



Classroom Disclosure Statement 2017-18

VISION: *An innovative and nationally recognized performing arts high school*

Collaborative Design:

Tuacahn High School for the Performing Arts faculty and staff will collaborate to design instruction, projects, and performances, while continually seeking student input and voice. As a design partner, teachers will provide/receive candid feedback throughout the design and assessment process, constantly striving to grow and learn alongside colleagues and students. We recognize that our “first ideas are often the most conventional - the closest to the default that already exists;” (Originals, pg. 38) therefore, we will seek feedback in order to rule out the obvious. All aspects of learning should use collaborative design with multiple colleagues and stakeholders from lesson and test creation to performances and direction to event planning and trips.

Candid Feedback:

Tuacahn High School for the Performing Arts faculty and staff will consistently seek candid feedback from colleagues and students, ensuring fidelity to our vision and core values. “All, no matter how talented, organized, or clear of vision, become lost somewhere along the way;” (Creativity Inc. pg. 91) therefore, we will rely on systematic feedback, from all stakeholders, to keep us centered and grounded. Students and staff will ask questions to learn, and expect others to probe the quality of the reasoning. Students will engage in candid feedback throughout the learning process each day, holding each of us to a higher standard. No one has the right to harbor critical opinion without sharing their concern. We will identify obstacles, provide feedback, and implement change.

Original Work:

Tuacahn High School for the Performing Arts faculty and staff will celebrate the diverse work and creativity of students – collaboratively designing inquiry-based opportunities that drive meaningful and beautiful work, both from students and faculty. Students will engage, (as co-learners), in work that matters to them and to their instructors, impacting our school community in a positive way. We strive to create collaborative workplaces where student ideas, prototypes, and completed projects/performances are celebrated. Creating original work involves risk, both for the student and the teacher. We understand that “...quantity is the most predictable path to quality,” (Originals, pg. 37) and that perfection is not the end goal, but rather original and innovative thought and output from students and faculty.



SCHOOL/CLASSROOM EXPECTATIONS:

Students are expected to act appropriately while on and off campus, whether in class or participating in a school sponsored activity or performance.

Be RESPECTFUL

- To all students, faculty, staff, and community members
- Communicate effectively, be positive, and challenge directly
- Support the work of your peers, students, and staff

Be PREPARED

- School work, performances, materials, classroom, and lessons
- Check, update and maintain grades/ school work/ performances

Be RESPONSIBLE

- Act appropriately in all situations both on and off campus: including appearance, social media, electronic devices, communication, performance, original work, etc.
- Understand and abide by all school policies
- Collaborate with others through meaningful work
- Respect the time of peers, faculty and learning - show up on-time

**Review all student policies including but not limited to: discipline, SPED, 504, bullying, etc., on the school website and on Parent – Student Handbook*

DRESS CODE: (general class guidelines – dress code may differ depending on what class you are in - i.e. Dance/PE/Art/Theatre)

PANTS/SHORTS: All pants/shorts/leggings/joggers/jeans will be *solid black* with no mesh inserts, lines, piping, rips, tears, etc. Solid khaki pants/shorts will be allowed for the 17-18 school year but phased out after this.

SHIRTS/OUTERWEAR: All shirts/outerwear will be *official THSPA* gear purchased from our school website or through the school. All show/club wear must be approved through a staff member and Artistic Director and may be worn for the current school year. Vintage polo's may be worn for the 17-18 school year but phased out after this.



ATTENDANCE:

TARDIES: In a school for the performing arts, students are expected to be in attendance, and have the understanding that being a part of our school is a privilege. Students will use a check-in system each day using their student ID cards. Excessive tardies may result in a deduction in a student's grade(s), due to missing classroom collaborative work/assignments.

