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**Artists in Schools  
2022-2023 Academic Year  
HANDBOOK**

**Fairbanks Arts Association  
Artists in Schools Residency Program  
P.O. Box 72786  
Fairbanks, AK 99707**

**Fairbanks Arts Education Coordinator  
(907) 251-8386 EXT. 8  
[education@fairbanksarts.org](mailto:education@fairbanksarts.org)**

*Artists in Schools and Arts in Education are supported by the Alaska State Council on the Arts, the National Endowment for the Arts, Fairbanks North Star Borough, the FNSBSD and Fairbanks Arts Association.*

# Artists in Schools (AIS) 2022-2023 Academic Year Handbook

## Index

<b>AIS Residency Procedures and Guidelines</b>	4
<b>Artist Directory 2022-2023</b>	5-15
<b>In-School Coordinator's (ISC) Guide</b>	16-23
<b>Securing a residency for your school</b>	16-17
<b>Planning the residency</b>	17-19
Measuring the Difference the Arts Make	17
"Think" Evaluation	17
Residency Schedule	17
Contact Sessions	18
Core & Peripheral Groups	18
Artist Communication	18
Teachers & Staff	18
Parents	18
Artist Studio & Planning Time	18
Staff Professional Development	19
Community Outreach	19
Public Presentations	19
Closure	19
Assessment	19
<b>Living Arrangements for the Artist</b>	20
Hospitality	20
Accommodations	20
Meals	20
Site & Community Tour	20
<b>What a Visiting Artist May Not Know</b>	20-21
<b>Sponsor Grant Agreement</b>	21-22
Contract	21
Final Report & Evaluation	21

Legislator Lists	21
Fairbanks Arts Association & ASCA Credit	21
Contact with local news sources	22
<b>In-School Coordinator's Residency Responsibilities: Before, During, &amp; After the Residency</b>	23-24
<b>Useful Links</b>	24
<b>Fairbanks Arts's AIS Implementation Checklist</b>	25
<b>AIS Contract</b>	26-28
<b>AIS In-School Coordinator Final Report &amp; Evaluation Form</b>	29-30
<b>AIS Artist Final Report &amp; Evaluation Form</b>	31-33
<b>Say Thank You to Your Legislators!</b>	34-35
<b>AIS/Fairbanks Arts Association Photo Release Form</b>	36

## Artists in schools

### Residency Procedures and Guidelines

#### Procedure for Selecting a Residency:

1. Determine your school's residency goals, objectives and requirements.
2. Appoint a staff person to be the In-School Coordinator (ISC) for the residency. The ISC is responsible for developing a residency plan and schedule with the artist as well as communicating with Fairbanks Arts Association's Education Coordinator, the artist and participating teachers *throughout* the residency.
3. Look through the roster to select an artist who is a good fit for the type of residency your school is looking for. Contact Fairbanks Arts's Education Coordinator at 907-251-8386 ext. 8 if you have further questions about artists listed in this directory.
4. Establish contact with your chosen Artist and the Fairbanks Art's Education Coordinator to select residency dates and to make your residency request. *(A complete guide for planning a residency is included in this handbook.)*
5. Complete the AIS contract and send it to Fairbanks Arts. **Residency plans must be approved, and the contract submitted before the residency starts.**

#### RESIDENCY GUIDELINES

1. While flexible scheduling may be utilized, residencies must be a minimum of 1 week in length. Depending on the scale of a project and number of students involved, a school may receive funds for additional weeks of residency.
2. AIS artists are paid a total of \$1,000 per week. A host school must pay \$400 per week and Fairbanks Arts is responsible for \$600 per week to cover this artist fee. Host schools are also responsible for providing residency supplies and/or lunch for the artist (as applicable). Some artists may require a higher fee, in which case the school will need to pay more as Fairbanks Arts payments cannot exceed \$600 per week. To provide payment, a school should provide a Purchase Order number from the school district for the total amount of \$400 per week of residency (or more if the artist requires a higher weekly fee) at least a week in advance of the residency starting. Fairbanks Arts will then invoice the school district, using your PO#. Alternatively your school may arrange direct payment in other ways i.e. using the school's credit card.
3. The school is responsible for providing art supplies. Discuss this with the artist well in advance of the residency to determine what residency materials are needed. Some materials may require extra time to be shipped.
4. The school is asked to provide Fairbanks Arts with digital photos taken throughout the residency, along with a final evaluation report and supporting documentation including copies of publicity materials, flyers, handouts etc. Failure to do so will jeopardize residency eligibility for that school for the following year. All school publicity and legislator letters should also be included. Applause letters to the News-Miner should be written promptly. Fairbanks Arts and Alaska State Council on the Arts (ASCA) must also be credited at all times in all media coverage of the event.

# Artist Directory 2022-2023

All artists listed in this handbook are local and are required to participate in a Teaching Artist Training for the Artists in Schools Program developed by Fairbanks Arts Association in collaboration with the FNSBSD. This training ensures that artists going into the schools have the necessary skills for a successful residency. Please be aware that more artists periodically complete the required course and are added to the AIS roster. For a complete list of artists throughout the year. Inquire with the Education Coordinator for additions to our list of teaching artists. There are many teaching artists throughout the state of Alaska who have participated in similar training courses. For information about teaching artists outside of the Fairbanks North Star Borough, contact Andrea Noble at the Alaska State Council on the Arts in Anchorage on (907) 269-6605.

## TWO DIMENSIONAL ARTS

**Nicole Dunham**

**Printmaking, Painting**

**Age Levels: All ages**

**Phone: (907) 978-3045**

**Email: leafstonesky@gmail.com**

*"Printmaking and painting are adaptable to all ages. With young students I would introduce projects centered around linocuts with wood or linoleum, collagraphs, gelli printing, and leaf printing. With older students, we could do intaglio, reduction woodcuts, and silkscreen. My projects would center around observation of natural objects or landscapes (both macro and micro), and encouraging a sense of place through experience with what surrounds us. I have Bachelor's degrees in both Art and Natural Resources. I can relate knowledge in botany, natural resources, agriculture, and biology to art to make connections into science and other subjects. Projects could be a unique art experience or related to curriculum and current lessons."*

**Alyssa Enriquez**

**Photography, General Visual Arts**

**Age Levels: All Ages**

**Phone: (907) 434-1027**

**Email: aenriquezphoto@gmail.com Website: www.alysaenriquez.com**

Alyssa Enriquez is a photo-based artist and arts educator residing in Fairbanks, Alaska. Alyssa completed her MFA in Photography at the University of Alaska Fairbanks and earned her BFA in Fine Art Photography from Academy of Art University in San Francisco, California. Her most recent work subtly investigates social ecology in the subarctic, through the utilization of historic photographic processes to create vignettes of place, exploring the sublime, and investigating human impact on the landscape. Alyssa has taught photography at EdTech Camp in the San Francisco Bay Area, The Boys and Girls Club of the Tanana Valley, Fairbanks Spinners and Weavers Guild, Summer Sessions at UAF, and the University of Alaska Fairbanks, among others. Her work has been shown in exhibitions at Keller Architecture + Allied Arts (AK), Gallery 9 (CA), Well Street Art Company (AK), Bear Gallery (AK), School of Photographic Arts Ottawa (Ontario, Canada).

**Somer Hahm**

**Painting and Drawing****Age Levels: All Ages****Phone: (907) 978-4870****Email: [somer.a.hahm@gmail.com](mailto:somer.a.hahm@gmail.com)****Website: [www.somerhahm.com](http://www.somerhahm.com)**

Somer Hahm is a visual artist and a visitor living and working on the ancestral lands of the Tanana Dene peoples, also known as Fairbanks, Alaska. She received a BFA from University of Montana, Missoula in 2005 and an MFA, with an emphasis in Painting and Drawing, from University of Alaska, Fairbanks in 2008. Her past works drew from nature, often combining colorful abstraction with flora and fauna. Interested in the plants found locally in the Tanana Valley, in 2017 she designed and released an annual series of educational botanical posters for children. Hahm's recent body of work has been inspired by the wealth of the American Patchwork and the timeless beauty of quilt block designs. Motivated to create community involvement and interest in public art, Somer founded the Far North Quilt Trail in 2019.

