



TANYA'S
DANCE CO.
EMPLOYEE HANDBOOK



Employee Information Link

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PART I: Studio History & Philosophy

Mission Statement

“To provide dance education in a structured atmosphere to students of all ages so that they have the skills they need to enjoy dance for a lifetime.”

We believe a teacher’s influence on a student’s future extends far beyond what goes on in the classroom. Our teaching philosophy is centered on instilling a passion for dance while building self-esteem and confidence in every child. The student’s enjoyment is our priority, their technical capability is secondary. We are dedicated to providing a safe, fun and positive atmosphere for any dance experience. We understand that there are many levels of dance, from professional to "just for fun" and we plan to meet these needs; quality instruction with an underlying form of respect and values is our number one priority.

We encourage all dancers to be the best they can be. Dance is an individual art form and dancers need to gain strength and skills at their own pace. No two students progress the same way. Tanya’s Dance Co. is not only about “dance lessons,” but also “life lessons.

- Respect (for each other, staff, and parents)
- Importance of Teamwork
- Self-Discipline & Perseverance
- Self-Esteem & Confidence
- Responsibility for Self and Independence
- Coordination, Mobility and Flexibility, Physical Activity, Health
- Sense of Rhythm and Timing
- Passion & Drive
- Improve Mental Health
- Creative Outlet

Our goal is to not only build beautiful, skilled dancers, but for our students to grow into young adults with a strong sense of responsibility, independence and success in every aspect of life.

We Believe ...

Our philosophy is to demand from each student, whether or not a dance career is planned, the very best effort of which they are capable, and to give in return the care and attention the student deserves; all can experience the joy of dance and the benefits of disciplining the mind and body that this art form requires. Our primary goal is for the development of our students, dance education, and the enrichment that comes from studying dance. Our family oriented and positive atmosphere builds self-esteem and a love of this cherished art form.

Classical ballet provides the foundation for all dance forms; it is the most demanding and most disciplined of all dance forms, and also the most rewarding. With a solid ballet foundation, classically trained dancers can transfer those skills into jazz, lyrical or any other dance discipline they may decide to pursue. Our program is specifically designed to provide an increasing variety of classes to make greater demands on the student with each year of study. Besides Ballet and Pointe technique, our curriculum includes classes in Acro/Tumbling, Contemporary, Creative Movement, Hip-Hop, Jazz, Kinderdance, Kinder Hip Hop, Lyrical, Parent Tot, Tap, Technique, and Tumbling Tots. We have classes for ages 18 months to Adult.

We understand that not all students who walk through the doors of our studio are interested in studying classical ballet. While we strongly encourage dancers to pursue ballet training, we do not require it for enrollment at our studio. Once a week classes in all disciplines of dance are available to those not wishing to pursue more advanced technical training. Ballet IS required for all students wanting to be on a competitive dance team.

We Believe in Technique

Technique can either hold back the most artistic dancer or give them greater expression. Because the steps of ballet build from basic to more complex, a problem of technique in one area will be magnified in other areas. This is why learning the basic technique correctly is so important. With proper instruction, virtually any child can learn proper technique and dance brilliantly. The training of muscles and mind must start early on. Building discipline, developing strength and stamina, and achieving grace in movement is the work of years of study; a process that truly never ends.

We Believe Dancers Should Perform

The point of studying dance is to perform! Performing gives students the confidence they need to compete or succeed in a professional environment. Stage experience is available to all dancers throughout their training at Tanya's Dance Co. enabling them to develop confidence, poise and stage manners. The annual June recital involves all students who dance at our studio. Students can opt out of the recital if they choose.

There is usually an opportunity for the competition dancers to perform at halftimes on weeknights. That may mean a class of yours may get canceled if they have a halftime opportunity.

We Believe in You...The Individual

Every child benefits from quality dance training, even though they ultimately may choose another career path. In dance, children learn the cooperative teamwork necessary to produce a high quality work of art. They develop creative thinking skills and the ability to push themselves to higher achievements. They learn an immense amount about music and rhythm and are introduced to the French language through ballet and dance training. These skills will enhance the dancer's academic performance as well as their physical and mental well being. Self-confidence and self-esteem continue to develop as a young person conquers new movements and grows more certain of their ability to apply themselves, work hard and master any task

placed before them. Growing through this artistic process helps a child find the pathway to personal integrity and self assured adulthood. They enter society with the ability to do well at whatever life places in front of them; all with the ability and poise to maintain the uncompromising high standards absorbed by their dance training at Tanya's Dance Co.

We Believe in Quality Teaching

Quality teaching pays close attention to each dancer's artistic development. But of equal importance, quality teaching pays close attention to the child's health and safety as well as their physical and emotional well-being. Tanya's Dance Co. is committed to offering the finest in dance education available in a fun and supportive environment. I hold high standards for my staff, ensuring that parents are guaranteed all classes are taught by a professional faculty.

Teachers may need to meet regularly to discuss methods, individual students' progress and needs, and to share ideas for the benefit of the studio and its students. Any teacher can pass along dance steps, but a truly experienced and professional teacher will guide a young dancer through the gradual process of carefully and individually training their body. This will not only help them achieve the unmistakable look of a dancer, but also to create an instrument within their body that is strong, allowing them freedom of movement and the capability to execute even the most rigorous exercises with grace, poise and style. When giving corrections, use your words to verbalize and explain to the dancer instead of just physically adjusting them. A good teacher understands the honor and etiquette of the art, which must be preserved and continued through new generations that will lend insight from their own professional experience.

We believe by building the students' self-esteem, we not only enable them to take chances and reach higher goals, but we help to build strong confident people who will excel in everyday life. We have a strong system of values at Tanya's Dance Co. and insist that our students respect and praise each other. When dancers give so much of themselves doing what they love, it is comforting and meaningful to know we are all among friends. Our goal is to utilize our experience and instincts in order to make a positive difference - never sacrificing our standards. We welcome enthusiastic families who would like to experience and benefit from the traditions of fine training in a nurturing and supportive environment.

We Believe in High Expectations and Hard Work

We deeply care about our students and want them to do their very best. That is why we demand a lot from them. Tanya's Dance Co. endeavors to help each student enjoy, cherish and treasure the hours devoted to their dance training. We encourage them to love dance for the sheer pleasure and sense of artistic fulfillment, rather than only for a sense of technical accomplishment. At Tanya's Dance Co., we aim to instill a love of all art forms so that one day our students will have a greater appreciation either as an artist or patron.

We Believe in Making Dance Training FUN and ENJOYABLE!

Instructors are expected to take time and care to plan lessons for the students that are not only educational and challenging, but FUN! We believe the only way to encourage students to continue their dance study is to make every moment, whether classroom instruction or performance based, highly memorable.

Studio History

Tanya's Dance Co. is a young, yet strong dance studio. We opened in 2002 and are growing bigger and better with each passing day. Our reputation for inspiring young people to be the best dancers they can be is a large contributor to our success.

Tanya's Dance Co. feels you are not only teaching dance, but that you are a role model to our students. You are ALL Dance Educators. RESPECT and VALUES are important to TDC and we STRESS age appropriate movement, choreography, music and costumes. We believe students model your behavior and our staff members must, at all times, serve as an appropriate role model for our dancers. They must demonstrate responsible behavior consistent with the policies, procedures, and guidelines of Tanya's Dance Co.

Reasons why dance teachers choose to teach at TDC

1. Small Class Sizes

Fewer students in the class means that the dancer will receive more personalized attention, learn more, and have more fun. With younger students, our small class size allows the teacher to maintain control over the class in order to ensure each student understands the concepts and instructions. With older students, our small size allows students to progress more quickly, and the teacher can be confident fundamental concepts are not being missed and students are not developing bad habits or improper technique.

