. Teachers should follow the same protocol for bomb threats, and they will be notified by SMARTS Staff if evacuation is necessary for any emergency. SMARTS students must still be signed out with a SMARTS staff member before leaving with a parent or guardian after an evacuation.

**Tornado.** In the event of a tornado, all SMARTS classes and persons in the SMARTARORIUM should exit SMARTS through the hallway egress door near the classrooms and turn right to go downstairs to the basement of the Ohio One building. Teachers should keep their class together in one hallway of the basement and instruct students to line up facing the walls with their heads tucked under their bodies and arms covering their heads. This position is standard during tornado emergencies so students can protect themselves from flying objects. Roll call should be taken and provided to a SMARTS staff member once students are safe. SMARTS students must still be signed out with a SMARTS staff member before leaving with a parent or guardian after an evacuation.

**Active Shooter.** In the event of an active shooter, SMARTS classes should follow the protocol provided by ALICE. This is the standard training given by police officers, and it is summarized here: <https://www.ohio.edu/police/activeshooter>. **ALICE Stands for: Alert, Lockdown, Inform, Counter, Evacuate.** In all locations, the teacher's first goal is to act quickly and exit the building if it is safe for students to do so. If you cannot exit the building, close the classroom door and barricade it from the inside to make it difficult for intruder to enter and will deter an intruder who is acting quickly. When the class is in a safe location, teacher and students should use their cell phones to call 911. Students should remain silent and alert in their safe locations and out of range of visibility. They should be prepared to scatter or to fight, should the situation evolve. If confronted with an active shooter, the best action is to distract, surprise, or confuse the shooter by throwing objects, making loud noises, etc. to provide an opportunity to scatter or to take down the shooter.

The Piano Lab and Music Room 1 classes can escape through adjacent doors into Music Room 2 and barricade the doors of both Music Room 1 and Music Room 2 for additional safety. Students in the Multi-Disciplinary Room should barricade both sets of doors. Students in the SMARTATORIUM and persons in the Family Waiting Area should exit the building if possible out the main entrance or the backdoors into the Ohio One hallway, which can be unlocked by turning counter-clockwise. Students could also hide underneath the risers of the stage in the SMARTATORIUM. All SMARTS staff members in offices and at the administrative desks, check-in desk, and check-out desk should follow the active shooter protocol to alert classrooms of an active shooter in the building and to protect themselves and others. They should exit the building and gather south of the Ohio One Building or hide in designated locations based on the situation and location of the shooter, per protocol.

## SMARTS Community Events

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**Fall and Spring Opening Events** – Each semester, SMARTS encourages families to come to SMARTS for a *free* event to participate in hands-on arts activities and learn about taking classes at SMARTS. These events highlight the classes SMARTS offeres, explain check-in and check-out procedures to families, permit families to tour our facility, and allow them to meet our teachers and staff. SMARTS CTAs may be asked to assist with these events to promote their classes and assist with activities.

**SMARTS Family Dinner** – This event is an annual fundraising dinner for SMARTS featuring student arts demonstrations, a keynote address, and a presentation of SMARTS history and recent growth. It is an event to celebrate our students, families, teachers, staff, and partners; for SMARTS to share its progress towards its Mission and Vision; and to continue to advocate for arts education. Organizations in the community can contribute by being a sponsor, and there are many ways to support SMARTS through donations during the program.

**The Joy of SMARTS** – This event is a chance for the community to join SMARTS as we celebrate with art, music, and merriment to support SMARTS. Guests bid on artwork donated by their favorite local and regional artists, enjoy live music, watch a live art demonstration, purchase art from the SMARTS Store, and enjoy food and libations. The Joy of SMARTS is our biggest fundraiser of the year to support future programming. We rely on artists in the community, as well as our SMARTS Teachers, to donate their work and support SMARTS. Please consider donating your artwork to SMARTS for this event and/or the SMARTS Store. This event also serves as a way to educate and connect with new members of the community for SMARTS' future growth and development. This is an adults-only event.