**Jessie Hedden****Mixed Media Collage, Paper Sculpture, Painting, Drawing, Relief Printmaking****Age Levels: All Ages****Phone: (907) 888-6983****E-mail: [jwhedden@alaska.edu](mailto:jwhedden@alaska.edu)**

*"I have been a practicing artist and teacher in the Fairbanks area for nearly 20 years. I am excited to do projects that cultivate curiosity, awareness of the environment and independent thinking. Collage is a fun, tactile medium I have used and taught extensively that is adaptable for all age levels. A wide range of materials can be used including everything from fabric scraps, and magazine images to rubbings and hand colored papers. I will encourage students to generate their own imagination in response to a theme that excites them such as, outer space, animals or landscape. My skills as a teaching artist will enable students to learn to communicate through imagery."*

**Jesse Hensel****Woodworking, Weaving, Assemblage, Paper Making, Fiber Arts, Sustainable Art****Age Levels: All ages****Phone: (907) 699-2109****Email: [jesse.hensel@gmail.com](mailto:jesse.hensel@gmail.com)****Website: [www.jessehensel.com](http://www.jessehensel.com)**

*"My own practice involves working sustainably with traditional tools and local materials. I like to extend this practice into residencies by collecting and utilizing materials found on school grounds. I enjoy working with students of all ages and abilities in a variety of artistic media. I find it rewarding to customize lessons to each individual student. I develop and implement art lessons that connect to science, math and history curriculum."*

**Kristin Link****Drawing, painting (watercolor and acrylic), murals****Age Levels: All ages****Phone: (907) 242-0515****Email: [linkkristin@gmail.com](mailto:linkkristin@gmail.com)****Website: <http://kristinillustration.com/artists-in-schools-1/>**

Kristin Link is a science illustrator and fine artist based in McCarthy. She teaches observational drawing and painting as well as nature journaling. Kristin has lead a number of community mural projects that celebrate and explore place with schools in Nome, Gambell, Akhiok, Nondalton, and Teller as part of AIS residencies. She also worked with the UAF school of education and classrooms around Alaska to create collaborative artwork for the Alaska Future Teacher Space. In addition to teaching, Kristin works as an illustrator making art that explains the natural world in Alaska and exhibits her work in galleries and museums.

**James T. Smith (Jamie)**

**Comics, Drawing**

**Age Levels: 7<sup>th</sup>-12<sup>th</sup> grades**

**Phone: (907) 378-6018**

**Email: [jamienuggets@gmail.com](mailto:jamienuggets@gmail.com)**

*"From editorial cartoons to single-panel gags, syndicated strips to web comics, alternative to mainstream comic books, storyboards and character design to graphic novels: the medium of sequential art is popular and has gained in critical recognition. Comics are a legitimate and uniquely engaging interdisciplinary educational tool for both literacy and the visual arts through writing and drawing. Students of all levels will be encouraged to explore and incorporate personal interests, topics of relevance to their community and cultural perspectives. Students will be exposed to work of contemporary and historical creators, materials and techniques, commercial applications, professional resources, and learn how to produce and develop their own pieces in conjunction with demonstrations and classroom exercises. Additional sessions exploring minicomics and collaborative pages are available for advanced groups with extended residency. For over 25 years I've drawn my cartoon feature for the Fairbanks News-Miner and other publications. I also teach drawing courses as an adjunct in the UAF Fine Arts Department, and routinely give lectures and workshops for institutions and organizations."*

**Iris Sutton**

**Drawing, Painting, Working with Color**

**Age Levels: All Ages**

**Phone: (907) 455-4270**

**Email: [irieeee@hotmail.com](mailto:irieeee@hotmail.com)**

**Website: [icewedgeart.wordpress.com](http://icewedgeart.wordpress.com)**

*"I am a lifelong Alaskan resident interested in the natural world as well local food. I primarily paint in acrylic on canvas though enjoy exploring other mediums as well. I have been working in the schools for 7 years and really enjoy making art with kids. My subjects for painting range from the natural world and Alaskas animals and landscapes to mushing and vegetables and farm life. I paint large in vibrant abstract color while striving to create living things anatomically correct and true to their natural form and space."*

**Leila Pyle**

**Painting, Drawing, and Printmaking**

**Age Levels: All Ages**

**Phone: (907)942-1412**

**Email: [ispylekodiak@gmail.com](mailto:ispylekodiak@gmail.com)**

*Leila Pyle is an Alaskan artist who grew up in Kodiak and now resides in Fairbanks. She holds a B.A. in Studio Art from Reed College, in Portland, Oregon. Her 2017 senior thesis at Reed was an art and advocacy project about salmon in the Pacific Northwest that explored how salmon's incredible symbolism and cultural importance to the region is juxtaposed by the fact that they are an endangered species that is under dire threat from climate change. Much of Leila's art focuses on similar themes of nature and the environment, and she enjoys using art as a tool to communicate scientific or ecological concepts, whether this is a hard and scary topic like climate change, or the beauty and wonder of our Alaskan ecosystems. Leila is also an experienced educator and teaches outdoor education at Calypso Farm in the summers. She is passionate about combining environmental education and art, and enjoys teaching art to children through the lens of science or nature. Whether it is through drawing, painting, printmaking, nature journaling, or more, Leila believes that art is a great way to help children understand and communicate scientific topics and explore and develop a relationship to the place that they live.*

## THREE-DIMENSIONAL ARTS

**Jesse Hensel**

**Woodworking, Weaving, Assemblage, Paper Making, Fiber Arts, Sustainable Art**

**Age Levels: All ages**

**Phone: (907) 699-2109**

**Email: [jesse.hensel@gmail.com](mailto:jesse.hensel@gmail.com)**

**Website: [www.jessehensel.com](http://www.jessehensel.com)**

*"My own practice involves working sustainably with traditional tools and local materials. I like to extend this practice into residencies by collecting and utilizing materials found on school grounds. I enjoy working with students of all ages and abilities in a variety of artistic media. I find it rewarding to customize lessons to each individual student. I develop and implement art lessons that connect to science, math and history curriculum."*

**Debbie Matthews**

**Fused Glass, Mosaic, Torch Beads, Stained Glass**

**Age Levels: All Ages**

**Other Considerations: Needs art room or area to get messy, needs electricity.**

**Phone: (907) 474-3923**

**Email: [debbie@expressionsinglass.net](mailto:debbie@expressionsinglass.net)**

**Website: [expressionsinglass.net](http://expressionsinglass.net)**

*"I've worked with glass in many forms my whole life from large stained glass windows to sun catchers, boxes, jewelry, fused plates, mosaic and whatever I decide or customers ask me to create. With many phases of glass there is always a challenge for a new project and to design something new. Kids are fun to work with to present the basic project and see where their imagination takes them to create their fantastic masterpiece. It's fun to watch and be a part of. I've worked with many different ages from very young to very old in my classes."*

**Doris Pfallmer**

**Pottery**

**Age Levels: K-8th grades**

**Other Considerations: Access to a kiln helpful**

**Phone: (760) 547-6934**

**Email: [dopfapfo@gmail.com](mailto:dopfapfo@gmail.com)**

*"I enjoy making designs in functional pottery with found objects, like pen tops, screwdriver bits, bubble wands, etc., and have a great time teaching kids to make them too. Kids, clay, and bins of designing objects are a fun combination, especially for the dirt-deprived children of Fairbanks during the long winter months. Kindergarten through third graders will create a little round bowl and learn the concept of radial design as well as vocabulary about the process of making pottery. Fourth to eighth graders will learn to make a round, lidded box that incorporates both linear and radial design, as well as the vocabulary included in the process. I am open to discussing other projects as well."*

**Teresa Shannon**

**Hand-built and Wheel-thrown Pottery; Tile, Murals, Mosaics; Sculptural clay**

**Age Levels: All ages**

**Any special considerations: Access to a kiln**

**Phone: (907) 378-0966**

**Email: [claytree@hotmail.com](mailto:claytree@hotmail.com)**

*"Kids just love to get their hands into clay. It responds immediately to their touch and just feels good. Working with clay can show kids endless possibilities. From making tiny pinch pots to large scale tile installations, there is always something new to learn from the material. I'm interested in the collaboration potential with kids and clay. I see my role as a facilitator for their ideas."*

**Marianne Stolz**  
**Wood, Cardboard, and Soap**  
**Age Levels: K-12**  
**Phone: (907) 456-3221**  
**Website: mariannestolz.com**

**Email: ralfundmarianne@hotmail.com**

Marianne Stolz was born and raised in Germany. After receiving a Journeyman Woodcarver degree from the Wood Carving School Berchdesgarden, Germany, she has been working as an independent artist. She made Fairbanks her permanent home in the 90's, where she has since been carving, raising a family, teaching at the Folk School Fairbanks, and exploring nature. "To make three-dimensional art accessible for a broad range of students, I like to use cardboard, an incredibly versatile and affordable material. Projects can be easily adapted to any curriculum and age. We can build big and small, functional and decorative. I also teach whittling with wood, starting with third graders. Projects increase in complexity as the age increases."

## **CRAFTS/TRADITIONAL/FOLK ARTS**

**Jesse Hensel**  
**Woodworking, Weaving, Assemblage, Paper Making, Fiber Arts, Sustainable Art**  
**Age Levels: All ages**

**Phone: (907) 699-2109**      **E-mail: jesse.hensel@gmail.com**      **Website: www.jessehensel.com**

*"My own practice involves working sustainably with traditional tools and local materials. I like to extend this practice into residencies by collecting and utilizing materials found on school grounds. I enjoy working with students of all ages and abilities in a variety of artistic media. I find it rewarding to customize lessons to each individual student. I develop and implement art lessons that connect to science, math and history curriculum."*

**Marianne Stolz**  
**Wood, Cardboard, and Soap**  
**Age Levels: K-12**  
**Phone: (907) 456-3221**  
**Website: mariannestolz.com**

**Email: ralfundmarianne@hotmail.com**

Marianne Stolz was born and raised in Germany. After receiving a Journeyman Woodcarver degree from the Wood Carving School Berchdesgarden, Germany, she has been working as an independent artist. She made Fairbanks her permanent home in the 90's, where she has since been carving, raising a family, teaching at the Folk School Fairbanks, and exploring nature. "To make three-dimensional art accessible for a broad range of students, I like to use cardboard, an incredibly versatile and affordable material. Projects can be easily adapted to any curriculum and age. We can build big and small, functional and decorative. I also teach whittling with wood, starting with third graders. Projects increase in complexity as the age increases."