Our studio limits all of our pre-dance classes (ages 3 – 6) to a maximum of 13; however, in some situations, we will allow class limits to go up to 16 with an added student helper or assistant teacher. This is a combined total of two instructors in the classroom at all times. For our older students (ages 7 and up), classes are limited to 16 students per class with a teaching assistant or student helper.

2. Administrative Support

In many studios there is no office staff on duty. This means teachers are faced with administration details when they should be concentrating on teaching. We have office staff during the majority of class times to handle routine questions and details that may arise.

3. Floating Marley Dance Floor

Dance is a very physical activity that requires a lot of jumping, which can put stress on bones and joints. Most dance footwear does not provide any cushioning or support, so the shock of dance movement can place a lot of pressure on the knees and back of a dancer. The best way to prevent potential injury is by choosing a studio with a professional “floating floor”. A floating floor is a dance floor that rests on a system of high-density rubber to absorb the shock of jumping. A high-density rubber base is superior to a “sprung” floor, which usually consists of a wood structure built on the regular floor.

The top layer of the dance floor is also an important factor. A vinyl composite “Marley” floor is accepted worldwide as the best surface layer for recreational to professional dance. Facilities such as the Houston Ballet, New York Ballet, the Royal Academy of Dance in London, England, and River Dance – the Touring Show, all use Marley floors as their dance surface. A Marley dance floor allows dancers to slide with a degree of “controlled slip” but is not so slippery that there is a risk of slips and falls. Very few studios use professional Marley floors because of the expense involved and usually opt for a regular tile, wood, or carpet floor used as a studio floor.

Our studios have floating floors that have over 700 high-density foam/rubber blocks under the floor surface and Marley surface that is imported from England. Our special floors help reduce the risk of injuries and allow students to dance longer without getting tired and sustaining injuries.

4. The type of Music, Costuming and Choreography the Dancer Is Exposed to

Most studios do not consider the age of the child when choosing music and choreography. They may have the child dancing to music with inappropriate words and/or meaning. Some studios choose costumes that are not appropriate for body type; too revealing, or too mature for a child. At TDC, we consider it absolutely essential that our students are only exposed to what is age appropriate.

PART II: The Classroom

Teaching

Your number one responsibility is TEACHING. We believe you are teaching much more than dance skills, you are teaching life skills as well.

- Respect
- Importance of Teamwork
- Self-Discipline & Perseverance
- Self-Esteem & Confidence
- Responsibility and Independence
- Coordination, Mobility and Flexibility, Physical Activity, Health
- Sense of Rhythm & Timing
- Passion & Drive

This is your time with our students. Please keep within the format and time restraints given for each class. You need to make sure that class starts and ends on time. When classes run over the allotted time, it is disrespectful to parents, students, and most importantly, other staff. Also, remember that all movement and music needs to be appropriate for the age and level of the students. Never should you teach anything that could be deemed inappropriate or offensive.

Do not get stuck in a teaching rut. Students need to feel they are learning, improving and growing in each class. Make sure each week you build on the last class. When students don't seem receptive or are acting up, don't be afraid to try something completely new – you may have to think “outside the box.”

Expectations in the Classroom:

- Each student's name is continuously used
- Positive reinforcement is always given
- Specific corrections to each student are given
- Classes are to remain quiet; do not allow talking on the side
- Students spend the time dancing; no one student sits for an extended time waiting for “their turn”
- Games are allowed if the teaching reason is clear. Games to “fill time” are not allowed
- “Free Time” is not allowed – Plan lessons accordingly
- Classroom etiquette is taught and followed through
- Respect for teachers, T.A., other classmates and office staff is enforced
- Classes are a good balance between strict/fun and learning/creative
- Students progress according to the standards of Tanya's Dance Co.
- There are no obvious favorites or victims
- The teacher is always actively in the classroom
- Different teaching methods are used to reach different ways of learning
- Everyone leaves with a smile and feeling good about their time in dance class! We want them excited to come back the following week.

The First Class

- The first class of the season is the most important one of the year because everything you do in it sets the tone for the season. Make sure to go over expectations for the season but also make sure you allow time for them to DANCE! Time spent planning and organizing for the first class is one of the best investments you can make as a dance teacher.
- Prepare for the various skill levels of your classes by setting goals for what you wish to accomplish with each group. Whether you're working with novice recreational dancers, or the most advanced groups, preparing a class structure that is appropriate for the skill level is key to a successful season.

- As you become acquainted with your students, gently establish your expectations and show your enthusiasm for dance, as well as your interest in them. You want to convey that you are organized, in control, and love what you're doing. Be Prepared!
- Scan the entire room when communicating with your class, establishing eye contact with every student. Make sure that you do not focus only on those who happen to land in the front row. If you can, rotate all students to the first row position often.
- Learning your students' names quickly is the first step to promoting their sense of self-worth. Be sure to say each child's name in the first class. If you pronounce a name wrong, remember to correct pronunciation the next time.
- The first day of classes can be unpredictable, so expect the unexpected and then be prepared to handle it graciously. The studio is always hectic the first few weeks. You will have late arrivals and you might even have students who are in the wrong class. Remain calm and flexible so as to make a good first impression.
- Plan to be at the studio early so you can greet students and their parents as they arrive. If you are there early, your students will be less likely to run around the room or hang from the ballet barres. Classroom atmosphere and management style are set on the first day. Be friendly but firm. If you tolerate a behavior in the first class, be ready to tolerate it all season.

A Positive Atmosphere

- Dance studios that maintain a positive atmosphere promote morale in students and their parents as well as in faculty and staff. We believe that atmosphere affects the overall success of our training goals. Students who know you care about them will want to be the best dancers they can be, for you and for themselves.
- Conversely, judging your students is detrimental to their education and your success as a dance teacher. Students who are made to feel that they are slow learners, or not good enough, will stop dancing in order to avoid the degrading feeling they experience at the studio.
- Our goal is to establish positive self-esteem and passion for the art of dance. Remember that every student can develop passion, regardless of skill level. Do everything you can to communicate to your students that you believe they are competent and will succeed. Smile! It's contagious, and it offers your students a sense of comfort by conveying warmth, approval, and caring. Give compliments, even if they're not about dance. Every child in every class has something to offer, a beautiful smile or a terrific effort; treat your students the way you would want to be treated by a teacher.

Equal Treatment for All

- Treat all students fairly. It is important that all students know they are as valued as any other dancer. You may find it easier to focus on the most talented students; however, favoritism leads to a negative atmosphere in the classroom and throughout the studio.
- Avoid developing a competitive atmosphere in your classroom. Don't compare students or repeatedly choose the same student(s) to demonstrate. Competition in the classroom can become destructive to the students and the studio. Its negative effect tends to rub off on parents, creating problems that extend beyond the classroom. Encourage all students to strive for a personal best. Remember, most of them will never be at the top of the class.

Choosing Your Words

- Your choice of words and your body language make a big difference in the message you send to your students. Avoid harsh, judgmental words or a sarcastic tone. Ignoring students can be just as detrimental to their self-esteem as a negative comment.

- Although offering corrections or tips for improvement is important, don't merely point out mistakes. Offer a balance of compliments and constructive corrections. Continual criticism, whether actual or implied, can create an adversarial teacher-student relationship. Sometimes it's easier to recognize mistakes than to see what is being done correctly so keep an eye out for opportunities for positive feedback.
- There are several ways to soften the blow of repeated criticism: offer a correction to the entire class rather than focusing on a particular student and use the words "please" and "thank you" often. Common courtesy promotes a mutual respect between teacher and student.