**SMARTS Student Demonstration Nights** – Up to twice a year, SMARTS students have the opportunity to demonstrate their learning to parents, families, classmates, sponsors, and donors. For fall in-person classes, demonstrations happen during the SMARTS Holiday Open House; for spring in-person classes, demonstrations occur at the Art You Can See and Art You Can Hear in-person events. For virtual classes, students may showcase during SMARTS Zoomical virtual event, or other in-person events. Teachers are required to be at the event for the semester that they taught, which will be indicated on their contracts.



## Resources

The following pages include resources for SMARTS Staff, Teachers, Students, and Families. These resources are provided either in part or in full, and can be accessed via the SMARTS Hub at <http://smartsartschool.org/hub/>. All sample forms in this section include the direct hyperlink to the corresponding form in the Hub. Please familiarize yourself with these resources and direct any questions or concerns to the Education Director or SMARTS President.

The resources provided in this section are outlined below:

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## SMARTS Public Programming Student Admission Policy

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SMARTS Public Programming classes provide *free* PK-12 students with a quality arts education. The following information ensures that classes are a positive and productive learning experience for all students.

**Enrollment** – To become a SMARTS student, parents/guardians must submit an application for each child on the SMARTS website at [www.smartsartschool.org/classes](http://www.smartsartschool.org/classes). Applications for classes are accepted year-round. When classes are available, students with applications on file will be contacted by e-mail before classes begin. Classes are filled on a first-come, first-serve basis. A waiting list is created if a class is filled. Students are contacted in order from the waiting list if a spot in the class becomes available. The next time classes are offered, students on the waiting list are given first priority. Students without current applications on file may not take classes at SMARTS until an application is completed.

**Attendance** – If for some reason you know that your student cannot attend one of his/her scheduled classes, you must call 330-574-2787 to notify SMARTS of an approved absence. Students who miss more than two classes without notifying SMARTS will be asked to withdraw from this session of SMARTS classes, giving another student the opportunity to participate. SMARTS students are expected to arrive on time for their classes. Students who are more than 15 minutes late to class will not be allowed to participate that day. Students are expected to attend the entire class.

**Procedures** – Parents/guardians are responsible for signing out SMARTS students when they are picked up. Students must be picked up on time. If other arrangements are necessary, they must be worked out with SMARTS Staff. Parents are not permitted in classrooms without permission of SMARTS Staff. Parents are permitted to wait for their child/children in the SMARTS Family Waiting Area during classes, or children may be dropped off. Cell phones, handheld video games, hats, food, drinks, or gum are not allowed in the classrooms.

**Behavior** – Students are expected to respect teachers, staff, classmates and the SMARTS Facility at all times. If a student's behavior disrupts class or creates a safety problem, the following will occur:

*1st offense:* Warning

*2nd offense:* Conference with parents

*3rd offense:* Removal from class and withdrawal from SMARTS student rotation for one semester.

**Music Lessons** – Students who take SMARTS music lessons are expected to practice a minimum one hour a week and record these hours on their practice card. Students interested in piano and violin are placed on a case-by-case basis. Piano and violin are year-long classes. SMARTS has a limited number of instruments available for loan for students who do not have access to instruments to practice at home.

**Facility and Parking** – SMARTS is a first floor, handicapped-accessible, secure facility with a curb cutout and 30-minute loading zone outside our main entrance. Public metered parking is available on nearby streets as well as public parking garages. Find parking options here: <https://www.parkme.com/youngstown-oh-parking>.

**Family Waiting Area** – In most cases, families are not expected to wait for their children during classes. If you choose to wait, SMARTS provides a waiting area for families with complimentary coffee, water, and free Wi-Fi. If your child uses any SMARTS books or activities in the waiting area, please monitor their activity and clean up the space for the next family. Students are encouraged to bring homework or materials to work on between classes and may bring their own snacks.