**Allison Warden**  
**Theatre, Music, Native Arts**  
**Age Levels: All**

**phone: (907) 242-4663**      **Website: www.aku-matu.com**      **email: allisonwarden@gmail.com**

"By using theatre games and non-traditional methods in the classroom, I strive as an Iñupiaq artist to inspire students to expand their notion of self and their relationship to the world around them. I excel at encouraging even the shyest of students to perform in front of their peers. My

techniques increase self-confidence and self-esteem and create a feeling of community within the classroom. The methods I use empower students to take responsibility for the results of their collective work and vision. Students create together and find courage to perform as a group, in front of their community.”

## **MEDIA/TECHNOLOGY ARTS/PHOTOGRAPHY**

**Alyssa Enriquez**

**Photography, General Visual Arts**

**Age Levels: All Ages**

**Phone: (907) 434-1027**

**Email: [aenriquezphoto@gmail.com](mailto:aenriquezphoto@gmail.com) Website: [www.alyssaenriquez.com](http://www.alyssaenriquez.com)**

Alyssa Enriquez is a photo-based artist and arts educator residing in Fairbanks, Alaska. Alyssa completed her MFA in Photography at the University of Alaska Fairbanks and earned her BFA in Fine Art Photography from Academy of Art University in San Francisco, California. Her most recent work subtly investigates social ecology in the subarctic, through the utilization of historic photographic processes to create vignettes of place, exploring the sublime, and investigating human impact on the landscape. Alyssa has taught photography at EdTech Camp in the San Francisco Bay Area, The Boys and Girls Club of the Tanana Valley, Fairbanks Spinners and Weavers Guild, Summer Sessions at UAF, and the University of Alaska Fairbanks, among others. Her work has been shown in exhibitions at Keller Architecture + Allied Arts (AK), Gallery 9 (CA), Well Street Art Company (AK), Bear Gallery (AK), School of Photographic Arts Ottawa (Ontario, Canada).

**Alex Gagne-Hawes**

**Theatre, Dance, Broadcast Journalism**

**Age Levels: 7<sup>th</sup>–12<sup>th</sup> grades**

**Phone: (503) 951-8816**

**Email: [gagnehawes@gmail.com](mailto:gagnehawes@gmail.com)**

*"I specialize in performance-based movement, theatrical production, and creating original broadcast and print content. Past projects include recorded radio dramas, edited films, journalism, live performance, and improvisation. I am especially interested in facilitating teacher-directed school productions and pioneering original curriculum-centered performance pieces. I am eager to tailor technical possibilities to your students' interests, whether using existing in-school video and stage infrastructure, distributing content over private and global online platforms, or some other specialized solution. I am also interested in using improvisation to teach positive expression and imaginatively explore ancient texts and worlds."*

**Doris Pfalmer**

**Digital Photography**

**Age Levels: 6<sup>th</sup>-8<sup>th</sup> grades**

**Phone: (760) 547-6934**

**Email: [dopfapfo@gmail.com](mailto:dopfapfo@gmail.com)**

*"I am a photographer of people-- I love putting people at ease and capturing their true nature, especially children. I call myself a "documentary photographer" because I like recording the real person in their real environment, rather than setting up fake props for them in a studio. I will teach sixth to eighth graders how to take better environmental portraits. We will choose their favorite photo to print and mat."*

**Teal Belz**

**Graphic Design, Layout and Social Media Concepts**

**Age Levels: 10<sup>th</sup>-12<sup>th</sup> grades**

**Other considerations: MAC Computers operating on Lion or newer, Adobe Suite CS5 or newer installed on to each device. Suggested Wacom/Bamboo tablets.**

**Phone:** (907) 699-8522      **Email:** teal@goldenheartak.com

*"Explore the world of color concepts, layouts (great for yearbooks), illustrations and social media content that are applicable to any art form. I started my graphic design skills when we first installed a (giant) PC into our household around 1995. My father enjoyed making custom cards and Adobe Photoshop happened to be on our computer. Since that experience, I grew my skills to become Editor of the West Valley High School 2010 Yearbook. My graphic skills blossomed while working at Interior Graphics and Printing after receiving my Degree in English from the University of Alaska Fairbanks."*

## **DANCE/CREATIVE MOVEMENT**

**Felix Bambury-Webbe**

**Cuban Popular Social Dances: Salsa, Rueda de Casino, Cha cha cha, Mambo and Son;**

**Latin Popular Dances: Bachata, Merengue, Reggaeton and Hip Hop;**

**Afro Cuban and Afro Haitian dance**

**Age Levels: 7<sup>th</sup>-12<sup>th</sup> grades**

**Phone:** (907) 687-4639      **E-mail:** felixwebbe@yahoo.com

*"My parents gave me the love of dance. I first danced in my mother's womb and against her chest. As a boy I danced at my father's side. Through their love and influence I became the dancer I am today. Dance is my passion and I want to share the rich traditions of my culture and my knowledge with young people whose lives may be transformed by their newfound abilities."*

**Alex Gagne-Hawes**

**Theatre, Dance, Broadcast Journalism**

**Age Levels: 7<sup>th</sup>-12<sup>th</sup> grades**

**Phone:** (503) 951-8816      **Email:** gaguehawes@gmail.com

*"I specialize in performance-based movement, theatrical production, and creating original broadcast and print content. Past projects include recorded radio dramas, edited films, journalism, live performance, and improvisation. I am especially interested in facilitating teacher-directed school productions and pioneering original curriculum-centered performance pieces. I am eager to tailor technical possibilities to your students' interests, whether using existing in-school video and stage infrastructure, distributing content over private and global online platforms, or some other specialized solution. I am also interested in using improvisation to teach positive expression and imaginatively explore ancient texts and worlds."*

**Madeline Hunter**

**Creative Movement**

**Age Levels: K-4<sup>th</sup> grades**

**Phone:** (907) 799-5267      **Email:** hunter\_madeline@yahoo.com

*"I discovered my love for dance when I was four, and I haven't been able to stop dancing since. My goal is to help children experience the wonder of dance through their own unique interpretation of movement. In class, I provide a basic framework that introduces new concepts while allowing the children to explore. Creative movement is a great introduction to dance fundamentals that involves improvement of gross motor skills, better spatial awareness, learning and creating choreography, and much more."*

**Jan Michael "JJ" Laserna**

**Partner/Social Dance, Break Dance**

**Age Levels: All ages**

**Phone:** (907) 347-7878      **Email:** sixtybelow@gmail.com

*"My main focus is break dance (also known as breaking or b-boying), but I am also experienced with*

partner dancing. I started doing ballroom and Latin in 2004, and break dance a year after and have taught both. My class usually consists of stretching, conditioning, and learning to freestyle moves or making short, choreographed moves. I hope to expose our community to this element of the hip-hop culture, create more dancers, and introduce another fun physical activity for our youth."

**Elizabeth Parr**

**Creative Dance, Dance Integration, Ballet, Jazz**

**Age Levels: K-12<sup>th</sup> grades**

**Phone: (206) 954-4929 Email: elizabethmparr@gmail.com Website: www.elizabethmparr.com**

*"I have been teaching ballet, jazz, and creative dance to students ages 4 to adult for the last nine years. I love to share the joy of movement, creativity, and discovery with people of all ages, backgrounds, and abilities. My priorities as a teacher are to create a safe, fun, and nurturing learning environment, to cultivate critical thinking and exploration, and most importantly, to instill a lifelong love of dance. I enjoy crafting lessons in coordination with the subjects students are studying in their academic classes. I look forward to collaborating with classroom teachers to explore curriculum with dance."*

**Teal Belz**

**Aerial Silks**

**Age Levels: 2<sup>nd</sup>-12<sup>th</sup> grade**

**Other considerations: 16'+ ceilings with open truss or eyelet hooks rated to 24kN, max of 8 rigging spots. Rigging spots to match the number of crash mats (minimum of 3" thick). Students must wear fitted athletic clothing. No zippers, buttons or jewelry. Maximum of 8 students per 20-60 minute session.**

**Phone: (907) 699-8522 Email: teal@goldenheartak.com Website: www.GoldenHeartAK.com**

*"Explore the world of movement arts in the AIR! I have been instructing and performing aerial arts in Alaska since 2012. Classes work on an X, Y and Z plane as students learn the basic concepts of aerial silks and progress into a more dynamic art form incorporating flow and control. Beginners are welcome, as I like to say, "There is a move for everybody, but not everybody can do every movement." Let's explore what your body is capable of doing; you might even surprise yourself! Students will learn to control muscle groups while stretching, flexing, flipping and climbing on fabrics."*