Set the Right Example

- If we expect our students to respect the rules and policies of our studio, teachers and staff must set the standard. It doesn't do much good to establish policies if you don't have the fortitude to enforce them.
- We established a dress code to help all students feel equal and to aid teachers in viewing their bodies and alignment. Your students will be more accepting of the dress code if you set an example, so dress like a professional. If you wear street clothes or non-dance attire, it appears hypocritical to enforce the dress code with your students. Make sure students have appropriate shoes and are adhering to the dress code.
- If you expect your students to arrive on time and be prepared for class, you must do the same. Teachers who are late or unprepared send the message that such behavior is acceptable. Once you make this mistake, it's hard to turn it around. Since a missed warm-up can lead to injury, encourage students to arrive early for class. Our policy states that students who arrive more than 10 minutes late will only be allowed to observe the class.
- A great way to create the desire to follow studio policies is to offer encouraging words to those students who do. For example, saying, "Thanks, Susie, for always being here early" is a simple, yet effective way to encourage late students to arrive on time.
- Our policy is that students are not allowed to use cell phones, iPads, or computers during class time. Since you as teachers need to set an example, the same rule applies to you, unless you are using it to play your music.

Discipline

- Teachers need to take responsibility for misbehavior in their classes. Discipline problems are often a reaction to boredom or a lack of interest in the material being taught. A high-energy class that keeps students constantly moving leaves little opportunity for misbehavior. Most bad behavior occurs when your attention is pulled away from the class (for example, when you tend to the sound system). Once students have enough time to be distracted, it is hard to bring their focus back to the class. The solution? Don't give them enough time to act up!
- Another way to keep students engaged is by utilizing a dynamic tone of voice. A soft voice or being monotone can cause students to lose interest in the class. Use words and tone to communicate confidence, excitement, and compassion. If you sound tired or bored, students will feel the same way.
- Students will test the boundaries in a class and it is important to react to their behavior immediately and calmly. Be consistent. If you react to a certain behavior from one student, (such as hanging from the ballet barre), you must react to *every* student who does it. Sending mixed messages is more detrimental than not reacting at all. Never overreact; if you lose your composure you're no longer in control. Sometimes you don't have to say a word—a glance in the student's direction or a moment of eye contact can send the message that you disapprove of a particular behavior. This type of reaction avoids public ridicule, which can have a negative influence on your students' self-esteem. Sometimes silence is the best form of discipline.
- When you do speak up concerning misbehavior, be sure the students understand that it's the behavior you are upset about, not them. Avoid comments that make children feel like failures. When they

understand that everyone makes mistakes, they are more likely to learn from the error rather than resent the criticisms. If you react to the situation in a respectful way, most students won't make the same mistake a second time.

- Don't allow those who continually create problems to be in the back of the room or hide behind other students. Move those students to the front of the room. By doing so you're discouraging negative behavior and making them feel important at the same time. Try to keep students with behavior problems separated from each other. When you bring them to the front of the room, place them on separate ends of the line. Be prepared to go overboard with compliments (and express criticisms with care) in an effort to establish trust.
- Make sure well-behaved students are not punished for the actions of others. Although offering corrections in technique to the entire class avoids making a student feel singled out, blaming the whole class for one student's misbehavior can have the opposite effect. The misbehaving student may be ridiculed by classmates who feel they paid a price for something they didn't do.
- Persistent misbehavior must be addressed. If students are continually disrupting the class, it may be time to ask them to sit out the class for a particular period of time. Never let them leave the room—they might consider that a reward for their misbehavior. If parents complain about their children sitting out for a portion of the class, explain that it is your policy to never allow one student to distract others from learning.
- For persistent behavior problems, consider a change of teacher or dance styles for that student. Personality conflicts do occur, and some students will work better with one teacher than another. Compatibility issues must be resolved if every effort is to be made to keep the child in dance. Teachers who believe they have a personality or other kind of conflict with a student should consult the director to determine if another teacher or class might be a better fit for the child.

TIPS: CONTROLLING YOUR CLASSROOM

- ✓ A constantly moving, high-energy class keeps misbehavior at bay.
- ✓ Use your voice to keep students on task.
- ✓ React to misbehavior consistently; sending mixed messages is detrimental.
- ✓ Sometimes silence is the best form of discipline.
- ✓ Comment on the behavior, not the person.
- ✓ Keep troublemakers in the front of the class and separate from each other.

Maintaining Enthusiasm

- Although classes always have a certain structure, usually consisting of a warm-up or barre, across-the-floor work, and combinations or variations, it's OK to be creative. Enhancing the class with variety or the unexpected helps to avoid the potential for boredom, while constantly using the same movement, music, or format leads to a lack of enthusiasm in both teacher and students. The change can be as simple as starting a combination facing a different wall, holding class in a different studio, or using some unexpected music. Be aware that many of today's children are accustomed to continual stimulation, so do what it takes to keep them focused and enthusiastic.
- The first few minutes of class are critical since that's when students often lose interest, so starting with something unique could make all the difference. For example, make attendance fun and educational by asking students to respond with the name of a dance step, like shuffle or plié rather than saying "here" or "present." While this activity has nothing to do with learning a movement, it stimulates the mind with something unexpected. Also, know what you want to accomplish before you enter the classroom. Investing time in planning eliminates the "dead time" it takes you to figure out what you want to do next, which is when you will lose students' attention. Habitually winging it instead of planning your classes eventually catches up with you because students know you're unprepared. Planning includes

organizing your music; teachers who spend too much time at the stereo almost always lose their students' interest.

- Once class is under way, move around frequently so that the students have to pay attention to where you are. They may lose focus when teachers sit in a chair or stand in the front of the room for the entire class. Offer a change of pace every 10 or 15 minutes. It can be as simple as changing direction—if you are facing the mirrors, ask the class to face the back wall for a few minutes. Or you could change a center floor exercise into an across-the-floor movement.
- Think about the level and abilities of your students and teach movement that is challenging but not discouraging. If the material is too difficult, students become frustrated and lose interest; even worse, they may feel that they aren't good enough.
- Rather than asking students to attempt a new step or combination full-out right away, break down the material by starting with the basic movement. For example, if you're teaching a turn combination, instead of starting with the full turn, simply demonstrate what's happening with the feet. Once the students grasp that, encourage them to try the move with the turn. If they're not getting it, try changing the material or how you explain it. Be prepared to act spontaneously in response to students' needs. In addition to meeting their learning needs, in varying the class to include an element of surprise you'll help keep their interest.
- It is important to realize that students' lack of interest might have nothing to do with the teacher or the material. They could be dealing with life issues such as divorce, conflicts in the home, problems with friends, or abusive situations. Whatever the circumstance, dance can allow students to forget their personal problems while they are at the studio. Self-expression through the art of dance and the release of tension through physical activity can help students cope with problems and build self-esteem.

TIPS: MAINTAINING STUDENT INTEREST

- ✓ When choreographing for recitals, rehearse to a variety of music with similar styles, tempos, and rhythms. This way students won't get bored by listening to the same music week after week.
- ✓ Use progressions and across-the-floor combinations often.
- ✓ Let students be part of the choreographic process (not necessarily for the recital pieces, but for fun). Break them into groups and give them 10 minutes to create 16 counts of movement (more or less depending on the age). Encouraging creativity fosters confidence and gives students who aren't technically the strongest but are creative the chance to shine.
- ✓ Improvisation is a great way to encourage movement, interaction and conversation among students and teachers. It creates an atmosphere of creative energy that students appreciate.

