

**ELEMENTARY
UNIFIED ARTS HANDBOOK
2023-2024**



Elementary School Principal and Teacher Resource

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1. BEGINNING OF THE YEAR

Elementary Unified Arts teachers will begin teaching the first full week of classes or as determined by the building principal. All schedules for Art, Physical Education, Vocal and Instrumental Music must be sent to the Unified Arts (UA) unifiedarts@columbus.k12.oh.us by September 1, 2023. Instrumental Music teachers will use the first full week of the school year to recruit students, communicate with parents, and schedule the 4-5th grade band and string students. Instrumental music teachers will begin instruction by the second full week of class and continue to recruit through the first week in October.

2. SCHEDULING - (ART, VOCAL MUSIC, & PE)

Principals schedule elementary art, vocal music and physical education at 45 minutes, in collaboration with paired/shared UA teacher assignments. Principals and teachers must go to the Reform Panel for a variance in order to make adjustments to these guidelines. Instrumental music may be scheduled at 30 minutes, twice per week for the entire year.

Elementary UA teachers with district unallocated time may be scheduled to teach at other buildings. District unallocated (DU) time is left over time from a full time allocation. The remaining amount of time that is not allocated to an assigned building is reserved for the District to assist with other assignments when needed. Building principals should not build the schedule of teachers with available time in a manner that can not be adjusted.

Pre-K instruction is not included in the Unified Arts allocations.

Physical Education teachers scheduled to assist in 2nd buildings may not be scheduled to teach 2nd, 5th, or 6th grade classes due to Ohio Department of Education Assessments that occur in these grade levels. The classes must be assessed by the primary assigned teacher of the building.

Transition Time Between Classes

Art/Music Carts - a minimum of 5 minutes is required for transition between rooms, restocking of supplies, cleaning of paint brushes, and general preparation for the next class for educators teaching from a cart.

Physical Education - a minimum of 5 minutes transition time is required between physical education classes, specifically when grade levels require securing and providing specific resources. On the days when a physical education teacher is assigned to a school, the multi-purpose room floor should be damp mopped after breakfast and after lunch as soon as possible. Students should wear rubber soled shoes while participating in physical education. Children may not participate in flip-flops, shoes with high heels, socks, or bare feet.

3. INSTRUMENTAL MUSIC

Instrumental music instruction begins in fourth grade. Students will have access to district musical instruments. Students will not be charged a fee to use district instruments.

Instruction and Curriculum:

Fourth Grade: Beginning Strings - Violin, Viola, Cello, and Bass.

Fifth Grade: Continue strings instruction or begin any standard band instrument.

Recruitment: Teachers are expected to communicate with all fourth and fifth grade classes as part of the demonstration/recruitment process. Teachers are encouraged to plan evening parent meetings. Students may enroll in Instrumental Music through the first week of October, however are encouraged to recruit students into classes as early and quickly as possible. **Instrumental music teachers are to begin instruction no later than the second week of classes.**

Programs: Elementary instrumental music classes are expected to perform at least twice a year, usually in conjunction with school assemblies or evening activities. The first performance should be scheduled in December before the winter break. The second performance is typically scheduled in the spring at each assigned building. Principals should meet with the music teachers to review the song list and give approval prior to finalizing the program. Teachers should submit the date and times of the two performances to unifiedarts@columbus.k12.oh.us.

Elementary Instrumental Music teachers should visit each of their assigned buildings during the first week of school to communicate with building Principals and recruit instrumental music students into their classes. **Students should have the opportunity to begin playing a musical instrument by the second or third week of school.**

Instrument Inventory

Music directors must submit an annual inventory of music instruments and equipment in the spring of each school year. Directors will receive new information on barcode tags and scanners in school year 2023-2024 during professional development. This will help make the inventory process more efficient and less time consuming. In addition, assistance with the removal of instruments that are in disrepair and/or in need of recycling will be provided.

The distribution of district instruments is to be organized and documented. Unified Arts and your building principal must be notified in the event of a missing, lost, stolen, or damaged instrument. Send a notification to unifiedarts@columbus.k12.oh.us.

Instrumental inventory are fixed assets of the District and may not be transferred from building to building. If instruments are needed in another assigned location, make a request to unifiedarts@columbus.k12.oh.us or your building principal. If instruments are not available, you will be notified when they are.

4. ARTS SUPPORT

Principals can contact the Unified Arts Office for recommendations on support by content area for elementary Unified Arts or email unifiedarts@columbus.k12.oh.us.