**Teal Belz**

**Aerial Yoga**

**Age Levels: 3<sup>rd</sup>-12<sup>th</sup> grade**

**Other considerations: 8-16' ceilings with open truss or eyelet hooks rated to 20kN, max of 13 rigging spots. Rigging spots to match the number of yoga mats available. Students must wear fitted athletic clothing. No zippers, buttons or jewelry. Maximum of 30 students per 20-40 minute session.**

**Phone: (907) 699-8522 Email: teal@goldenheartak.com Website: www.GoldenHeartAK.com**

*"50-minutes (or less) mixed-level flow class linking movements and power postures with the breath and hammock. Aerial Yoga Flow fuses basic to advanced yoga poses with aerial hammocks to allow for a full body stretch that increases flexibility beyond what traditional yoga provides. Creative sequencing and transitions create opportunities to build strength, coordination and mental poise. Great for all levels - modifications and advanced cues will be given, so that students can practice to their personal edge. Unlike Aerial Silks, this movement is done in a yoga hammock suspended from the ceiling allowing for a slow and controlled practice."*

**Teal Belz**

**Butterfly Youth Yoga**

**Age Levels: K-3<sup>rd</sup> grade**

2022-2023 Artists in Schools Handbook

**Other considerations: Open floor space or outdoor venue. Yoga mats are not required but recommended, headset + speaker system.**

**Phone: (907) 699-8522      Email: teal@goldenheartak.com      Website: www.GoldenHeartAK.com**

*"This is a science-based yoga program for youth. Students will learn the life cycle of a butterfly, and then interrupt it through yoga postures and poses. This art is done in a butterfly wing cape (provided) and keeps the heart rate elevated. I have designed this program myself, as I love anything bright, colorful and fun!"*

## LITERARY

**Susan Grace**

**Songwriting, Storytelling/Family Stories**

**Age Levels: All ages**

**Phone: (907) 479-0780      Email: Blackdog@ptialaska.net      Website: SusanGraceAlaska.com**

*"I love playing with music and dancing, words and stories with children of all ages. For over 30 years I have been sharing a wonderful mix of entertainment and education with children and youth. Through songwriting, storytelling and dancing I enjoy planting positive seeds and taking my audience on an adventure of new ideas, while having fun and learning."*

**Allison Warden**

**Theatre, Music, Native Arts**

**Age Levels: All**

**phone: (907) 242-4663      Website: www.aku-matu.com      email: allisonwarden@gmail.com**

*"By using theatre games and non-traditional methods in the classroom, I strive as an Iñupiaq artist to inspire students to expand their notion of self and their relationship to the world around them. I excel at encouraging even the shyest of students to perform in front of their peers. My techniques increase self-confidence and self-esteem and create a feeling of community within the classroom. The methods I use empower students to take responsibility for the results of their collective work and vision. Students create together and find courage to perform as a group, in front of their community."*

## MUSIC

**Diamond Fuller**

**Music: Performance**

**Age levels: All ages**

**Phone: (907)750-7444      Email: diamondfuller@hotmail.com      Website: diamondfullerdrums.com**

*"I love and enjoy teaching others about the wonderful world of music, and performance. For over 15 years I have been blessed to share my gift with others, and have over 20 years' experience playing professionally. Through this amazing art form, I plan to encourage all who enter my musical realm. I plan on merging education and musical study, to bring like-minded pupils, as well those that have never done music, together. My students will learn to open their minds, and become artists in their own right. I will integrate many different styles and genres of music with each student. My goal is to bring out the artful side of every young person. While working with the students, I will distinctly stay within the curriculum and standards of each school."*

*"The adventures of music can become a great lifetime experience and achievement." by Diamond Fuller*

**Susan Grace**  
**Songwriting, Storytelling/Family Stories**

**Age Levels: All ages**

**Phone: (907) 479-0780**

**Email: [blackdog@ptialaska.net](mailto:blackdog@ptialaska.net)**

**Website: [SusanGraceAlaska.com](http://SusanGraceAlaska.com)**

*"I love playing with music and dancing, words and stories with children of all ages. For over 30 years I have been sharing a wonderful mix of entertainment and education with children and youth. Through songwriting, storytelling, and dancing I enjoy planting positive seeds and taking my audience on an adventure of new ideas, while having fun and learning."*

**Allison Warden**

**Theatre, Music, Native Arts**

**Age Levels: All**

**phone: (907) 242-4663**

**Website: [www.aku-matu.com](http://www.aku-matu.com)**

**email: [allisonwarden@gmail.com](mailto:allisonwarden@gmail.com)**

"By using theatre games and non-traditional methods in the classroom, I strive as an Iñupiaq artist to inspire students to expand their notion of self and their relationship to the world around them. I excel at encouraging even the shyest of students to perform in front of their peers. My techniques increase self-confidence and self-esteem and create a feeling of community within the classroom. The methods I use empower students to take responsibility for the results of their collective work and vision. Students create together and find courage to perform as a group, in front of their community."

## **THEATRE/MIME/PUPPETRY**

**Maité Agopian**

**Puppetry (including Shadow Puppetry, Marionette, Rod and Hand Puppets)**

**Age Levels: K-8<sup>th</sup> grade**

**Phone: (907) 987-9104**

**Email: [maite.agopian@gmail.com](mailto:maite.agopian@gmail.com)**

**Website: [chakpuppetry.org](http://chakpuppetry.org)**

*I am a puppeteer artist with a MA in Humanities and extended experience in informal education and science outreach. I use shadow puppetry theater to promote self confidence and problem solving while exploring a variety of art concepts, media, and technical mechanisms (STEAM), different cultural traditions (Social Science), and the art of storytelling (Literacy) and performance skills (Collaboration, Respect and Confidence skills). I see each class multiple times over one or two weeks depending on the size of the school.*

**Alex Gagne-Hawes**

**Theatre, Dance, Broadcast Journalism**

**Age Levels: 7<sup>th</sup>–12<sup>th</sup> grades**

**Phone: (503) 951-8816**

**Email: [gagnehawes@gmail.com](mailto:gagnehawes@gmail.com)**

*"I specialize in performance-based movement, theatrical production, and creating original broadcast and print content. Past projects include recorded radio dramas, edited films, journalism, live performance, and improvisation. I am especially interested in facilitating teacher-directed school productions and pioneering original curriculum-centered performance pieces. I am eager to tailor technical possibilities to your students' interests, whether using existing in-school video and stage infrastructure, distributing content over private and global online platforms, or some other specialized solution. I am also interested in using improvisation to teach positive expression and imaginatively explore ancient texts and worlds."*

**Carey Seward****Playwriting, Directing, Acting, Choreography****Age Levels: All ages for Acting, 5th grade and up for Playwriting****Other Considerations: Space for rehearsal and prefers if students can perform by choice****Phone: (907) 347-3637****E-mail: [sewardsfollies@gmail.com](mailto:sewardsfollies@gmail.com)**

*"As an independent theatre artist, I work at all kinds of different jobs, from backstage crew for rock concerts, to producing other people's events, to writing plays. I feel it's really important for Alaskan kids to see that you can have a career in the arts, especially in theatre, right here at home. I enjoy sharing my working knowledge of those career options. I can teach the kids the basics of playwriting, from developing a plot to creating believable characters. I can also produce short plays with the kids, from making sets and costumes to performing for the school."*

**AnnaKate Williams****Theatre****Age Levels: All ages****Other considerations: Performance space****Phone: (907) 232-9775****Email: [annakate88@me.com](mailto:annakate88@me.com)**

*"I believe in the power of theatre in a young person's life. Theatre has the ability to expose them to new experiences, cultivating responsibility and collaboration, and teaching them awareness of themselves and the world around them. I have been teaching theatre for 6 years, and have a passion for watching students grow as they discover their creativity. Skills learned in theatre are directly applicable, my lessons can be tied to state standards and material chosen to compliment what students are already learning."*

**Allison Warden****Theatre, Music, Native Arts****Age Levels: All****phone: (907) 242-4663****Website: [www.aku-matu.com](http://www.aku-matu.com)****email: [allisonwarden@gmail.com](mailto:allisonwarden@gmail.com)**

*"By using theatre games and non-traditional methods in the classroom, I strive as an Iñupiaq artist to inspire students to expand their notion of self and their relationship to the world around them. I excel at encouraging even the shyest of students to perform in front of their peers. My techniques increase self-confidence and self-esteem and create a feeling of community within the classroom. The methods I use empower students to take responsibility for the results of their collective work and vision. Students create together and find courage to perform as a group, in front of their community."*

## **In-School Coordinator's (ISC) Guide**

**If you know an Artist who would qualify but is not in the AIS Program and you are interested in having them at your school, please call Fairbanks Arts Association's Education Coordinator, 907-251-8386 x8. We are always looking for new artists.**

### **Securing a residency for your school**

Check with your school to make sure that funding is available. Your school is responsible for \$400/week of the residency fee which must be paid to Fairbanks Arts. Some artists may require a higher weekly fee, in which case the school will have a higher weekly fee.