Ending the Class

- Class should end on a positive note. The last 10 minutes should focus on movement or choreography that the students are comfortable or familiar with. If they leave feeling frustrated or uncomfortable, they might decide that dancing isn't their thing.
- Play a slow, lyrical song at the very end of class and let the students follow your simple port de bras or small movements as a cool-down.
- Every once in a while, end your class by asking your students a question, such as "What did you like most (or least) about today's class?" NEVER get defensive, no matter what their response is, or you will inhibit them from speaking up again. Teachers never stop learning from their students!
- As the recital dates approach, invite the parents to view the progress of the choreography at the end of class. When the dancers know their parents are watching, they work extra hard to remember the choreography. Additionally, the parents will see how well their children are being prepared for the performance.

Studio Performances

- All Dancers are given the opportunity to perform in our annual dance recital. This event offers dancers of all levels a chance to dance and is a great conclusion to the end of the year. Dancers develop so much in a year they really need to show how they have grown in dance. Unless indicated at registration, all classes will perform a routine at our dance recital. Students are NOT required to participate in the recital, but they must make us aware of their decision prior to ordering costumes in December.
- Dancers who want more dance and competition opportunities may join our competition classes. Competitive classes compete at regional competitions and perform at local events. All students who can audition to be on a competitive team. During auditions students are placed onto teams that best fit their individual performance in each of the disciplines of dance. In some cases, they are not placed onto one of our competitive teams. More information is available in our Company Constitution regarding this. All teachers should look for potential competitive dancers by the end of each year and let me know. We will pass out “invites” to these kids to encourage them.

Dance Recital Guidelines

- **PLEASE** be aware of the length of your pieces. All pre-dance classes should be an absolute maximum of 2 minutes and all other classes a maximum of 3 minutes.
- All Creative Movement and Kinderdance classes lineup in one or two lines on dots on the stage
- Try to recruit a parent volunteer from each class to help with recital details.
- Music needs to be appropriate. Do not use music that needs to be edited for language. Music also should be age appropriate. No songs with sexually suggestive lyrics.
- Make sure that ALL students in your class receive the recital guide when it becomes available and tell parents the importance of it. They will need to mark important dates as soon as they receive their guide.

PART III: General Studio Policies

Studio Rules

Teachers are expected to comply with the following rules

- Be professional at all times, showing respect for the art of dance and every student. Teachers should set a positive example by refraining from using foul language, demonstrating negative behavior, or making disparaging comments concerning anyone associated with the studio. Respect for our staff is a priority.
- Don't use the office as a place to vent. Students and parents can often hear.
- Arrive at least 15 minutes prior to the first class of the day the first week, 10 minutes early after the first week.
- Check your email before class for teacher notes or information.
- There will often be information that is needed to be relayed to the parents: Please make your announcements in between class times or when students are changing their shoes. Please make an effort to tell ALL parents present that day. Remind parents of any emails they should be receiving and for them to stay "in the know".
- Request permission from the director before bringing guests into the classroom. We discourage family or friends from observing classes since they often distract both teacher and students.
- No personal phone calls may be made from or received at the studio (with the exception of emergencies). No long-distance phone calls may be placed from the studio telephones.
- Respect for the studio's sound equipment is expected. Before leaving the classroom, shut down all components. Report any equipment problems to the director. Make sure you NEVER leave water or any other beverages on the stereo! We don't want to risk spilling! Do not place items on top of the stereo-it will overheat and break.
- Be well informed. Check email daily and read all emails from TDC. **If a response is needed, this must be done in a timely manner.** Check all bulletin boards and read all newsletters to stay up-to-date with studio activities. Teachers should be able to answer questions from students and parents in an informed and professional way.
- If you are ever asked a question and you are not 100% sure of the answer, please let the person know you will find out for them and either you or another staff member will get back to them. Our parents/dancers having correct and accurate information is extremely important to the success of the studio. Never guess or make assumptions! Any time there is a question you can't answer, or don't feel comfortable answering, and there is no one else in the studio at that time to help, please leave a note on the desk, call and leave a voice-mail message at the studio or e-mail the studio at tanyasdanceco@gmail.com Leave the question, class, time, date and name of the person asking so it can be handled in a timely fashion.
- At times teachers will distribute notices, newsletters, and other information to their students at the end of class. Each item will be labeled with the students' names. Absent students' materials should be brought back to the office to be mailed.
- Attendance is to be taken at the start of each class through the portal. The office will watch attendance and notify families if a dancer has missed more than 2 classes in a row.
- You will get notification by email if any students that have been added or are trying out the class.
- If someone is in your class and they are not on the class roll, OR you didn't get notification by email, you need to let the office know IMMEDIATELY!
- Student helpers should not be left alone in the classroom for an extended period of time and should *never* be left alone during an acrobatics or gymnastics class.
- Some classes will have student helpers. They are there to help you with whatever you need so please give them direction on how to best help you. They should never "teach" the class; they are only

assistants. If you have any problems or concerns with a student helper please let me know. You will need to be clear with them on your expectations of them.

- Teachers are expected to attend all dress rehearsals and recitals.
- Contacting students and/or parents via phone calls, email, text messages, or social-networking sites for personal reasons is prohibited without permission from the director. Competition classes, teachers may use BAND as a means of communication. For all Rec and even Comp classes, you can email the studio an email that you would like to go out to your class on any important information and the office will be happy to forward it out.
- All communication with students and/or parents will be made by the office staff and/or the director. This includes, but it is not limited to, schedules for rehearsals, performances, extra classes, etc. We discourage contact with students and/or their parents without first consulting the director.
- Please remember that our office staff is not your personal secretary. It is OK to ask the Director for things to be sent out to your classes but the office also has a large set of tasks that needs to be accomplished, so you can't expect it to go out as soon as it's sent to the studio. Allow a day or two for things to get out based on tasks the office has at hand.
- Faculty and staff are discouraged from having social relationships with students under the age of 18, unless it is a group activity.
- Log in and clock your hours at the beginning of class. I will not call around asking for un-logged hours at the end of the month. You will be paid for what is logged. If you forget to log your hours please see office staff for assistance. You may NOT add them to the next month. It is YOUR responsibility to keep this information up to date. You may only log the 10 minutes prior to your class start time. If you are the last one of the night and have to do closing duties this time is logged. Log in and clock out after class or closing duties.
- It is the instructors' responsibility to make sure the studio you are teaching in stays picked up during your teaching times. Empty garbage, restock paper towels and/or toilet paper in the bathrooms, wipe down sinks and make sure the students are picking up after themselves.
- Greet parents and students in the studio as they arrive for class. It is important that you make personal relationships with the students and parents so they feel comfortable in our studio. Before and after class, stay in the studio until all of your students have left, or until the next teacher begins class. DO NOT sit in the office (which will isolate you from your class) unless you are helping a customer.
- Always start and end class on time. Never "wait a few minutes" to see if more students are coming or wait for a student to get their shoes on. If you always start class on time parents will realize they need to arrive a bit earlier. You will always have latecomers, but we do not want to penalize those who are on time - even if it is only one student! Also, ending on time (**not early or late**) is **extremely** important. We do not want to short change parents and students by having one class end early or by running into the next class time. Be considerate of students, parents, and the next instructor!
- If you do not end class on time and run over your allotted time, your time clock will be adjusted to decrease your time. The studio will not pay for teacher time that goes over. If you notice that the clock is wrong, let the office know so it can be fixed.
- Closing – after you are finished teaching for the night and after every student has been picked up (never leave until all children have been picked up from your class) you need to check the bathrooms and the garbage and make sure things are picked up.
- If someone is subbing for you and you have closing duties, you will need to communicate that to your sub so they are aware.
- If you are the last instructor in that studio for the evening, you are responsible for the closing duties for that studio. Each studio has a "closing duties" check-list that you will need to complete, sign, and turn in to the office before you leave at the end of the night. If you neglect to do your closing duties at the end of your shift it is grounds for dismissal. Please help one another out and be considerate so all staff can leave at the same time.

