



## Code of Conduct & Discipline Procedures

Armour Dance Theatre (ADT) will be implementing a Code of Conduct supported by the **Conscious Discipline** (CD) behavior model designed by Dr. Becky Bailey. Through CD, we teach what we value.

ADT staff members are learning and practicing what CD refers to as the “3C’s.”

1 – **Controlling** and changing ourselves is possible and has a profound impact on others.

Through simple exercises and daily meditation, teachers and counselors are learning to change and lift their mood and share that with the students creating a much more efficient and quality learning atmosphere. These exercises help facilitate the right and left hemispheres of the brain, calm the nervous system, and awaken the body’s energies which results in better concentration and mental clarity.

2 - **Connectedness** governs behavior... Through our new structure, which is: 1.) a greeting, 2.) a moment to pause in the middle of the hour, and 3.) a closing to the class...the whole class gets the opportunity to have one focus all together creating connectedness and governs positive attitudes and behaviors because our collected focus is on respect and gratitude.

3 – **Conflict** is an opportunity to teach a missing skill...Through our experience in the past 5 years, and the support from our social worker, we are implementing specific prompted questions for the counselors to use to intervene during conflict between students to help come to an enlightened resolution.

It is the responsibility of ADT Staff to keep our program safe. It is the responsibility of our students to *help* us keep our program safe. We believe in providing our students with the skills they need to make choices that are both helpful and safe for our program family.

These skills are:

- **Composure**– Remaining calm and focused on our values.
- **Assertiveness**– Using your voice with clarity.
- **Encouragement**– We are in this together.
- **Choices**– Strategies for problem solving.
- **Empathy**– Understanding our emotions.
- **Positive Intent** – Recognizing good Intentions.
- **Consequences**– Owning our actions and becoming aware of their effect.

We believe the 7 skills listed above are essential to facilitate an environment conducive for learning.



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### **Our Core Values:**

- We are a family.
- All children can learn.
- Each child is an individual with a unique set of needs, ambitions, experience levels and learning styles.
- A stable system of support is essential to learning.
- Quality programming is directly related to the quality of relationships between facilitators, learners, and parents.
- Learners can achieve for quality, not only in academics, but in all aspects of life.
- Quality is best obtained by gathering data and using that data to drive academic, artistic and social instruction as well as the development of the learner's Individual Learning Plan (ILP/IEP).
- The effective use of technology can be a powerful tool to enhance and individualize the educational experience.
- We work with partner agencies for meaningful impact for those we serve

**The conduct expectations described in this document are intended to keep the students safe. They ensure we maintain order as well as successfully achieve academic/artistic growth and social development. These rules apply to our students in all settings related to ADT's programming including:**

- While on program/school Property,
- While attending field trips, program sponsored events or festivals and celebrations.
- While aboard any vehicle designated as a program transportation vehicle during transport to fieldtrips in the summer months.
- When using electronic devices where peers, both on and off program/school property are impacted

### Definitions:

**Parent Partners:** refers to the parent, legal guardian, or any person or entity that is responsible for the learner.

**Administrator:** refers to ADT's Site Director, Director of Community Programs or ADT's Executive Director.

**Facilitators:** Our class leaders (teachers & counselors) who create learning environments

**Learners:** Our children (students)

Learner's Rights and Responsibilities

### **Learner Rights:**

- To pursue a successful education in a safe environment



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- To receive fair and equitable treatment without discrimination in every aspect
- To be given the opportunity to be heard, as well as, have witnesses and/or an advocate speak on one's behalf
- To discuss educational concerns with facilitators and administration staff
- To be informed of their responsibilities, rights, and discipline policies
- To be treated respectfully and as an individual
- To expect learning to be relevant to life
- To resolve problems and issues while providing dignity for all

### **Learner Responsibilities:**

- To help keep our program safe.
- To become productive citizens
- To respect the personal, civil, and property rights of others
- To dress appropriately according to ADT's dress code
- To develop a sense of responsibility for personal choices
- To attend ADT's program regularly, arrive on time, and bring dance uniform
- To treat all staff members, fellow classmates and any visitors with respect