Your school must provide Fairbanks Arts with a Purchase Order number from the school district for the total amount of \$400 per week of residency (or more if the artist requires a higher weekly fee). Fairbanks Arts will then invoice the school district, using your Purchase Order number. Alternatively your school may arrange direct payment in other ways i.e. using the school's PCard. Sometimes a school's PTA has paid the school's residency fees to Fairbanks Arts. Whichever method chosen, your school is responsible for paying \$400 per week of residency, or the alternative contracted amount if an artist requires a higher weekly fee.

Each school may be approved for 1 week or more of residency depending on available funding and the scope of the project.

*Residencies are granted on a first-come-first-served basis as contracts are received. Please be sure that the Artists in Schools Contract is completely filled out and signed by the School Principal, the In-School Coordinator, and the Fairbanks Arts Education Coordinator. Return forms to the Fairbanks Arts Education Coordinator at [education@fairbanksarts.org](mailto:education@fairbanksarts.org). Email or call Fairbanks Arts to confirm receipt.*

**A residency will not be approved for funding until the contract has been signed by all parties.**

### **Important Requirements: Space, Equipment, and Supplies**

Each residency requires a studio space where the artist can work and teach. Once you determine your Artist and their art form, you should check to see if your school has an appropriate space to accommodate the chosen residency. Keep in mind that some artists may need access to the studio space in the evenings. All In-School Coordinators should provide a quiet space for artists to plan/prep for residency activities and a lockable space to keep personal belongings and materials.

#### **For design arts, media arts, music, traditional arts and visual arts:**

- **Space appropriate for the Artist to create art in and work with students**
- **Supplies, materials and equipment needed by the Artist, such as a video camera, editing equipment, tape or compact disc player, camera, tuned piano, slide projector and/or other visual arts needs**

#### **For dance:**

- **Large, open, heated, unobstructed space with suspended-wood floor (not concrete)**
- **Dressing area and office space**
- **System to play music (cd or mp3 player) with adequate speakers for rehearsal space and performance**

**For creative writing:**

- Quiet, private space suitable for writing and meeting with students
- Supplies, facilities and assistance in developing a writing sampler
- Secretarial assistance with printing, collating and binding writing samples

**For theatre:**

- Stage or other space suitable for performance
- Other technical requirements specific to the Artist which may include lights, sound, mats, etc.
- Large, quiet, safe space for classes and workshops when stage is not needed

## **Planning the Residency**

### **Measuring the Difference the Arts Make**

In the world of education, it is important to identify ways to test and demonstrate the changes that have taken place as a result of your project. Schools and organizations that are able to demonstrate learning are poised to be mentors and models to countless others. Documenting the outcome can be an effective advocacy tool to demonstrate how the arts can make a difference. Additionally, documentation helps the Artists in Schools Program continue to receive funding and to maximize the educational impact of each residency.

### **“Think” Evaluation**

The best way to think about an evaluation plan or approach is to “begin with the end in mind.” Identify the impact you expect to see as a result of your project and then think clearly about how that progress might be most visible. Once you have clearly defined what you want to see, you can design an evaluation approach to look for those successes.

Evaluation methods should be appropriate to the size and complexity of the project. Sometimes a round table discussion is appropriate and highly useful. Other times, teachers submit written surveys or keep journals.

Document your findings. Provide a narrative describing the way the program impacts students, teachers, administrators and the community in your final project report.

### **Residency Schedule**

The residency schedule is developed to show all daily activities planned with the Artist and participants, throughout the residency, such as planning sessions with teachers, introductory assemblies, Artist and staff workshops, community outreach and final performances or displays. In-School Coordinators are encouraged to be flexible when designing the schedule with the Artist. The Artist and ISC must be ready to compromise to establish a workable schedule for everyone involved, in order to create the best learning environment for the residency. A school district calendar should be available for reference during the planning session. If you have any preconceived notions of how this residency should work, let your Artist know. Perhaps the school is working on a theme or project into which the residency could be integrated. Or you may have ideas regarding blending this program into one of your curricular areas. Express these or any other thoughts with your Artist. They will be able to tell you whether these ideas are workable or not. Or perhaps they can help you to expand your idea. Whatever the case, the more you talk with your Artist, the better the residency will be. A final, agreed, residency schedule should be made available to everyone involved in the residency, including the Artist.

## **Contact Sessions**

A contact session is a meeting between the artist and a group or class. A residency Artist conducts no more than four contact sessions per day. Each contact session is typically 45 minutes to 1 hour long, but may be adjusted to meet the needs of the Artist, participants or discipline. Additional time each day should be scheduled for the Artist's preparation and studio time. Artists may choose to forego their studio time and that is their option - but we encourage them to use this time to demonstrate their skills before school and community members.

## **Core and peripheral groups**

Each residency site must identify core and peripheral groups. The core group meets with the Artist daily. Peripheral groups meet less often with the Artist. Teachers, staff, students, parents and other community members may be selected as core or peripheral group participants. The Artist may not be able to work with everyone. Some disciplines require a great deal of individual instruction. The final decision on group size and composition should be made with the Artist during the planning session.

## **Artist Communication**

During each residency, students and teachers should have access to the Artist via a mailbox placed in the main office. This mailbox allows teachers and students to communicate with the Artist during the residency. The mailbox should be established upon the start of the residency and the staff should be aware of it as a way to communicate with the Artist. This allows a free flow of information and makes keeping in contact during the residency easier. The ISC should also be checking in with the Artist on a daily basis.

## **Teachers and Staff**

Teachers and staff play a critical role in the success of the residency by contributing to the artistic vision of the residency through collaboration with the Artist. They ensure a safe and disciplined atmosphere for work by being present during all contact sessions. They develop themselves professionally through the arts by fully participating in the residency activities. They extend the residency experience by designing follow-up activities. Most importantly, they feel more comfortable thinking and creating like artists themselves.

## **Parents**

Parents are their children's first teachers and, especially during the pre-kindergarten and elementary years, play a crucial role in nurturing their children's creative talents and interests. Whenever possible, include parents as participants. Parent-child workshops are a great way to promote parental involvement and learning during the residency.

## **Artist Studio & Planning Time**

Studio time is a necessary part of each residency. Without time to devote to their own work, many artists could not travel to residencies. Artists need daily time and space to make art. Sponsors should provide adequate studio space and reasonable access during the residency. Artists' studio time should be discussed during planning sessions. Studio time must be open so residency participants can observe the development of artists' work over time. During long-term residencies, some artists may spend two days out of five working in their on-site studios. Planning time is important for artists. They use it to prepare for contact sessions, workshops and public presentations and to evaluate residency progress. Schedule some prep time at the planning meeting.

## **Staff Professional Development**

A strong professional development component is required of every residency. For example a hands-on workshop i.e. providing training and information on the use of specialized art equipment and/or the use of a particular art form in the classroom. Alternatively a presentation could be given on a particular art form, providing examples of how this can be integrated into classes with practical information given as handouts. Participants should gain confidence and understanding of an art discipline and insights into the artist's vision. As the length of the residency increases, so should the number of opportunities for staff professional development. Schedule a minimum of one such opportunity. Advanced planning is essential to ensure the delivery of effective professional development experiences. All staff, especially those scheduled to work with the Artist, should participate.

## **Community Outreach**

Artists and schools should plan ways to extend the residency experience beyond the host site. Consider inviting senior citizens, representatives of businesses, community organizations and government representatives to become part of the residency activities. Please include state legislators in all aspects of your community outreach.

## **Public Presentations**

Residencies give artists important opportunities to present their work. Presentations can be an effective way to enhance the cultural life of a community and help to ensure follow-up activities and exposure of a larger number of individuals to the Artist and their art form. Presentations should not drive the residency; instead, they are a way to share the residency experience with a larger audience. The ISC and Artist should agree on how to schedule a public presentation. The more elaborate the activity, the more preparation time will be needed. Necessary planning and preparation should be taken into account when crafting the schedule and recruiting volunteer assistance. Receptions, open classes, lecture/demonstrations, readings, exhibitions, concerts, plays, dance presentations and other performances are possible. Public presentations should be well publicized.

Fairbanks Arts and ASCA MUST BE credited for running the Artists in Schools Program in all publicity, media reports, and printed materials. The wording for a credit line is provided below, under the section 'Contract/Final Reporting Forms'.

Also, please notify the Fairbanks Arts Education Coordinator of all events related to AIS residencies.

## **Closure**

As the residency ends, a final closure meeting should be planned for the Artist and participants. They should assess the residency and consider what was and was not successful. This is a time to develop plans that will extend and build on the residency experience. The Artist and participants may suggest ways to support multi-disciplinary teaching, strengthen arts curriculum, use outside artistic resources or shape the next residency.

## **Assessment**

The Artist and ISC MUST submit written final reports at the completion of the residency. These are provided in the back of this booklet. They must be completed within 14 days of the completion of the residency unless it is after May 1, when the forms must be turned in immediately upon residency completion. Other forms of assessment may be used to look at changes in teacher practice and student learning. Photos, journals, video documentation, process portfolios, interviews and observations are valuable ways to reflect on the residency experience and depth of learning by participants.