- There may be an instance where a student has an “accident” on the floor or “throws up” during class. If this happens keep the students away and clean it up immediately. There are rubber gloves under the sink and cleaning supplies both under the sink and in the closet.

Students are expected to comply with the following rules

- **Do** limit bathroom trips for students. They should go before class and after.
- No drinks during class, unless students break a sweat. Parents feel like you are wasting dance time.
- When doing across the floor, the students may NOT sit while they wait for their turn.
- All students must follow dress code
- Hair must be pulled back - if you notice that it’s always the same student that forgets a rubber band, please mention it to the parent.
- No gum
- No hanging on the barres
- No touching the mirrors
- No parents in the classroom
- No excess jewelry
- No hats
- No cell phones or smart watches
- Snacks are ONLY to be eaten between class times & not brought into the dance room!

Office Staff Information

The office manager and office staff will take care of all of the business duties and extra details throughout the year. During most teaching hours an office assistant or owner will be in the studio, but life happens and sometimes you may not have the assistance of a receptionist. Please familiarize yourself with a few details in case you are the only available staff member in the studio.

- **New Students** - If someone wants information on the studio, please give them the welcome postcard located at the front desk. Explain to them the office staff is not available and take their name and phone number so someone can contact them tomorrow and help them.
- **Dance Supplies** - Required dance apparel can be purchased at www.discountdance.com. There is also a local dancewear shop, Demi Dancewear, that they can contact.
- **A Student wants to drop a class, add a class or change class times** - Please tell them they will need to speak with the office and that you will have office staff call them to go over the steps and forms they will need to fill out.
- If you are ever asked a question and you are not 100% sure of the answer, please let the person know that you will find out for them and either you or another staff member will get back to them. Any time there is a question you can’t answer and there is no one else in the studio at that time to help, please leave a note on the desk, call and leave a voice-mail message at the studio, or email the studio at tanyasdanceco@gmail.com Leave the question and the name and class time of the person asking so it can be handled in a timely fashion.

Parental Complaints or Questions

There may be a time when a parent approaches you with questions, concerns or complaints:

- If a parent ever comes to you with a question you cannot answer, just reply, “Let me find out” or “I’ll leave the office a note and have them get back to you.” Leave a note on the desk with the parent’s name, phone number, and class their child is in.
- If a parent ever gets ugly with you, just smile and be polite. Never confront them and say that it is Tanya’s job, not an instructor’s job. If they cuss or carry on inappropriately, tell them that they need to leave the building immediately.

- If they say ugly things or gossip, never agree or comment on what is being said, even if it is true. Just say, “Interesting” or “Um”. This alleviates you from getting involved. Your words can be used against you.
- Parents can really get competitive so gossip is very common and they will try hard to pull you in. Maintain **professionalism** and repeat: “Interesting!” or “Um”.
- Never bring your “I had a bad day” into class. When teaching, it is always “a great day”.

Cell Phones

Cell phones should be turned off or muted so that they don’t interfere with the educational environment. This applies to teachers, office staff and students. Please refrain from making personal phone calls or texting except during your breaks. This policy applies to any communications device that makes, sends, or receives phone calls, emails, text messages, instant messages, photographs, graphics, or has the capacity to browse the Internet.

- Exception: This policy **does not apply** when an urgent situation (such as a family medical emergency) requires that you be accessible by phone. If you are in doubt about what constitutes an emergency for this purpose, please consult the director.

Dress Codes

Instructors - The most important thing is to look professional. Teachers are expected to wear appropriate dance attire (i.e. nothing with an alcohol, cigarette, etc. logo on it) and dance shoes. Teachers should never wear anything considered inappropriate or offensive. Remember you are a role model for these students and they are going to want to look, act, talk, and dress like you; parents want a good role model instructing their children. Please do not wear old, tired clothes to teach in.

Office Staff - When families come into the office, you are the first person they see. The way you dress greatly contributes to the level of professionalism at the studio. No low rise pants that expose your hips, midriff or stomach when you sit or bend over. No short skirts, or skirts with large slits. No tank tops, spaghetti straps, strapless, off shoulder, backless or low cut shirts. No shirts with logos, unless TDC logos.

Students - Students are required to follow the dress code that is outlined in the Studio Policies. It is essential that instructors follow through and make sure that students follow the dress code at all times. Required dancewear and dance shoes must be worn to all classes. Students not dressed correctly must be asked to observe class. Students’ hair must always be pulled up, and no gum or excess jewelry allowed in class. Students are encouraged to cover up when leaving the studio.

Choreography

All choreography must be age appropriate. All movement and concepts must be based on the skill levels as well as the ages of your students. Eliminate technical feats that are difficult for the majority of the class. Be unique in concept, utilizing many formations and patterns. Try to have every student get the opportunity to be at the front of the classroom or stage at some point during the choreography. If you are ever unsure of what to do, consult with the director.

- All choreography created by our faculty is the property of Tanya's Dance Company. If your employment is terminated, all choreography created by you during your employment may be utilized at the discretion of the director.
- For a period of one year after its creation, choreography taught at Tanya's Dance Company may not be set on any other students or at other studios without the permission of the director.
- Choreography must be age appropriate, without the potential to be considered sexually provocative. If you aren't sure whether your choice of movement or music could be considered inappropriate, please consult the director.
- The instructor is responsible for the choreography. Dances, music and costumes all need to be age appropriate and will need to be approved by the studio owner. At any time the owner/director may change the choreography if she feels it is not suited for the dancers.
- When picking your options of costumes, keep in mind your dancers body types and what will flatter.
- Music selections must fit the current years' theme, with the exception of solos/duos/trios.
- Music for each class will be emailed out. If families want a CD of the music, then they order this through the office and they are charged \$1. Make sure to encourage your students to practice with their music at home!
- Choreography must be original in concept and movement. The use of other teachers' or studios' concepts or ideas is strictly prohibited.
- Credit for choreography will be given when applicable at dance competitions.

Class or Choreography Placement

It is Tanya's Dance Company's policy to employ faculty who understand the art of choreography and have the skills to make students look their best and feel confident.

We believe in always doing what is best for the child in determining class placement or participation in choreography. Therefore class placement and casting in choreography should be based on the following student criteria, not on the impression you hope to make as a teacher/choreographer:

- self-esteem
- readiness for a challenge
- potential

It is important to recognize that some students who may not be the most talented but possess the drive and determination to succeed can help set an example for those who have talent but lack the drive. If you feel a student would be better placed in a different level, talk to the office.

The Focus Is Not Simply on Competition

Tanya's Dance Company is based off of and focussed on Recreation Dancers.

- It is our goal to instill in our students a passion for performing rather than merely the desire to win awards. Toward that end, our competitive dancers have more performance opportunities other than competitions. They perform during parades, sweet pea, basketball games, and take part in other performance opportunities. We believe the lessons learned through performances are as valuable as the competition experience.
- Our solid reputation for quality reflects our attitude toward competition and our goal to develop in each student a genuine respect for dance as an art form. We consider students' participation in competitions not merely part of their dance training; it's also an important part of how we influence their growth as people. With the right focus, the experience gained in competition can be an excellent source of self-confidence. If the dancers feel good about a performance and understand that they become better each time they go onstage, they are truly growing through the competition experience. Hitting that stage and doing the best they can is what it's all about; whether they win—or which award they win—is secondary.
- Through participation in competitions, we hope to instill in our students an appreciation for other dancers and studios. We are not out to beat anyone; instead, we hope to motivate both students and faculty by exposing them to the highest caliber of talent available. Only then can we produce the best dancers and teachers possible. For us, competition is an education!