## Virtual SMARTS Public Programming Student Admissions Policy

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Classes on Virtual SMARTS provide students with a quality arts education. The following information ensures that classes are a positive and productive learning experience for all students.

1. **Timeliness.** Students are expected to sign in for their Zoom class 5 minutes before the start of class to ensure no late arrivals or technical difficulties. If students are more than 5 minutes late, they will not be admitted into class.
2. **Absence.** Students are permitted only 1 absence for Virtual SMARTS classes. Please report all absences to the SMARTS Education Director by calling 330-574-2787 Ext. 2 or to receive assistance with any day-of technology issues.
3. **Supplies.** Students are required to double check the supply list for the class and have these supplies prepared or purchased for the first class. Any updated supplies will be posted to your Virtual SMARTS class page.
4. **Dress Code.** Students must be dressed in school-appropriate clothing during class.
5. **Behavior.** Students are expected to behave as they would in an in-person class. That means staying present on camera (unless excused), sitting up on screen, and avoiding other tech distractions while in class. Students are expected to treat other students with respect on screen, in the chat, and in any other virtual programs used for the class in order to maintain a safe and accepting learning environment for all.
6. **Supervision when indicated on class description.** Parent/guardian must be in the room and on camera with the student if this is specified at enrollment. Parent/guardian must adhere to student admissions policy and have an adult application on file with SMARTS.

*All Virtual SMARTS classes will be recorded for safety purposes. Use of this video and photos will follow preferences indicated on the media release.*

*To become a SMARTS student, parents/guardians must submit an application for each child on the SMARTS website and communicate with SMARTS staff about any at-home technical barriers or difficulties. This will allow SMARTS staff to be prepared and adjust to student needs. Classes are filled on a first-come, first serve basis. A waiting list is created if a class is filled. Students are contacted in order from the waiting list if a spot becomes available.*



## SMARTS CTA Introductions

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### **Community Programming - Classes outside of SMARTS**

Hello my name is (Full Name) but you all can call me (Teaching Name). I am excited to be here and teach for a Community Art School called SMARTS, Students Motivated by the Arts. I will be teaching you about/on (Subject) for the next (# of) days/weeks. SMARTS is a non-profit art school, located in downtown Youngstown. SMARTS gives students the opportunity to take *free* classes in visual arts, music, dance, theater, and creative writing. You can get an application and information on SMARTS classes on the website at [www.SmartsArtSchool.org](http://www.SmartsArtSchool.org). (Hand out SMARTS card and explain class offerings at SMARTS). Has anyone here taken classes at SMARTS? In this series of classes here at (Name School/Org) we will be working on (Class Description). In my classroom, we treat everyone with respect and (Class Rules).

### **Public Programming - Classes at SMARTS**

Hello my name is (Full Name) but you all can call me (Teaching Name). We are excited to have you here at SMARTS, Students Motivated by the Arts and I will be teaching you on (Subject) for the next (# of) days/weeks. You have been given a schedule of your classes to follow and your attendance is important to this class. SMARTS is a non-profit art school, located in downtown Youngstown. SMARTS gives students the opportunity to take *free* classes in visual arts, music, dance, theater, and creative writing. Individual people, businesses and foundations help us so that we can offer you arts classes for *free*. You can help us by coming to class on time and on a regular basis and by telling your friends about us. (And if you are learning an instrument, it helps us if you practice and use your PRACTICE CARD). In this series of classes here at SMARTS, we will be working on (Class Description). In my classroom, we treat everyone with respect and (Class Rules).



# SMARTS Public Programming Lesson Map

Can be accessed via Google Drive: <https://cutt.ly/he6qQIA>

Class:  
Teacher:  
Semester:

End Learning Goal:

What will your students demonstrate?