## **Living Arrangements for the Artist**

### **Hospitality**

Welcoming activities for artists should be held early in each residency. All participants should know who the Artist is, that they are in residency and the focus of the artist's work. Receptions allow the staff to meet the Artist, hear their ideas for residency work and ask related questions. These social activities are not intended to replace the artist-staff workshop for professional development. Artists should have opportunities early in the residency to introduce their work through assembly performances, lectures/demonstrations, workshops or classroom presentations, staff meetings.

### **Accommodations**

Securing free or reduced-rate housing for out of town artists is a responsibility of the ISC. Often, an ISC will arrange for lodging at a local hotel or bed and breakfast in exchange for public recognition of the contribution. Some artists are willing to stay in the homes of staff or community members. Lodging details should be confirmed and communicated with the Artist before the residency. The housing must provide the Artist with a place to shower. Laundry and food facilities should be nearby. For help with lodging, please contact Fairbanks Arts Association.

### **Meals**

Lunch for the Artist should be provided each day. ISCs have found many creative ways to provide lunch, such as offering coupons for local restaurants, having parents and students prepare lunches each day, asking community members to prepare box lunches and, of course, offering the school lunch.

If you are providing the Artist with meals, be sure that the Artist knows where to go and when these meals will be served. Avoid confusing situations, such as delegating meal duty to a different family each night. Running from home to home can be exhausting for the Artist. If the Artist will be in your community over a weekend, be sure they have meals or invitations. Please ask the Artist about their dietary restrictions and be attentive to them.

If the school is providing food for the Artist to prepare by themselves, or if the school will provide an allowance for the artist to buy food, the artist must be provided with kitchen facilities, in or very near their housing.

### **Site and Community Tour**

For artists who are not familiar with your site or community, a tour is a good way to introduce them to their new home away from home. A site floor plan, community map and other support information or materials are helpful.

## **What a Visiting Artist May Not Know**

**Be prepared to answer numerous logistical questions, such as:**

- Where should I park my car... leave my coat? ...store my supplies?
- Should I buy my lunch, bring it, or is it provided?
- Should I use my first name with students? Should I address teachers by Mr., or Mrs., or use first names?
- Who will help with clean up?
- Are there discipline codes (e.g., hands up for quiet)?
- Can we move the desks?
- Are there established "quiet zones" or times?

### **An Orientation Packet Sent to the Artist 2-3 weeks Before the Visit Could Include:**

- A map to the school from where they will be staying in the community
- A map of the school interior
- A clear schedule of the Artist's activities, including performances, classroom visits or workshops, lunch and teacher meeting times
- Information regarding artist mailbox set up in the main office
- The names of the building administrators, secretaries, custodians, classroom teachers, etc.
- Important instructions on school set-up and clean -up procedures
- A copy of the local newspaper to acquaint the artist with the general community and current events
- A copy of the school newspaper
- Any roles or special considerations the artist should be aware of in your school

## **Sponsor Grant Agreement**

### **CONTRACT/ FINAL REPORTING FORMS**

#### **Contract**

A paper copy of the contract is available at the back of this handbook and should be used for your reference only. Read the Contract thoroughly. Be sure to note the amount of matching money required to fund your residency. Some artists may require a higher weekly fee, in which case the school will need to pay more, so check carefully what is written under the total amount payable under Part II Consideration.

#### **Final Report and Evaluation Form**

A paper copy of the In-School Coordinator and Artist's Final Report and Evaluation forms are available at the back of this handbook and should be used for your reference only. Digital versions of these forms will be emailed before the end of the residency. These forms, along with support materials, must be completed and returned to Fairbanks Arts within 14 days of the end-date of the residency. Timely submission of final reporting materials (including photos, other supporting materials) is necessary for continued funding of the AIS Program in FNSBSD.

Failure to submit these reports can jeopardize future ASCA funding for this AIS Program. Information from final reports will be used in the evaluation of future grants.

#### **Legislator Lists**

Write your School District Board, legislators and/or other policy makers about your residency and the support you received from Fairbanks Arts. Place legislators on your mailing lists. Do not know who your legislators are? Visit: <http://elections.alaska.gov/Core/electedofficials.php> (part of the Alaskan Legislature website). Complete instructions and ideas are included in the Advocacy Section of this Handbook.

#### **Fairbanks Arts Association and ASCA Credit**

Because you have been granted public money, you are required to inform the public and legislators that Fairbanks Arts Association and Alaska State Council on the Arts (ASCA) are the source of your funds. Include our logo/name on any brochures, fliers, posters, or other print or electronic materials produced for this residency. Also include the following statement:

***The Fairbanks Arts Association Arts in Education Program is part of the Alaska State Council on the Arts with funding support from the FNSBSD, Alaska State Legislature, and the National Endowment for the Arts, a federal agency. Rasmuson Foundation and Fairbanks Arts Association are providing additional support with funding.***

**Contact with local news sources**

It is important to highlight your residency plans and the granting of public funds. For example, *The Fairbanks Daily News Miner* often accepts such stories to their “Daily Applause” column. Please make sure to include copies of any publicity when you return your final residency reports to Fairbanks Arts. Fairbanks News Miner: 456-6661

**NOTE: It is imperative that Fairbanks Arts be informed of the events and media involved in your residency. Please email [education@fairbanksarts.org](mailto:education@fairbanksarts.org) to inform Fairbanks Arts of all media stories, public performances, and any other events involved in the residency.**

## **IN-SCHOOL COORDINATOR'S RESIDENCY RESPONSIBILITIES: BEFORE, DURING, AND AFTER THE RESIDENCY**

### **BEFORE THE RESIDENCY**

#### **PROMOTING THE RESIDENCY**

- Obtain the Artist's publicity packet (if they have one), containing photos and a news release, well in advance of the residency
- Take inventory of what media contacts you have. Assign responsibility for writing the news articles and making calls. This is the time for the Artist and In-School Coordinator to define the important ideas to be shared with the community. You should provide information about the Artist, art discipline and why this experience is valuable to students
- Inform newspapers and other local news media about your residency plans. Call them before the residency to discuss publicity opportunities
- Make full use of on-site media, such as a school, district or organization newsletter, mailing lists, bulletin boards, banners, fliers, marquees, closed circuit TV and announcements, web sites and distance learning broadcasts
- Verify facility and space available for public presentations
- Confirm participation and scheduling of volunteers, such as parents, grandparents and local businesses, to support activities
- Invite parents, school board and community members so they will understand and support residency goals, objectives and activities. Their direct involvement can make a difference in future support for arts education programming
- Keep legislators, district school Board members, city council members and other key decision makers informed about the importance of this program. Include them in the residency activities and give them a key role to play, such as welcoming guests or delivering an opening speech. Other options include making a five-minute videotape of the residency, including interviews with students about the residency experience; having parents send something describing their experience, or that of their children, during the residency; or sending letters to legislators, written by students and other participants
- Recognize Fairbanks Arts Association and ASCA in all promotional materials. Use the appropriate ASCA and Fairbanks Arts logos and credit line provided
- Send news clippings, photos, newsletters, videos or other publicity to AIS Program for future promotional use

### **DURING THE RESIDENCY**

- Respect the residency schedule established during the planning session. If you need to amend the schedule, discuss proposed changes with the Artist. If a significant change is proposed, confer with Fairbanks Arts staff before proceeding
- Be flexible if change is needed. New ideas may emerge as the artist and participants work together. As a result, the original residency plan may change
- Maintain open communications. Teachers, staff, the ISC and administrator should talk and share ideas every day with the artist
- Serve as an AIS Program advocate by inviting educators and members of the larger community to participate in the residency activities. Share Fairbanks Arts and ASCA promotional materials with them, so they can learn the full range of our grants, programs and activities

## **AFTER THE RESIDENCY**

- Complete the In-School Coordinator’s Final Evaluation Form and Report, and prepare support materials, including photos, video footage, brochures, flyers, school newsletter, media articles, staff/parent emails/letters etc. Return them to the AIS office within 14 days after your residency ends. Teacher and support letters and questionnaires may be included. The Final Evaluation forms are included in the AIS Handbook. Schools/organizations that do not complete and return their final reports will not be eligible for future AIS grants
- Offer to mentor others in your school district, organization or community who want to learn more about sponsoring a residency
- Meet with the Artist, students, and other participants in the residency to discuss their experience, whether residency goals were met, and what follow-up activities can be held. Thank participants for their contributions
- Present a workshop on the residency during future professional conferences or in-services.
- Thank individuals and organizations that contributed to the success of the residency, especially state legislators, school board and city council members, media representatives and local funders. See the end of this handbook for more ideas on how to thank legislators and help the successful continuation of the AIS Program through advocacy

**Contact with local news sources is important to highlight your residency plans and announce the granting of public funds. For example, *The Fairbanks Daily News-Miner* often accepts such stories for the “Daily Applause” column. Please make sure to include copies of any publicity when you return your final residency reports to Fairbanks Arts. Fairbanks News-Miner: 456-6661.**

## **Useful Links**

***cheapjoes.com for art supplies***

***dickblick.com for art supplies***

***danielsmith.com for art supplies***

Fairbanks Arts is providing you with this checklist as a tool to help with the implementation of your AIS project in Fairbanks. Completing each of the items in the checklist below will ensure that you are meeting all of the terms of your AIS grant, and keep track of where you are with your project management. We hope you find this helpful! Please note that you do not need to return this completed checklist to us - it is offered solely for your project management purposes. Our checklist is based on ASCA's version, which they include in their online resources. Please refer to the 'In-School Coordinator's Guide' and 'In-School Coordinator's Residency Responsibilities Before, During, and after the Residency' sections of Fairbanks Arts's latest AIS Handbook for more detailed guidance.