Competitions

While the focus at TDC is not primarily on competition, we do have a competition team:

- Instructors are not required to attend dance competitions. However, if you teach a competitive class, your presence boosts morale and confidence in the students. Attendance/participation in workshops and competitions plays a role when assigning classes in the future. We do emphasize working as a team and we feel it is important to support each other.
- If you teach a competitive class and are not attending competition, you will need to tell the owner/director 30 days in advance so that she can make arrangements for warming the class up while at competition, as well as make changes to the accommodation reservations.
- For those instructors that do teach competitive classes and want to attend competitions, lodging will be taken care of for the nights that are needed. If you are unable to travel with Tanya and you would like to attend competition, you are responsible for your own transportation. If you would like meals out you are responsible for that. Competition teachers are given a per diem amount based on the number of competition routine classes that are taught.
- No teacher may enter students in a dance competition without the permission of the studio director. All entries must be done under TDC.

Absences

It is understood that absences will occur, both with the teacher and with the student:

- **Teacher** - Teacher attendance is of the utmost importance and we wish to avoid having subs as much as possible. It is **extremely** hard to schedule subs for absences. Please do not book holiday trips or vacations during the regular teaching year and if you have to, we must know well in advance. If you do need time off, please email the studio ASAP so adaptations to the schedule can be made; it is your responsibility to find a sub and Tanya and the office staff needs to know of all subs. Sub sheets need to be filled out for ALL subs. Turn the sub sheet in prior to time off, unless the sub is for illness, then turn in later.

- **Students** - Teachers must keep an accurate log of attendance. Competitive dancers are required to be present at their classes 85% of the time in order to compete so it's important it's accurate. Students are strongly encouraged to call or email when missing a class. There are no make-up classes unless it was missed due to the instructor. If a student lets us know he/she will be absent, you will receive an email. Please record the dancer's absence in the notes part of the attendance.

Teaching for Others

Your employment at Tanya's Dance Company requires that you do not teach at another studio within the Gallatin Valley. Exceptions may be made on certain occasions, such as master classes or substitute teaching, but only with the written permission of the director.

Students at Tanya's Dance Company will not act as assistant teachers for any classes outside of Tanya's Dance Company without the permission of the director. Please refer to Instructor Agreement & Confidentiality and Non-Solicitation Agreement for clarification.

Meetings

Faculty and staff are expected to participate in all faculty and staff meetings.

- Pay rate for all meetings is minimum wage.
- We will have paid monthly zoom staff meetings at the beginning of each month. Our first meeting is always held before classes begin to discuss beginning of the year information. At our April meeting we discuss and determine students' class placement for the following year.
- Faculty members may request a meeting with the director at any time. We encourage you to feel that the door is open to discuss any issues, ideas, or suggestions.

Confidentiality

As the result of your employment at Tanya's Dance Company you will acquire and/or have access to confidential information belonging to TDC. This includes such materials as Tanya's Dance Company's personnel information, student lists, suppliers, handbooks, financial information, records, business plans, prospect names, business opportunities, confidential reports, and contracts, as well as other information specific to Tanya's Dance Company.

- As a condition of employment, you must and hereby do agree that all such information is the exclusive property of Tanya's Dance Company and that you will not at any time disclose to anyone any such information, whether or not it has been specifically designated as "confidential."
- If you are ever unsure of your obligations regarding this policy, refer to the Confidentiality and Non Solicitation Agreement for further details.
- Information pertaining to students and/or their families, whether financial, personal, or confidential, is never to be discussed with anyone other than the director.

Personal Information

It is important that the personnel records of Tanya's Dance Company be accurate at all times. In order to avoid problems with your tax liability or our ability to communicate with you regarding schedule changes and the like, TDC requires that you promptly notify the director of any change in your name, home address, telephone number, number of dependents, or any other information pertinent to your employment with TDC.

Use of Property and Studio Space

Tanya's Dance Company will provide you with the necessary equipment and/or studio space to do your job:

- None of this equipment should be used for personal use, nor should any equipment be removed from TDC unless approved by the director. This includes but is not limited to computers, sound equipment, music, iPods or mp3 players, videos, DVDs, costumes, props, mats, and furniture.
- Studio space will not be used for classes, rehearsals, private lessons, or choreography sessions, either for TDC students or outside students, unless such use has been scheduled through the team up calendar and/or approved by the director. A separate legal agreement will need to be signed in certain circumstances.
- Instructors are able to use the studio space free of charge for choreography needs for the classes you are teaching at Tanya's Dance Company but must be scheduled through the team up calendar. Employees needing to use the studio for other rehearsals that don't pertain to regular classes at Tanya's Dance Co. will need to pay a studio rental fee. All private lessons need to be scheduled through the office as well as all solos, duos, and trios.
- Use of TDC stationery, office supplies, or postage for personal use is strictly prohibited.
- The TDC premises, telephones, and email are not to be used by employees or others to engage in the practice of soliciting collections or donations; selling raffles, goods, or services; operating betting pools; or making solicitations of any kind.

Use of Company Computers, Email, and Internet

Use of Tanya's Dance Company computers, printers, and electronic equipment by faculty and staff is for job-related or approved activities only. Inappropriate use of company computers, which may be defined from time to time at the discretion of TDC, may subject you to discipline up to and including termination.

Inappropriate use includes but is not limited to the following:

- Using computers, printers, or email for personal and/or non-school-related use, including personal email, downloading personal pictures or videos, shopping, blogging, and social media, unless authorized by the director.
- Use of computers to send or receive messages, pictures, or computer files that are illegal, pornographic, sexist, racist, harassing, or discriminatory. If you receive such material, you should notify the director immediately.
- Loading software that has not been approved in advance by the director.
- Making illegal copies of licensed software.
- Using software that would provide unauthorized access to TDC computers or would disrupt school equipment in any way.
- Sending or posting TDC confidential information, whether anonymously or otherwise, by email, text, instant message, or posting to any website, blog, or social media site.

Faculty and staff may be disciplined or terminated for inappropriate use of the Internet, email, text messages, instant messaging, blog posts, websites, or social networking sites where such use does not involve TDC computers, systems, or property. You should not assume that any inappropriate email or text message sent or posted to a website, blog, or social networking site is private; such communications may come to the attention of TDC and/or the director and could result in discipline up to and including termination.

Any message or file created or sent using any TDC computer or other electronic device is the property of TDC. You should have no expectation of privacy or confidentiality in any message or file that is created, stored, or sent using the computers or other communication equipment belonging to TDC, and we reserve

the unilateral right to review, monitor, access, audit, intercept, copy, print, read, disclose, modify, retrieve, and delete any work you do on a TDC computer, including email.

Policy on Staff Use of Social Media

Use of Facebook, Twitter, LinkedIn, Instagram, Snapchat, blogging, and other online social media vehicles is commonplace. This policy is intended to provide TDC faculty and staff with guidelines to eliminate any confusion concerning the use of social media.

The lines between work and your personal life can become blurred. In general, what you do on your own time is a personal decision. However, activities in or outside of teaching that affect your job performance, the performance of others, or Tanya's Dance Company's business interests are a proper focus for TDC policy.