### Parents Rights and Responsibilities

#### **Parent Partner Rights:**

- To receive fair and respectful treatment
- To expect safe learning environment for their child(ren)
- To visit the program
- To view their student records as it pertains to assessments and class work
- To routinely receive updates on their student's academic and overall progress
- To be consulted and included in decision-making regarding their child as soon as possible
- To request and be granted conferences with program personnel
- To be informed of ADT's Code of Conduct, Disciplinary Process, and all other program policies

#### **Parent Partner Responsibilities:**

- To comply with ADT's attendance policy
- To ensure their child(ren) arrives and get picked up on time.
- To participate in parent events whenever possible
- Treat the administration and all program staff with respect
- To conduct themselves in a safe and helpful manner when program events



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- To respect the rights, dignity, and confidentiality of learners, parent partners, guardians and staff
- To collaborate with program staff to support their children's success in academic, artistic and social pursuits
- To celebrate their child(ren)'s success in the program
- To complete all paperwork including updated personal contact and student enrollment information as well as emergency notification contact information each year and whenever necessary.
- **To update contact information within 48 hours of a change**
- To respond in a timely manner to any notification or contact from the program

### Program Personnel Rights and Responsibilities

#### **Program Personnel Rights:**

- To be treated with dignity, courtesy and respect
- To work in a safe atmosphere conducive to learning
- To be present at student/parent conferences
- To be involved in the decision-making process of the program
- To have a safe working environment
- To be provided with resources necessary to carry out responsibilities including professional development and professional guidance, materials, and training

#### **Program Personnel Responsibilities:**

- To participate with parents, community, and staff in program decisions
- To accept shared responsibility for control and discipline of learners
- To respect the rights, dignity, and confidentiality of learners, parent partners, guardians, and other staff
- To be proactive toward resolving issues
- To establish a safe environment that supports ADT's mission and core values
- To inform and consult parents and ADT's administrative staff in assessing the needs and progress of students
- To be responsive to learner needs
- To provide equitable learning
- To act in a courteous and responsible manner in all program-related activities
- To be fair, equitable, and consistent in all interactions
- To dress in a professional manner conducive to the learning process



## **Code of Conduct & Discipline Procedures**

### **Code of Conduct**

#### **Level 2 Offenses:**

All Level 2 Offenses are Zero Tolerance Behaviors that constitute safety violations and/or criminal misconduct. The learner who commits a level 2 violation will be suspended.

In some cases, a level 2 offense could warrant a recommendation for expulsion. To begin Expulsion Procedure, in all cases, the Site Director will request the input of the Director of Community Programs and may also need the input of ADT's Executive Director.

In such cases, administration WILL determine the length of suspension or expulsion from the program is warranted.

Penalty for Level 2 Offenses can include Expulsion for the remainder of the school year up to and including 365 calendar days.

Level 2 Offenses include but are not limited to:

- Physical:
  - Damaging property
  - Harming others
- Verbal:
  - Making serious threats about hurting themselves or others

#### **Level 1 Offenses:**

Violations of Level 1 Offenses the Site Director may suspend the learner for not more than (10) days. With the support of the Director of Community Programs, one of the following sanctions/penalties may be imposed:

- Written warning and return to program
- Suspension either in or out of program
- Implementation of an Intervention Plan or Behavioral Contract (See Details at the end of the Code of Conduct Section.)

**Level 1 Offenses include, but are not limited to:**

- Habitual Disregard of Program Rules – Repeated occurrences of not following program rules regardless of staff efforts to correct such behavior
  - Constant behavior challenges
  - Lack of participation
  - Defiance
  - Not following directions



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- Verbal disrespect
- Bullying (Bullying is an imbalance of power or perceived power. The power can be used to control or harm others, physically, verbally or mentally. Acts of bullying including repeated threats using coercion against family/friends, verbal or physical threats or unwanted aggression.)
- Cyber Bullying (Bullying through use of technology devices such as computers, cell phones and tablets as well as social media sites, text messages, chats and websites. Examples include, but are not limited to, mean text messages or emails, rumors sent by or posted on social networking sites and/or embarrassing pictures or videos.)

Part of ADTS mission is to remove obstacles that may impede the success of the student. We understand that behavior challenges are the results of bigger issues. And we are committed to working with the families through these challenges.