The provision of a designated room for art and music instruction is an essential support for elementary UA educators. It is sometimes possible for an art and music teacher to share a room if they are scheduled to be in your building on different days. If a classroom is unavailable for the art teacher(s), or if there are multiple art teachers in a building, provide a cart, two lockable cabinets, and a desk for each art teacher. In multi-level buildings, carts and cabinets should be provided on each level. Contact the [Unified Arts Office](#) for information on these resources.

5. SPECIAL EDUCATION STUDENTS

Refer to a student's I.E.P. when making decisions regarding placement in Art, Music, and Physical Education. Mainstream special education students per I.E.P. Consider each individual student, rather than the entire class. Special education students may not be pulled out for small group arts classes unless specifically required by their I.E.P. The Principal, Special Education teacher, classroom teacher, and Unified Arts teachers should consult on placement of special education students in Art, Music and Physical Education classes per I.E.P. Final placement decision is with the Pprincipal per I.E.P.

The following recommendations regarding instruction to students with disabilities are:

1. Mainstream a maximum of 4-5 students with disabilities during one instructional period
2. Mainstream students into a grade level no more than one grade level above/below their current grade to the greatest extent possible per I.E.P.
3. The instructional assistant assigned to ED or MD classrooms may support students during mainstreamed specials depending on the needs of the students.

6. STUDENT ATTENDANCE

Students are not to be withheld from Art, Music, Chorus, or Physical Education classes by classroom teachers for disciplinary reasons or to complete assignments. Arts and physical education classes are allocated to each elementary building in the district and all elementary students have an expectation of equal participation in the classes.

7. GRADE REPORTING

Unified Arts teachers are responsible for assigning grades for all students participating in Art, Music, and Physical Education classes. Grades are to be entered via the district platform and by the district deadlines.

8. BUILDING ASSIGNMENT/ALLOCATIONS

For the purpose of accountability, itinerant teachers must be in the buildings of their [2023-2024 assignment/allocations](#) on the days and schedule that they are assigned. All elementary itinerant schedules must be submitted to the UA office by **September 1, 2023** and again following schedule adjustments.

9. UNIFIED ARTS TEACHER ABSENCE

Unified Arts teachers are required submit any absence or tardy to the [Red Rover Absence Management System](#) and their assigned building of the day. A substitute must be requested when reporting the absence in Red Rover.

Reminder: Failure to report an absence properly may result in the day of absence being unapproved and may subject the teacher to possible disciplinary action.

The Unified Arts teacher will resume the regular schedule upon return from an absence.

10. CLASSROOM TEACHER ABSENCE

If a classroom teacher is absent and a substitute is not assigned, divide the students among other teachers as soon as possible. Students being divided among other teaching staff continue in their art, music and physical education classes as normally scheduled. Students should remain with the teacher being compensated (classroom teacher) when his or her own students are going to art, music or physical education.

Extra students do not attend the Unified Arts courses in this situation. Unified Arts teachers are not compensated when serving additional students. Unified Arts teachers should not see the same students more than once a day or week. Please consider class size, student needs, safety issues, and other contributing factors that will impact the specialist's ability to provide meaningful instruction.

If a UA teacher is absent and a substitute is not provided, the UA teacher will resume the regular schedule upon return. Specialists are not required to make up missed classes, or alter their weekly schedule if there is a variation to the regular schedule for field trips, assemblies, testing or similar activities.

11. DUTIES

Duties should be assigned according to the number of days an art, music, or physical education teacher is in your building. For example, if an art teacher is assigned to your building for three days, they should receive 3/5ths of a duty schedule. Teachers who have one building should have a duty schedule comparable to a classroom teacher duty schedule.

If a UA teacher teaches in multiple buildings and travels between buildings during the school day, the travel is considered his/her duty.

12. CONTENT/CURRICULUM GUIDES

Curriculum guides and timelines are available on the [Unified Arts website](#) and on Canvas, the district learning management system [Unified Arts Curriculum Guides](#) .

HEALTH

The Ohio Revised Code states that health education is to be included in all district-wide curriculum. Health education will be taught and graded by elementary classroom teachers for 30 minutes once a week. The ES Health Curriculum is on the following link: [ES Health Education](#)

PHYSICAL EDUCATION

In addition to planned physical education, each building should provide age-appropriate physical activities (e.g., recess during the school day, intramurals, interscholastic sports and/or clubs before and/or after school) that meet the needs of all students.

All students in Grades 2, 5, 6 and PE II will be assessed in the Ohio Physical Education Academic Content Standards. See Addendum # 3 for information regarding the mandated ODE Physical Education Evaluation.