Being able to share your activities, events, and news, and those of TDC, without prior director approval means that TDC trusts that you understand and accept the fact that you are a mentor, teacher, and leader to your students.

- Be thoughtful about how you present yourself on social media networks.
- You probably identified yourself as a faculty or staff member at Tanya's Dance Company or listed TDC as your employer, either directly or as part of a user profile. If so, ensure that your profile and related content are consistent with how you wish to present yourself to TDC students, their parents, and your colleagues and peers.
- Faculty and staff should assume that their posts will be seen and read by TDC students, their parents, and your colleagues and peers, and that they will presumptively associate such posts with TDC.
- Keep in mind the following when considering whether to share TDC-related information:
 - You are not allowed to post pictures of classes at TDC on your personal social media page. Families sign a photography release for the TDC pages but that does not include personal accounts. You are putting yourself at risk by posting any pics without having a waiver. We DO have students that DO NOT want their picture to be on social media so we do track that through the office. If you EVER want something to be shared on the studio page, please email it or text it to Tara Heinrich and she will be more than happy to post on social media for you to be able to "share" on your personal page.
 - You DO NOT have permission to reveal any information that compromises Tanya's Dance Company. By that we mean that you are forbidden to share personal information about the director, your students or their families, your fellow employees, or anything that is proprietary and/or confidential to them or TDC.
 - Faculty and staff members should neither claim nor imply that they are speaking on behalf of Tanya's Dance Company.
 - Never post anything that could compromise the self-esteem of your students. If you have a bad class on a particular day, don't post that information on your Facebook page. It could hurt your students, and that is the opposite of everything that Tanya's Dance Company stands for.
 - Use common sense. Refrain from posting items that could reflect negatively on you or Tanya's Dance Company, including comments or other posts about drug or alcohol abuse, profanity, off-color or sexual humor, and other inappropriate conduct. Do not use ethnic slurs, personal insults, or obscenities.
 - When posting videos of your own choreography, don't post it in its entirety; it is important to include only snippets to avoid plagiarism of your work. Please do not post choreography created by anyone else on the Tanya's Dance Company faculty without permission from that choreographer. Always include a choreography credit for any video you post. All choreography should have a private link that can only be accessed by those given permission.

- If you want to post a YouTube video to share with your class for practicing (highly recommended), it needs to be published as “unlisted” and then the office will send out the link to share with our dancers only.
- Respect the law, including those laws governing defamation, discrimination, harassment, and copyright and fair use. As stated in this handbook, faculty and staff should never post negative comments about other studios or teachers. Also, please do not post negative comments about studio activities such as competitions, conventions, and performances or about the directors of those events.
- Do not use the Tanya’s Dance Company logo unless specifically authorized to do so.
- Show proper respect for people’s privacy and for topics that may be considered objectionable or inflammatory, like politics and religion.
- Ensure that your social networking conduct is consistent with all of the policies contained in the Tanya’s Dance Company Employee Handbook.
- Make sure that your online activities do not interfere with your job performance.

Sexual Harassment

Sexual harassment will not be tolerated at Tanya’s Dance Company. For purposes of this policy, sexual harassment is defined as follows:

- Unwelcome or unwanted sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when (1) submission to or rejection of this conduct by an individual is used explicitly or implicitly as a factor in decisions affecting hiring, evaluation, promotion, or other aspects of employment; or (2) this conduct substantially interferes with an individual’s employment or creates an intimidating, hostile, or offensive work environment.
- Examples of sexual harassment include but are not limited to unwanted sexual advances; demands for sexual favors in exchange for favorable treatment or continued employment; repeated sexual jokes, flirtations, advances, or propositions; verbal abuse of a sexual nature; graphic commentary about an individual’s body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive insulting; obscene comments, gesture, and emails; and display in the work place of sexually suggestive objects or pictures.

Non-Harassment

It is Tanya’s Dance Company’s policy to prohibit intentional and unintentional harassment of any individual by another individual on the basis of any protected classification including but not limited to: race, color, national origin, disability, religion, marital status, veteran status, sex (including pregnancy, gender identity and sexual orientation) or age. This policy is not only to regulate our staffs’ personal morality, but to ensure that no one is harassed in the workplace.

- If an employee feels that they have been subjected to behavior that violates this policy, they should report the matter immediately to the studio owner (Tanya).
- If a complaint about a behavior is related to the studio owner, the employee should reach out to the Office Manager
- All complaints will be kept confidential to the best of the Studio Owner’s ability, but this can not be guaranteed
- TDC will not allow any form of retaliation against any employee who reports they have been subjected to a behavior that violates this policy
- Violation of this policy will result in disciplinary action, up to and including termination
- All employees must cooperate with all investigations

Camaraderie

Among Faculty and Staff

No one understands the life of a dance teacher more than your peers. Positive communication and relationships among teachers and staff members create an atmosphere conducive to a positive education for students.

- Sharing knowledge and experience among colleagues improves the quality of our teaching and the students' training. If you are a newer teacher, take advantage of your more experienced peers by observing their classes. Be open to suggestions and appreciate those who take the time to help you and your students.
- Support your co-workers. While it's natural to be envious of others at times, consider this: a success for a fellow teacher is a success for you when we're all working as a team.
- Remove yourself from any gossip related to students or their parents, fellow teachers, or office staff. If you do hear gossip, don't repeat it. Be especially cautious about what you say regarding your students or our faculty outside of the school. Gossiping is NOT TOLERATED and subject to immediate dismissal.

Camaraderie With Other Studios and/or Teachers

At Tanya's Dance Company we respect all other dance teachers and studio owners. Do not discuss rumors or gossip with your students or their parents regarding any other studio or teacher at any time. Teachers who speak negatively about their peers outside or inside of the studio are not setting the right example; nor does such behavior reflect our policy to respect those who share our passion for the art of dance.

Personal Relationships With Students and Parents

In an effort to avoid a conflict of interest or the impression of favoritism, we discourage personal relationships with students or their parents. Class placement and other important educational decisions are less complicated when a teacher has no personal ties to a student or parent.

- A teacher's success is based on a professional teacher-student relationship. Young teachers who socialize with students can diminish the respect they need to be effective teachers and role models.
- Parents may approach you between or during classes with concerns or questions. Explain that you can't disrupt your class or start it late and tell them to direct their comments to the studio office. Consult with the director before discussing class placement or other potentially sensitive issues with a parent. This applies when there is a time constraint. Instructors must always be open to having open conversations with concerned parents in regards to the status of their child. The director will schedule meeting times with the instructor and the parent if needed.

Confidentiality

These topics are considered confidential and are not to be discussed or disclosed in or outside of the studio:

- Teachers' compensation
- Personal information about students, parents, faculty, or staff members
- Discussions or decisions made at faculty meetings
- Financial concerns or balances due from a particular parent with that family's child, any other student, or another parent
- Discounts or special arrangements with a student or parent
- The school's mailing lists, student phone numbers, or email addresses

Compensation and Benefits for Teachers

Teachers are entitled to the following benefits:

- Payment is made between the 5th and 10th of every month. Teachers' hourly wages and the number of hours worked are input in our payroll service.
- New pay wage doesn't take place until contracts are signed and returned.
- An administrative wage will be offered to teachers who are asked to work in the office during registration or other activities (not including teaching classes or attending faculty and staff meetings).
- Assisting is a different wage than teaching so make sure to log hours the correct way.
- All teachers are considered employees with appropriate taxes and requirements of the local and national government withheld. Those requesting subcontractor status for other contracted services must submit a Federal Identification Number. An approved subcontractor will receive a 1099 form for tax purposes.
- The benefits provided to faculty and staff members of Tanya's Dance Company are subject to change at any time. Please communicate with the director if you have any questions concerning the benefits available to you.