ABSENCES: Students may have a maximum of 3 *excused* absences, per class, per term, and 12 per year. This is a 93% attendance rate. Being at school is important to achieve and be part of the school community. Choosing to be absent may affect participation in extracurricular activities and auditioned classes. Absences may be considered excused for the following reasons: illness, family emergency, funeral, legal matter, and religious holiday. If a student will be out of school for three (3) or more days due to illness, the student must provide a note from a doctor or nurse specifying the amount of time excused.

If a student is absent from school for ten (10) consecutive school days or more, and the student's parents or guardians have not contacted the school with an explanation for the absences, or otherwise expressing their intent to have their student attend the school, the student will be deemed to have voluntarily dropped from school enrollment.



GRADING:

THSPA will provide personalized, collaboratively designed work, that is authentic and equitable. Busy work, of any kind will not be assigned and grades will be updated, through PowerSchool, each Friday by 4pm. Grade notices will be provided to Advisory teachers, who will partner with teachers, parents, and Dean of Students to notify all parties of any failing grades, behavior issues, such that students will receive help in a swift and personalized way. Teaching will support student motivation to learn, take risks, and succeed – failure will never be inevitable, nor will “can’t” or “won’t” be a part of student or teacher vocabulary. As educators, we will lift our students every day in a positive way.

A 100-90% <i>Advanced Mastery</i>	B 89-80% <i>Proficient Mastery</i>	C 79-70% <i>Developing Mastery</i>	D 69-60% <i>Beginning Mastery</i>	<i>No +/- No weighting</i>
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Submitted Work

- Work that is submitted past its due date is given a graded score and a reduction of 10%, as the goal is for students to achieve mastery of content
- Work can be resubmitted to show growth and mastery of work at any time

Assessment Policies

- All projects and assignments will be assessed throughout the scope of the work (formative assessment), to ensure that work is being completed on time and at a mastery level

Differentiation - Teachers will differentiate each lesson/assessment for all learning styles, accommodating the needs of each individual student

HONORS LEVEL POLICY

Honors credit can be provided to any students who have provided advanced mastery and completed extended learning opportunities (*ELO should not be “more work” throughout the course, but rather work that is Guided/Free Inquiry and correlates with the content and other relevant sources - work will be pre-approved by the instructor and achieve Advanced Mastery*)



***To what extent are students actively engaged in collaborative and original work,
and on a path for dramatic academic and personal growth?***

Limited to typical
academic growth

Typical to more than
typical academic growth

More than typical to
dramatic academic growth

Culture of Achievement

Compliant /
On-task

Interested /
Hard working

Urgent/Joyful
/Passionate



Engagement with Vigorous Content

Factual recall
/ Procedural

Analysis /
Application

Evaluation /
Synthesis

COMMUNICATION POLICY:

Our main source of communication with parents and students is through PowerSchool. It is the responsibility of the student and parent/guardian to ensure that they have access to this tool. Teachers will use PowerSchool to email parents and communicate attendance as well as academic performance. Other sources of school event information are: website, weekly email blasts, and Blackboard communication.



LETTERING:

Students involved in the following courses: Dance Company, Theatre Ensemble, Titan Guitar Ensemble, Madrigals, Hyperion, Yearbook, Titan Chamber Orchestra, Studio Art, Leadership, may be eligible for a school letter or bar. In order to qualify, you must complete an entire course and receive an “A” grade with no more than 3 excused absences and/or tardies per term. In addition, students must engage and be involved in high quality collaborative design, candid feedback and original work. Students must also participate in all required performances/events.

SPED/504/ADA:

We follow all policies and procedures, as applicable by state and federal government, for all Special Education, 504 or ADA needs for all students, faculty and staff. Please refer to the Student – Parent Handbook to understand all rights and responsibilities that pertain to this.

**This disclosure document is for all classrooms and teachers – Each teacher will send home/post a syllabus as needed*





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Student Name (print) _____

Date: _____

Student Signature _____

Date: _____

Parent Name (print) _____

Date: _____

Parent Signature _____

Date: _____

Received by: _____

Date: _____

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