The Ohio Department of Education Physical Education Evaluation Instrument: [Columbus City Schools PE Evaluation Website](#)

13. PROGRAMS

ARTFUL READING

The **ARTful Reading** Museum Tour program is a partnership between Columbus City Schools and the Columbus Museum of Art. This is an introduction to the museum collections. All CCS 5th grade students participate in the program as an essential part of the 5th grade art curriculum. Art teachers should attend with the students from their school(s) and will teach the provided studio lesson back at the home school(s). This program culminates with the Columbus City Schools/Columbus Museum of Art Day for Families, an annual free event held yearly in the spring. Art teachers submit examples of the student art from the ARTful Reading Lesson or ARTful Reading theme of the year for display at the event.

EXHIBITIONS/CONTESTS

Each year, artwork created by district elementary art students is displayed in fall and summer shows at district locations. In addition, Columbus City Schools also has relationships with community partners who offer opportunities to display student artwork throughout the city. All elementary art teachers submit a minimum of four pieces of framed student art per building as a component of the 5th grade art curriculum. Artwork is chosen from these pieces to be displayed in the fall and summer shows, CCS locations and various community venues.

ALL THAT JAZZ CONCERTS

The All That Jazz Concerts sponsored by the Jazz Arts Group of Columbus are an integral component of the 4th grade music curriculum. The American Art form is significant portion of the curriculum provided by our community partners and culminates with a live performance at the Southern Theatre that features the Columbus Jazz Arts Orchestra. CCS students experience live jazz music performed by professional musicians in the historic downtown Southern Theater.

14. RELIGIOUS MUSIC POLICY

Board Policy 2210 - STUDY AND PERFORMANCE OF MUSIC OF RELIGIOUS ORIGIN

District schools are places in which beliefs and religious convictions are treated with respect and in which the religious liberty and rights of all students are protected. Columbus schools may not promote, endorse, or prohibit religion.

A comprehensive music education requires the study of a broad range of music including music outside of the student's musical experience. As with many other types of music, music of religious origin or with sacred lyrics has played an important role in American culture and history and may be a part of classroom instruction, school concerts, and school programs if any of the following criteria are met:

1. The music is chosen based on sound educational principles and is used for pedagogical purposes that demonstrably support the Districts' music and other curricula;

2. The musical selection is chosen to help students develop musical skills and abilities set forth by the Districts' music curriculum such as expressive singing, increased tone production, balance, blend, phrasing, articulation, rhythm, dynamics, range development, competency in part singing and sight singing;
3. The musical selection has:
 - a. Recognized artistic merit; or
 - b. Historical, social or cultural significance defined by and studied as part of the Districts' curricula
4. The musical selection is part of a balanced program or course of instruction,
5. In the context of the concert program or course of instruction, the musical selections respect diversity and do not manifest a preference for religion or particular religious beliefs;
6. The musical selection serves to prepare students for future music education or careers in music;
7. For large groups, soloists, and ensembles that participate in competitions conducted by the Ohio Music Educators Association or similar organizations, the selections are part of the performance list compiled by the sponsoring organizations.

The District will establish a resource committee consisting of the Districts' coordinators and their supervisors, District legal counsel, a school principal, and a music teacher. The Superintendent shall make information regarding the resource committee available to the public. The chair shall be designated by the Superintendent and shall have authority, on behalf and in consultation with the resource committee to oversee and enforce this policy. Principals, teachers, parents, and community members are encouraged to seek information and advice from the resource committee on questions concerning the application of this policy and the District's curriculum regarding the selection of musical pieces for performance or instruction.

The Board of Education expects that all affected administrators and teachers will adhere to the requirements of this policy and directs the administration to develop a plan for implementation within 60 days of its adoption. The plan shall:

1. Establish goals for selection of music as part of a well-rounded education;
2. Set forth criteria for selection of music and for music curriculum development;
3. Establish mechanisms for ongoing communication with and training programs for all administrators and teachers affected by this policy;
4. Promulgate guidelines, including guidelines that protect students who do not subscribe to a personal religious persuasion; and
5. Draft and distribute guidelines and timelines for recourse if parents, teachers, or students perceive that their beliefs concerning religion are not respected or a failure to comply with this policy.

The guidelines shall encourage informal resolution of complaints. The process shall be initiated when a complaining student, parent, or teacher submits to the teacher or principal as is appropriate, a written description of the matter of concern. The guidelines shall also set forth a procedure for reporting to the committee of complaints and their resolution. Except as prohibited by state or federal law, all reports made to the resource committee are public records pursuant to R.C. 149.43.