Layoff, Dismissal, and Resignation

There may be occasions when it becomes necessary for Tanya's Dance Company to reduce faculty and/or staff due to business conditions or other reasons. On such occasions Tanya's Dance Company will make decisions on the basis of its business needs related to employee job functions and their performance.

Resignation: Termination of Employment by the Employee

- You are requested to submit a notice of resignation in writing to the director at least 30 days prior to the date it would take effect. This will assist Tanya's Dance Company in planning for your departure

Tanya's Dance Company has a demerit system for staff.

- 1 Demerit will be given for the following minor infractions:
 - Being tardy 0-5 minutes
 - Not having your class music with you when you go to teach
 - Not performing closing duties
 - Leaving stereo area messy
 - Missing mandatory meetings
- 5 Demerits will be given for each of the following:
 - Using profanity
 - Being tardy 6-10 minutes
 - Having a bad attitude
 - Missing deadlines (paperwork, choreography, etc.)
 - Not keeping track of attendance
 - Unsportsmanlike Conduct (in or out of class)
 - Using cell phones or other devices while working
- Upon the receipt of the 5th Demerit, specific consequences will be determined by the Director of the company depending on the severity of the action. Consequences could include suspension, cut in wages, and/or termination.

Automatic Dismissal

The commission of any offense considered serious enough by the Tanya's Dance Company director, without limitation to those outlined below, will, except in extraordinary circumstances and at the sole discretion of the director, be followed by the immediate dismissal of that employee. Civil and/or criminal penalties may also apply.

- Making false statements/omitting pertinent facts on employment application or in an employment interview.
- Threatening, assaulting, fighting with, or harassing another employee, student, parent, or anyone else encountered during your working hours at Tanya's Dance Company.
- Stealing or deliberately damaging any Tanya's Dance Company property or other employees' property.
- Disclosing or selling company confidential information or trade secrets, including student contact information, mailing lists, etc.
- Reporting to work under the influence of alcohol, narcotics, or other drugs other than medications prescribed for the employee by a physician.
- Conviction of a felony offense and/or imprisonment.
- Taking unauthorized leave or failing to show up to work without notifying the director.
- Inappropriate relationships with students.
- Working for another school within the Gallatin Valley without acquiring permission from the director.
- Insubordination
- Sitting in class.
- Habitually late to class. Late more than 3 times only!
- Having private lessons that are booked outside of the studio.
- Behaving inappropriately with students.
- Discussing student, staff or studio information, personal matters, or pay with anyone other than your studio superior.
- Harassment of students or staff.
- Talking bad about other staff.

PART IV: Student Related Issues

Safety

The health and safety of our students and our employees is our main priority. TDC intends to comply with health and safety laws that are applicable to our business.

- TDC relies on its staff to be conscientious about workplace safety. Please report any hazards or potentially dangerous circumstances immediately to the Office Manager and/or the Studio Director. These include (but are not limited to) ceiling leaks, problems with locks on exterior doors, extra-slippery floors, etc. All water spills must be cleaned immediately.
- The safety of our students is a priority. Teachers should point out all emergency exits and where students are expected to go in the case of an emergency evacuation. In an emergency evacuation, take your attendance book, account for all students once the evacuation is complete, and attempt to remain calm.
- Teachers will not allow students to bring food or drink other than bottled water into the classroom.
- Acrobatics or gymnastics teachers must use extreme care within the classroom. Students should not execute tricks without the full supervision of the teacher. Acrobatics or gymnastics teachers will not leave an assistant teacher alone in any class.
- Never put your students at risk by eliminating a proper warm-up or barre at the start of each class or rehearsal. This policy is in place throughout the season, including performance time.
- Teachers must not encourage students to execute tricks or movement that is inappropriate for their skill or age level.
- Transporting students to and from the school or to dance-related events in your own vehicle could create liability issues for you and/or Tanya's Dance Company. We discourage our faculty and staff from transporting students at any time, except in an emergency.

Injuries

If a student is injured during class, the following procedures should be followed:

- Stop all activity immediately and clear the area in the vicinity of the student.
- Report the incident to the office. In the case of a serious injury, contact the Emergency Medical System (911) and ask the office to call the child's parents immediately.
- Teachers are required to fill out an injury report form for any injuries occurring during class. This gives the office something to follow up with.
- Teachers will never distribute medication of any kind, including aspirin.

Music

All music must be age appropriate. It is our policy to offer an education based on a strong moral and ethical foundation.

- Sensitivity to the messages and/or lyrics of the music used in the classroom is a must. If you question the appropriateness of a particular piece of music, make another choice.
- Music selection must fit the current years' theme.
- The director must approve all music selections for performances, recitals, or competitions.
- It is our policy to avoid using the same musical selection for more than one class. If more than one teacher submits the same music title, the director will decide who gets to use that particular song. Factors that will be taken into consideration are: who was the first to turn it in, competition class vs. recreation class, seniority of teacher, etc.
- Teachers requiring assistance selecting music should consult with the director.

Parent Observation

Studios are equipped with closed-circuit cameras. Cameras will be turned on for parent observation. Parents may not enter the classroom to observe class unless prearranged with the office and/or teacher.

Student Progress Reports

Yearly evaluations of students and student recommendations must be done and turned into the office by May 5th. These help the students and parents know what areas they excel in and the areas they need to improve in. It also helps them with where they are placed for the fall and summer. The forms are sent home with the parents during floor rehearsals.

If something arises throughout the year, it is always good to communicate with parents about the issue right away! Most complaints arise when parents are surprised. Parents want honesty and for the teachers to communicate with them. It is the teacher's responsibility to communicate concerns with parents. If you need assistance on how to approach a parent, please contact the director.

Studio Traditions

Bring A Friend Week (BAF) - every year we hold two "Bring a Friend" weeks for all classes. This is a time for us to grow our studio by having the students invite a friend they think would enjoy and be an asset to our studio. Classes are taught as always, we just incorporate the friends into the regular class routine. Please be supportive of these friends as they may be potential clients!

Parent Observation Week (POW) - since the parents are not able to sit in on every class and watch their child, we hold a POW twice a year. This is a time for parents to "sit in" on the class and videotape and take pictures if they wish. Try to run classes as "normal" as possible but you WILL find that many of the students will "perform" for the parents that are watching!

Birthday Cards, We Miss You Cards - cards are mailed by the office to every student. Remember this because a student may come up and tell you thank you for the card.

Parking

Belgrade - Many times the owner/director will need to park in the back right next to the door because of supplies that need to be brought in, but we need to try to leave the closer parking spots for the customers. Make sure that if you park out back that you park far enough away from the building so that you allow room for students to walk between the building and your vehicle.

Bozeman - Please leave the closer spots for customers.

Personal Property

Keep your dance bags & belongings with you while teaching. Please keep your belongings out of the office as it tends to get **VERY CLUTTERED**. If you DO need to leave items in the office, make sure they are tucked away and not visible to clients coming in.

Smoking

There is no smoking in or in front of the studio.

Director or Assistant Observation

At any given time the director, or an assistant, may stop in on any of your classes and observe. When this happens just go about your routine as normal. The director or assistant may give you suggestions on classroom management, instruction, etc. An evaluation may be filled out and discussed with you!

And Finally . . .

Thank you for reading this handbook and welcome to our staff!

Tanya's Dance Company is an Equal Opportunity Employer

This Employee Handbook shall be interpreted, construed, and enforced in all respects in accordance with the laws of the State of Montana.

Tanya's Dance Company Employee Handbook