

JCI Academy Policies

Please find below general policies for the Jet City Improv Academy.

If you have any questions or concerns regarding these policies, please don't hesitate to reach out to our Education Coordinator Kate Drummond- kate@jetcityimprov.org.

General:

- Teachers will arrive 5-10 minutes early to ensure class will begin on time
- Teachers are the primary point of contact for their students for the duration of their 8-week class
- All substitute teachers are Jet City Academy instructors or approved Jet City cast members or staff, and are familiar with the Academy Policies.
- When in Seattle's Littlest Performers, please remove your shoes for class.

We at Jet City Improv are committed to creating and maintaining a space of risk supported by communication, safety, respect, and accountability, free of harassment and discrimination.

We seek to create an atmosphere where students can be bold and make big, creative choices while being vigilant in maintaining their fellow participants' safety and boundaries.

As such, please find below some policies for our classrooms:

Classroom Policies:

1. Pronouns: In order to treat each other with respect, we need to address each other correctly. Our instructors will ask for pronouns with names on the first day on the first day of class.
 - a. Suggested script and instructions given to our instructors:
"Let's go around the circle and share our names, our pronouns, and one fun fact. I'll start: my name is Kate, I use she/her, and I rode horses as a kid."
 - i. Present it as a given part of what we're doing, and do not make light of it. If you make a joke about it, students will follow suit, and we will be creating an unsafe environment.
 1. By demonstrating the format for sharing pronouns ("I use she/her," "I am he/him," "My pronouns are they/them"), you lead by example, and give students who may not know how to introduce their own pronouns the tools they need to succeed.
 2. By couching it between two other prompts (Name, and Fun Fact), you take the pressure off of this potentially new/unfamiliar part of introducing yourself.
 - ii. If a student asks why we're doing it or makes a joke about it, refer to the above statement of our commitment to respect. You can't always know

- someone's pronoun by looking at them. Asking for and correctly using their pronoun is one of the most basic ways to show them respect.
- b. For more information, refer [here](#).
2. Teacher Response: If something happens in the classroom, onstage or otherwise, that the instructor reasonably believes may have made someone in the room uncomfortable/unsafe:
1. It must be acknowledged explicitly
 2. It must be acknowledged to the entire class
 3. It must be acknowledged within 24 hours
- a. Some options for acknowledgment:
 - i. The instructor makes a statement in class, such as "*We don't do that here, let's move on.*"
 - ii. The instructor can reach out to Kate after class, and Kate will acknowledge it via email to the students the next morning
 - iii. A brief discussion, as far as the instructor is comfortable, with the class
 - b. We encourage our instructors to use their common judgment. If they are not sure if something should be acknowledged, they should reach out to Kate and she will help decide what to do.
3. Code Word: We are instituting a code word this Quarter. Code word: "**Daffodil**."
- a. On the first day of class, Kate explains to all students: If the code word is said, the scene immediately stops and class moves on. This word is intended to empower students to take care of themselves, and is to be used as a last resort when students do not feel comfortable redirecting or leaving the scene.
 - b. The student is not required to justify their actions to the entire room in that moment. However, they *are* required to explain their use of the word to either their instructor or to a Level 3 Participant (Kate, Chris, or Keith) within 24 hours of the use of the word. Level 3 Participants should always be informed when the word is used.
 - c. If the instructor perceive something happening that made someone feel uncomfortable/unsafe, the same rules as above apply - it must be addressed within 24 hours, to the whole class.
4. Contact: Ground rules for Improv 101 are "**pedestrian contact**." We begin students with the understanding that they may not touch another student in any way they would not reasonably touch a stranger on the street without that student's consent.
- a. We define "pedestrian-level" contact as being: shoulders, arms, hands. Legs are *not* included as pedestrian-level contact.
 - b. In 101, consent for any contact beyond a pedestrian level should be verbal. "Can I hug you?" "Yes."
 - c. As students progress and become more comfortable with their classmates and improv, that consent *may* become less verbal/explicit, and go more into the common sense rules.
 - d. It is *never* OK to touch someone anywhere a bathing suit would cover.

CONCERN RESOLUTION PATH:

Please find below clarification on the paths available to students should they have a concern with/about anyone in the Jet City community. If you have a concern, here is the order we expect you to address your concern. Below each Level are the *Parties At That Level*.

- Level 1: We encourage students, whenever possible, to resolve conflicts or concerns with the other parties involved.
 - *Students/Peers* - If another student says or does something that makes you uncomfortable, we encourage you to address that with them directly. This will help build the ensemble in the classroom.
- Level 2: If a student does not feel comfortable addressing their concern with the parties involved, or they *did* and it didn't work, this is their next step. Level 2 participants can resolve concerns on their own, or pass those concerns up to Level 3 if they feel that's necessary. All concerns brought to Level 2 should be reported to Level 3, even if no action is required on their part.
 - *Teachers* - Students can bring concerns to their teachers, or any JCI teacher.
 - *Jet City players* - Students may bring concerns to a JCI player they know and trust, if they are not comfortable speaking to their teacher. If a concern is brought to a JCI player, students should know that no action will be taken unless that concern is communicated to Level 3.
- Level 3: If a student does not feel safe or comfortable addressing their concern to Level 1 or Level 2, or they *did* and it didn't work, this is their next step. Level 3 participants should be considered the final level of the path, capable of resolving issues that have not been resolved prior to reaching this stage.
 - Interim Artistic Director (Mandy Price, artisticdirector@jetcityimprov.org)
 - Education Coordinator (Kate Drummond, kate@jetcityimprov.org)
 - Interim Managing Director (Nancy Nicholas, managingdirector@jetcityimprov.org)

COMMUNICATION:

- The 3 Levels of Concern Resolution should be clearly articulated at or immediately following the first class, and provided in writing for future reference (*Kate will do this in an email sent out after the first week of class to all students, containing the above guidelines/policies. These policies will also be published to the JCI website*).
 - IN class on the first day, teachers can phrase this as:
 - “Students are encouraged to solve conflicts between each other whenever possible. If there is a problem you cannot or do not feel comfortable talking to your peers about, feel free to reach out to me, or to Kate or someone else in the office.”
- Students are encouraged to report their concerns in writing to facilitate effective record-keeping.