If the student, parent, or teacher is not satisfied by the resolution at the school level, the complaint may be brought to the resource committee, which shall investigate the matter and issue a written determination, which shall be transmitted to the complaining party, the affected administrator and teacher, and such other persons as the resource committee deems appropriate. Except as prohibited by federal and state law, the written description of the matter of concern and the written determination are public records pursuant to R.C. 149.43.

The purpose of graduation is to recognize and celebrate the achievement of high school seniors and to allow their families and the community at large to honor their accomplishment. Because the performance of vocal music containing religious lyrics at Commencement exercises may distract from this purpose and be inconsistent with the criteria mandated with this policy, it shall not be performed at graduation ceremonies.

15. EVALUATIONS

Elementary itinerant teachers are evaluated by the principal of the teacher's assigned building holding the largest allocation. In the case of an equal allocation, the principal of the building to which the teacher is assigned on Monday morning completes the evaluation. Where there are multiple building assignments, all administrators should be consulted to provide input for evaluation.

16. MILEAGE

A mileage purchase order will be provided for teachers with multiple buildings only. All mileage cards must include the purchase order number and employee vendor number before submission. Email unifiedarts@columbus.k12.oh.us office to obtain the 2023-2024 mileage Purchase Order number. Once each mileage card is full, itinerant UA teachers can send their mileage cards to the Unified Arts Office for approval.

No mileage cards will be processed without a current schedule on file. The district will utilize the website <https://www.google.com> to establish a standard mileage value for local travel. Please note that mileage reimbursement rates can change at any given time.

GUIDELINES FOR LOCAL MILEAGE REIMBURSEMENT

- The district may deny payment of any mileage claim over six months old. • Clearly print the origin, destination, date, and mileage for each trip on your travel card. Indicate ES (Elementary), MS (Middle), or HS (High) for all schools.
- Limit reported mileage calculation to one decimal (tenths of a mile).
- Mileage cards must include claimant's name, ID number, purchase order and vendor ID. • Include an address for non-CCS locations including city and/or zip code within Franklin county.
- Round trips must include the final destination printed on the card.
- Mileage is never paid for local trips to/from an employee's home.
- Parking costs are allowable. Original receipt(s) required if the amount exceeds \$1.
- Completed cards must be signed by the claimant and the claimant's supervisor

17. END OF YEAR

Principals will decide the last day of instruction for Art, Music, and Physical Education in their buildings. Consideration should be given to teachers with more than one building assignment.

18. ADDENDUM #3

Physical Education

Ohio Senate Bill 210, [*The Healthy Choices for Healthy Children Act*](#), became law June 18, 2010 and started with the 2012-13 school year. The district's Wellness Policy includes Physical Education, activity and nutrition. The full policy can be found on the following link: [CCS Wellness Policy](#)

MASTER SCHEDULING IMPACT

CCS students will be assessed in meeting benchmarks contained in the Ohio Physical Education Academic Content Standards. All students in Grades 2, 5, 6 and PE II will be assessed. Students are assessed in 5 standards and 10 benchmarks with the following 3 ratings: Limited, Proficient, or Advanced.

Physical Education teachers scheduled to assist in 2nd buildings may not be scheduled to teach 2nd, 5th, or 6th grade classes due to Ohio Department of Education Assessments that occur in these grade levels. The classes can only be assessed by the assigned teacher at that specific building location.



Unified Arts Office Directory

Dr. Betty J. Hill, Unified Arts Supervisor, K-12
Office: Ft. Hayes Metropolitan Education Center
Telephone: (614)-365-5024
unifiedarts@columbus.k12.oh.us

Dr. Don Cain, Physical Education, Health & Dance
Office: Ft. Hayes Metropolitan Education Center
Telephone: (614) 365-6681 ext. 2250
unifiedarts@columbus.k12.oh.us

Alexander Gerhard, Music, Art, & Theater
Office: Ft. Hayes Metropolitan Education Center
Telephone: (380) 997-6931
unifiedarts@columbus.k12.oh.us

Withenia Moore-Willams, Unified Arts Specialist
Office: Ft. Hayes Metropolitan Education Center
Telephone: (380) 997-6171
unifiedarts@columbus.k12.oh.us

Benita Dailey, Unified Arts Secretary K-12
Office: Ft. Hayes Metropolitan Education Center
Telephone: (614)-365-5024
Fax: (614)-365-5620
bdailey@columbus.k12.oh.us