Week # / Date	Learning Goal	Learning Activity to meet Learning Goal



## SMARTS Public Programming Lesson Plan Template

Can be accessed via Google Drive: <https://cutt.ly/5e6qb3e>

<b>Class Name</b>	<b>Length of Class</b>
<b>Week # / Date of Lesson</b>	<b>Grades</b>
<b>Standards</b> (maximum two standards)	<b>Lesson Student Goals (I CAN statements)</b> I CAN...
<b>Guiding Question for today's lesson</b> (what idea will we be thinking about or exploring today?)	<b>Vocabulary</b> (are there any words you will need to explain?)
<b>Supplies</b> (communicate anything special with Lindsay one week before your class)	
<b>Welcome / Introduction to the Lesson</b> (state the learning goal to students, connect from learning last class, get them excited about what they will be learning)	
<b>Step-By-Step Procedures</b> (show how you will achieve your learning goal throughout the class time and please write out all discussion questions that you will ask your students)	
<b>Recap and Review.</b> (help students process their own learning)  What did we today? What did you learn today? See you again XX	
<b>Visual Samples</b> (help Lindsay see what you're teaching them)	
<b>Teacher Reflection:</b> Google form, see below:	



## SMARTS Public Programming Reflection Form

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Can be accessed via Google Drive: <https://docs.google.com/forms/d/e/1FAIpQLSdjfO533HFnlQDhfMSG7NtromR-ZokGWL0ctf4qSXXRaMRL6w/viewform>

Please reflect on your classes at the end of each day you teach for SMARTS:

Teacher name:

Class:

Did anything happen out of the normal that we need to know about? If so, please answer in detail.

List one success and one challenge of today's class.

Describe overall student learning or growth in your class today.

What will you change or do differently next class? (If any support is needed, please say so here).

If you have YSU 1501 students in your class, please provide their names and describe their level of engagement with the students and in collaboration with you in this week.



## SMARTS Community Programming Lesson Plan Template

Can be accessed via Google Drive: <https://cutt.ly/ieY58RA>

Lesson Name	Grade/s & Length of Class (Time)
Standard (ONLY 1)	Lesson Student Goals (I CAN statements) I CAN...
<b>Supplies</b>	
<p><b>Welcome / Introduction to the Lesson</b></p> <p>Hello my name is <u>(Full Name)</u> but you all can call me <u>(Teaching Name)</u>. I am excited to be here and teach for a Community Art School called SMARTS, Students Motivated by the Arts. I will be teaching you about/on <u>(Subject)</u> for the next (# of) weeks. SMARTS is a non-profit art school, located in downtown Youngstown. SMARTS gives students the opportunity to take <i>free</i> classes in visual arts, music, dance, theater, and creative writing. You can get an application and information on SMARTS classes on the website at <a href="http://www.SmartsArtSchool.org">www.SmartsArtSchool.org</a>. <u>(Hand out SMARTS card and explain class offerings at SMARTS)</u>. Has anyone here taken classes at SMARTS? In this series of classes here at (Name School/Org) we will be working on <u>(Class Description)</u>. In my classroom, we treat everyone with respect and <u>(Class Rules)</u>. So, let's get started...</p>	
<p><b>Step-By-Step Procedures</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	
<p><b>Closing</b></p> <p>Just a quick recap about our class: What did we today? What did you learn today? See you again</p>	
<p><b>Teacher's Reflection</b></p> <p>Please complete your SMARTS Community Programming lesson reflection here: <a href="https://docs.google.com/forms/d/e/1FAIpQLSdjfO533HFniQDhfMSG7NtromR-ZokGWL0ctf4qSXXRaMRL6w/viewform">https://docs.google.com/forms/d/e/1FAIpQLSdjfO533HFniQDhfMSG7NtromR-ZokGWL0ctf4qSXXRaMRL6w/viewform</a></p>	

Student Name:

Semester:

Class Name(s):

Teacher Name(s):



## SMARTS Community Programming Lesson Plan Example

Example: 10 minutes to write, 5 minutes to choose a standard, 15 minutes to choose texts