<b>Task</b>	<b>Date completed</b>	<b>Responsible Personnel</b>
Artist of choice made and residency dates confirmed		
Artist in Schools (AIS) Contract signed by In-School Coordinator, Principal and Residency Artist & emailed back to Fairbanks Arts Association for signature by Fairbanks Arts's Education Coordinator		
Artist travel arranged and confirmed (if applicable)		
Artist accommodations confirmed (if applicable)		
School staff professional development activity with the Artist is planned and scheduled (teacher workshop, artist lecture demonstration, staff discussion, etc.)		
Artist community engagement activities planned and scheduled (parent night, artist studio visit, etc.)		
Necessary project supplies ordered/gathered		
School pre/post residency activities (teacher prep/student prep/community prep, post-residency advocacy, etc.) planned		
School staff notified about staff development		
Media coverage set up (PR shout submitted to FNSBSD, calls made to media contacts at News Miner, local TV stations etc.)		
Community notified about community engagement activities		
Project evaluation tools prepared (how will we measure the success of our project? Does our measurement align with our stated goals?)		
Project documentation planned (who will take pictures? Can we share these pictures with Fairbanks Arts, ASCA and/or our elected officials in our final evaluation report?)		
Advocacy plan complete (i.e. letters sent to elected officials with or without student artworks, parent testimony at school board meeting, letter to the editor drafted and sent, etc.)		
In-School Coordinator's Final Report completed and sent to Fairbanks Arts, with copies of all necessary supporting documentation/photos (Deadline: 14 days after end of residency)		



A: PO BOX 72786, FAIRBANKS, AK 99707

E: [EDUCATION@FAIRBANKSARTS.ORG](mailto:EDUCATION@FAIRBANKSARTS.ORG)

P: 907-251-8386 ext. 8

NOTE: this contract is for your reference **only**. To receive a digital copy of the contract, please email: [education@fairbanksarts.org](mailto:education@fairbanksarts.org)

This contract is made by **Fairbanks Arts Association**, \_\_\_\_\_, **In-School Coordinator at** \_\_\_\_\_ **School**, and \_\_\_\_\_ (hereinafter called **Artist**) on \_\_\_\_\_ (**date**) for the purpose of establishing a relationship of employer and independent contractor absolutely excluding any employee-employer relationship.

The **School** and the **Artist** agree to the following:

I. **Services to be Performed**

A. The **School** and **Artist** shall:

1) Provide proper credit for this program, as follows:

*The Fairbanks Arts Association Artists in School Program is part of the Alaska State Council on the Arts education programs, with funding support from the FNSBSD, Alaska State Legislature, and the National Endowment for the Arts, a federal agency. Rasmuson Foundation and Fairbanks Arts Association are providing additional support with funding.*

**This credit line must accompany all publicity related to the program including, but not limited to, radio, television, newspaper or other public announcements, flyers, community event programs, newsletters, etc.**

2) Designate for the period of \_\_\_\_\_ (starting date) to \_\_\_\_\_ (finishing date), the schedule to be mutually determined by the Artist and the In-School Coordinator.

3) Acknowledge that artists are required to present their skills in two aspects: one to the community either through a personal performance, exhibit, workshop or presentation that may involve the students, and the other to provide at least one teacher/community workshop or in-service and the necessary supplies for the program within the specified residency budget.

The Artist is to be considered a resource, not a teacher. As such, the Artist is not authorized to conduct classes without the classroom teacher present or give grades.

4) **The School and Artist agree to complete final reporting forms and return them to Fairbanks Arts Association within 14 days of the last day of residency.**

5) The **In-School Coordinator/School** agrees to:

2022-2023 Artists in Schools Handbook

a) Communicate with the **Artist and Fairbanks Arts Association** regarding:

◊ Food arrangements (if applicable)	◊ Publicity of activities
◊ Travel arrangements	◊ Housing arrangements
◊ Schedule of classes	◊ Goals and expectations of the project

b) Provide travel for the Artist as follows (please check one):

\_\_\_\_ Through the School travel agent

\_\_\_\_ Artist is a local resident and will not be reimbursed for travel expenses.

c) Provide housing that is clean and comfortable (if applicable).

d) Provide for meals as follows (please check one):

\_\_\_\_ Provide out-of-town Artist with food allowance equal to \$100 a week

\_\_\_\_ Provide prepared meals for the out-of-town Artist

\_\_\_\_ Provide the local Artist with a school lunch

\_\_\_\_ No meals will be provided as Artist is a local resident

**The signature of Fairbanks Arts Association's Education Coordinator must be included on the last page of this contract before the Artists in schools residency may begin. Until terms of residency are agreed upon and contract has been signed by Fairbanks Art's Education Coordinator, no funding will be granted and no residency should occur.**

## II. Consideration

A. The **School** is responsible for:

● Providing a Purchase Order number or payment to Fairbanks Arts Association in the amount of \$400/week of the residency, plus any additional financial compensation agreed with Artist (if applicable):

# of weeks of residency \_\_\_\_\_ X \$400 = \_\_\_\_\_ (School to Fairbanks Arts)

plus

Additional Artist compensation agreed at \$\_\_\_\_\_ per week

To give a total amount of \$\_\_\_\_\_ (School to Fairbanks Arts)

● Residency supplies and materials

B. **Fairbanks Arts Association** is responsible for:

● Payment to **Artist** in the amount of \$1000/week of residency, plus any additional Artist compensation agreed to and paid for by the School to Fairbanks Arts (if applicable)

# weeks of residency \_\_\_\_\_ X \$1,000 = \_\_\_\_\_ (Fairbanks Arts to Artist)

plus

Additional artist compensation agreed at \$\_\_\_\_\_ per week

To give a total amount of \$\_\_\_\_\_ (Fairbanks Arts to Artist)

*Available after consultation with Fairbanks Arts's Education Coordinator:*

● A transportation stipend may be available to Artist, only after consultation with Fairbanks Arts Association. Contact Fairbanks Arts's Education Coordinator.

**School and Artist, Please Note:**

**Payment to the artist cannot be made until Fairbanks Arts receives In-school Coordinator's final report forms and supporting documents, payment from the School and final report forms from the Artist. *Delay of receipt of any of the above will result in the delay of payment to the Artist. Contact Fairbanks Art's Education Coordinator with questions.***

**III. Cancellation**

A. The Artist agrees to comply with the School/FNSBSD cancellation policy (available through the Fairbanks North Star Borough School District).

**IV. Additional Provisions**

A. *The Artist states and affirms that he or she is acting as a free agent and independent contractor, holding him or herself out to the general public as an Independent Contractor.*

NOTE: this evaluation form is for your reference **only**. A digital copy of the contract will be emailed to you before the end of the residency.

## **Artists in Schools**

### **IN-SCHOOL COORDINATOR FINAL REPORT & EVALUATION**

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#### **GENERAL INFORMATION**

School \_\_\_\_\_ Your Name \_\_\_\_\_

Artist \_\_\_\_\_ Art Form \_\_\_\_\_

Dates of Residency \_\_\_\_\_ Email & Phone # \_\_\_\_\_

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**STATISTICS** (required by the National Endowments for the Arts). Please give approximate numbers if actual numbers are not known.

- \_\_\_\_\_ # of students involved in the residency
- \_\_\_\_\_ # of teachers/administrators involved in the residency
- \_\_\_\_\_ # of people involved in the teacher training workshop(s)
- \_\_\_\_\_ # of participants in the residency (list total number of participants including audience members i.e. attending performances, exhibits, etc.)
- \_\_\_\_\_ # of above individuals considered minority\* (please estimate or give percentage)

\* The definition of minority includes American Indian, Alaskan Native, Asian and Pacific Islanders, Black and Hispanic ethnic groups.