Can be accessed via Google Drive: <https://cutt.ly/ieY58RA>

<b>Lesson Name</b> Creative Writing	<b>Grade/s &amp; Length of Class (Time)</b> Grades 6-8
<b>Standard (ONLY 1)</b> Reading 7-8 Band  RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>Lesson Student Goals (I CAN statements)</b> I CAN...  Students can make inferences about white space in a text Students can experiment with white space and explain their intentions
<b>Supplies</b> 3 example texts, white board, dry erase markers, laptop/maybe a quick PowerPoint	
<b>Welcome / Introduction to the Lesson</b>  Welcome class Show example text Ask: what do you notice is different or weird about this text?	
<b>Step-By-Step Procedures</b>  I DO, We DO, You DO  <b>I DO</b> Define types of white spaces through 2 more examples <ul style="list-style-type: none"> <li>• Line breaks</li> <li>• Spaces and gaps</li> <li>• Free verse layouts</li> </ul> Discuss common effects <ul style="list-style-type: none"> <li>• Cliffhanger</li> <li>• Double meaning plays on words</li> <li>• Shift or stun expectations</li> <li>• Play on emotions</li> <li>• Create a visual statement</li> </ul> <b>We DO</b>	
Read 2 more examples and ask students to identify these types and purposes Discuss why they categorize them as so Brainstorm poems and flash stories to use white space  <b>You DO</b> Practice writing with white space	
<b>Closing</b> Who remembers what effects white space can have on a text?	
<b>Teacher's Reflection</b> Please complete your SMARTS Community Programming lesson reflection here: <a href="https://forms.gle/akeDAHmWWvzQZC5F8">https://forms.gle/akeDAHmWWvzQZC5F8</a>	



## SMARTS Community Programming Reflection Form

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Can be accessed via Google Drive: <https://docs.google.com/forms/d/e/1FAIpQLSdjfO533HFnlQDhfMSG7NtromR-ZokGWL0ctf4qSXXRaMRL6w/viewform>

Please reflect on your classes at the end of each day you teach for SMARTS.

Email

Name

Location

Did anything happen out of the normal that we need to know about? If so, please answer in detail.

How well did you stick to your lesson plan today? (1-5)

If you selected three or less, please describe what happened.

How well did your students demonstrate understanding? (1-5)

If you selected three or less, please describe what happened.

What will you change or do differently next class? (if any support is needed, please say so here).

Please share anything special that happened today that gave you joy and will make SMARTS do a happy dance.





## SMARTS Artist Growth Meter

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1. **Identity.**

Discover who you are as an artist and allow that to guide how you make your artwork.

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2. **Skills.**

Work at your art by practicing with commitment and regularity.

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3. **Mentor.**

Learn how to make art and how to think like an artist from your SMARTS Teacher.

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4. **Collaboration.**

Work with other peer artists on a project to learn from others.

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5. **Experiment.**

Try new things, take a risk, accept a challenge, or experiment with your artwork.

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6. **Inspiration.**

Nurture your own inspiration by finding ideas or objects from your own life and world around us that you can use to make art.

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7. **Fun.**

Have a sense of joy or satisfaction from creating and practicing art.

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## SMARTS Supply Request Form

Can be accessed on our website at: <https://smarts.elvanto.net/form/?id=1beb71f9-b88e-4a7f-b05a-b6a362467b0c>



### SMARTS Supply Request Form

SMARTS Teachers may submit this form to request supplies for in school projects. Please submit this form AT LEAST 1 week prior to when you need the supplies. If you need supplies in under a week, please complete the form AND notify Lindsay directly.

If SMARTS has something you are requesting in the link, we will direct you to use what we already have on hand. Requested supplies, if purchased, will be SMARTS property and expected to be returned to SMARTS when you are done using them (with the exception of expendable items).

Type of SMARTS Programming \*

- Community Programming
- Public Programming

First Name \*

What date do you need these supplies by? \*

mm/dd/yyyy



Last Name \*

What project is this for? \*

Email Address \*

School Location \*

Please paste quantities and Amazon links here: \*

Submit