Please list sites (churches, recreation centers, pre-schools, etc.) or schools hosting residency activities other than the sponsoring school:

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#### **PRE-RESIDENCY PREPARATION** (circle the number that applies)

	strongly agree	average		strongly disagree	
	5	4	3	2	1
<b>The Artist was:</b>					
• Enthusiastic	5	4	3	2	1
• Prepared and Organized	5	4	3	2	1
<b>The objectives of this project were clearly defined and mutually understood</b>					
	5	4	3	2	1
<b>Information provided by Fairbanks Arts Association was helpful</b>					
	5	4	3	2	1
<b>Students' level of enthusiasm was high</b>					
	5	4	3	2	1

Teachers' level of participation was high	5	4	3	2	1
Community involvement was high	5	4	3	2	1

Continued next page

**PLEASE EXPLAIN YOUR RESIDENCY (use separate page if preferred):**

- 1) What are the benefits of this program to students, teachers and other community members?
- 2) What advocacy was used to bring the value of arts education to the attention of the community and lawmakers?
- 3) Were there any special populations involved in the program. (i.e. seniors, special needs, etc.)?
- 4) Any problems that occurred during the program?
- 5) What examples of growth did you see in the program?
- 6) What was your teacher professional development activity?
- 7) Are there follow-up activities planned, other information, feelings or thoughts that come to mind?

**IN-KIND CONTRIBUTION**

This certificate verifies that the following housing and/or food was provided for the artist(s) during his/her AIS residency. Calculating donated housing at \$560 per week (\$80 per night) and donated meals at \$100 per week, the artist was provided with donated food and housing at a level of \$ \_\_\_\_\_ for the entire \_\_\_\_\_ week residency.

A list of additional goods and services provided in-kind for this residency is attached: yes\_\_\_\_\_ no\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Donated Time: Coordinator / Teacher / Volunteer

Please estimate the number of hours of donated work on this residency program provided by:

_____ Hrs.	Teachers	_____ hrs.	Administrators
_____ hrs.	Parent Volunteers	_____ hrs.	Others, please identify _____

**ADVOCACY - Required of each residency.**

Attach copies of letters, invitations to legislators and fliers used to advertise the residency. Proper credit to the Artists-In-Schools Program, Alaska State Council on the Arts and the Rasmuson Foundation is critical to the continuation of this program and to future residency funding of schools.

**RETURN FORMS TO:** Fairbanks Arts's Education Coordinator at [education@fairbanksarts.org](mailto:education@fairbanksarts.org). Any supporting materials should also be emailed to this address or hard copies mailed as needed to: Fairbanks Arts Association c/o Education Coordinator, PO Box 72786, Fairbanks, AK 99707.

If you have questions, please call Fairbanks Arts's Education Coordinator at (907) 251-8386 ext. 8, or email: [education@fairbanksarts.org](mailto:education@fairbanksarts.org)



**Please rate this residency in the areas below using the following scale:**

1 = Disappointing, 2 = Acceptable, 3 =Favorable, 4 = Exceptional

Teacher preparation for residency	1	2	3	4
Student preparation for residency	1	2	3	4
Quality of experience for students	1	2	3	4
Quality of experience for teachers	1	2	3	4
Quality of experience for artist/company	1	2	3	4
Flexibility of school in planning/scheduling	1	2	3	4
Effectiveness of the In-School Coordinator	1	2	3	4

How would you rate your overall satisfaction with this residency?                    1    2    3    4

Strengths: \_\_\_\_\_

Weaknesses: \_\_\_\_\_

How would you rate the collaboration between you and the teacher(s) or in-school coordinator in planning & implementing this residency?                    1                    2                    3                    4

Comments: \_\_\_\_\_

Describe how you and the school/teachers set learning objectives for the residency and evaluated how you met those learning objectives.

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**FACILITIES** (circle the answer that applies) Please rate accordingly: 1 = disappointing, 2 = acceptable, 3 = favorable, 4 = exceptional

Studio space was clean, suitable and accessible.                    1                    2                    3                    4

Food and housing arrangements were comfortable and adequate (if applicable)                    1                    2                    3                    4

Comments/suggestions for facilities:

**NARRATIVE REPORT - Must be returned with this evaluation**

In no less than two pages please list:

1. An overview of residency activities
2. Sample schedule
3. Description of teacher and community workshops/in-services
4. List of follow-up activities left at the site
5. Comments on the successes of the program
6. Description of any challenges and outcomes that occurred

7. Instances of notable student/teacher or community member growth as a result of your residency

**NOTE:**

- Be sure to include copies of any publicity, posters, programs or fliers for the residency.
- The narrative report is for Fairbanks Arts's AIS Program use only.

**RETURN FORMS TO: Fairbanks Arts's Education Coordinator at [education@fairbanksarts.org](mailto:education@fairbanksarts.org). Any supporting materials should also be emailed to this address or hard copies mailed as needed to: Fairbanks Arts Association c/o Education Coordinator, PO Box 72786, Fairbanks, AK 99707.**

**If you have questions, please call Fairbanks Arts's Education Coordinator at (907) 251-8386 ext. 8 or email, [education@fairbanksarts.org](mailto:education@fairbanksarts.org)**

# SAY THANK YOU TO YOUR LEGISLATORS!

The Fairbanks Arts Association Artists in Schools Education Program is part of the Alaska State Council on the Arts (ASCA) with funding support from the FNSBSD, Alaska State Legislature, and the National Endowment for the Arts, a federal agency.

It is very important, as a recipient of a grant from ASCA, that you contact your legislators and let them know how much you appreciate public support of the arts. Here are some ways you and your school can be strong advocates for arts education.

## 1. Write a letter (sample letter on next page).

Here are some details to include:

- Tell a bit about the project that was funded through our organization and how much you appreciate the grant.
- Tell them if the project would not have been possible without the grant.
- If state support provides your organization leverage to obtain other larger grants, then please state that.
- Have students involved in your project help you with your letter, or better yet, send their own.
- If you have press coverage, include that with the letter.
- Send photos with your letter, taken during the art process and/or of the artwork completed by your students.
- If possible send samples of your students' original pieces of artwork with your letter for display.

2. Who are your legislators? Contact legislators from your residence – not your business. Legislators want to hear from their constituents. Be sure to contact both your Senator and your House Representative.

## 3. Here's how to locate your legislators:

- A. Go to <http://elections.alaska.gov/Core/electedofficials.php>
- B. If you can't find your legislators, call the Fairbanks Legislative Information Office on 452-4448 and they will help you find your Senator and House Representative.

4. Include a copy of this letter in your final report to Fairbanks Arts Association.

*We have more ideas that we'd like to share with you about getting elected officials involved in arts events. Think of every event you hold as an arts advocacy opportunity. Invite a legislator, and when she/he comes, make sure you give proper introductions. By attending an arts event, a politician is personally exposed to the importance of an art organization in the community.*

Thank you! You are helping make sure that public funding of the arts continue.

This is a copy of a letter written by a school that participated in the Artists in Schools Program. Thank you letters to your legislator are required and a letter is a great way to include students,

teachers and parents in the success of a grant-based program. We appreciate your efforts and support and ask that you provide copies of your letters when returning your Final Evaluation forms. You are welcome to use this letter as a guide and to adapt it as you wish. Thank you!

**Note:** A great way to get signatures is to post the letter(s) or place them on a table at your final performance/exhibition allowing community members, parents and teachers to read and sign at their leisure.

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(School)

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(Address)

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**Date:** \_\_\_\_\_

The Honorable \_\_\_\_\_ (name of legislator for your area)  
Alaska State Legislature  
State Capitol (MS3100)  
Juneau, AK 99801-1182

Dear \_\_\_\_\_,

We thank you for budgeting money to the Alaska State Council on the Arts to allow them to provide the Artists in Schools Program. We are a (city/village) of (#) people who are now enjoying the artistic gift of \_\_\_\_\_ (artists name) \_\_\_\_\_ though a (#) week (art form- i.e. ceramics, dance, painting) residency program. We would never have been able to afford or coordinate such a program without the help of ASCA and the Fairbanks Arts Association. Thank you for your support to these worthwhile organizations. The arts are a vital expression for growing students and adults alike. We are grateful for dollar support and hope that you will be able to continue to lead others to finance these excellent organizations so that we may be able to learn from other artists in the future. Please do all you can to keep this program alive.

Sincerely,

The Thankful people of \_\_\_\_\_ (city) \_\_\_\_\_, Alaska

Signatures:

# Artists in Schools/Fairbanks Arts Association

## Release Form for Photographic Images

1. Please identify the best photos/slides/digital pictures from your program(s), and
2. Procure parental signature release for each child in photos that display fewer than 4 recognizable children (group photos do not require release).

Image# \_\_\_\_\_

Description \_\_\_\_\_

---

**I give Fairbanks Arts Association and its agents permission to use photographs that include my child for program publicity. Examples of use may include: Annual Report, advocacy materials for State Legislators or community.**

Student Name \_\_\_\_\_ Parent Signature \_\_\_\_\_

Student Name \_\_\_\_\_ Parent Signature \_\_\_\_\_

Student Name \_\_\_\_\_ Parent Signature \_\_\_\_\_

Image# \_\_\_\_\_

Description \_\_\_\_\_

---

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Student Name \_\_\_\_\_ Parent Signature \_\_\_\_\_

Image# \_\_\_\_\_

Description \_\_\_\_\_

---

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Student Name \_\_\_\_\_ Parent Signature \_\_\_\_\_

Image# \_\_\_\_\_

Description \_\_\_\_\_

---

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Student Name \_\_\_\_\_ Parent Signature \_\_\_\_\_