

Circadium

SCHOOL ● OF CONTEMPORARY CIRCUS



STUDENT CATALOG

6452 Greene Street, Philadelphia, PA 19119

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CIRCADIUM

Mission

Circadium empowers new generations of circus artists to bring the dynamism and wonder of circus to audiences of all kinds. We are a higher-education institution committed to radically changing the future of performing arts by bringing a multidisciplinary and experiment-driven approach to creation and performance.

Educational Philosophy and Objectives

The demand for artistically minded circus training is on the rise. Modern, animal-free representations of circus are proliferating. In the United States, circus exists not only in the traditional 3-ring formula, but in performance and storytelling of all kinds. Circus travels the world, transcending different cultures and crossing many boundaries. In order to fully embody this movement, circus in the 21st century must incorporate other art forms, such as theatre, dance, music, and visual arts.

Circadium is a full-time, 3-year, professional training school for circus artists. It is the first institution of this scope for circus in the United States, although there are many excellent examples abroad. As part of our learning process, we need to understand and respect all cultures' contributions to the art of circus. At Circadium, we believe that circus students need a well-rounded educational experience. They have to be polyvalent and multi-talented.

Our goal is to produce the finest circus artists of the current generation. These are the artists who will definitely change how circus is perceived in America. They will start and develop their own companies. They will build new apparatuses. They will create new disciplines. They will continue to challenge our definition of circus; and by doing so they will make circus a relevant form of artistic expression in today's society. They will also be able to forge bonds with circus artists throughout the world.

Circadium will develop students who have the skills to offer exceptional performances; the acumen to manage the administrative tasks that support performance; and the versatility to bring circus to both new and traditional places, across boundaries of culture, space, and expectations.

Academic Program Overview

In **Year 1**, students will be exposed to the full range of circus disciplines. They will try everything in the areas of acrobatics, aerial work, equilibratics and object manipulation. They will also build core strength and flexibility. They will spend half of their course hours in movement, theatre, and academic classes, building skills and vocabulary necessary to become versatile artists and strong entrepreneurs. They will present performance pieces every week. In the spring of Year 1, students will choose Majors and Minors; at the end of Year 1 they will participate in a final show, Circadium: Innovations.

In **Year 2**, students will no longer train in all circus disciplines; circus practice is focused only on Majors, Minors, and Group Acrobatics. They will still spend half of each day in movement, theatre, and academic classes. By the end of Year 2, students will have reached a level of proficiency in their Majors and Minors. They will also have any rigging, props, or equipment that they need for their specializations completely built and available. At the end of Year 2 they will, as an ensemble, create a full-length student-devised show, to be presented at Circus Campus.

In **Year 3**, the focus is on act development (Thesis). Alongside their theatre and dance training, students will develop all aspects of their final solo or duo pieces. This includes planning and coordinating costumes, music, lighting, and marketing materials. In the spring of Year 3, students will present their Thesis pieces to an audience of industry professionals. At the end of the Year 3, a Graduation Show will take place at the Kimmel Center for the Performing Arts.

Student Timetables (Yr 1 and 2)

	Monday		Tuesday		Wednesday		Thursday		Friday	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
8:00-8:15										
8:15-8:30	Warmup	Warmup	Warmup	Warmup			Warmup	Warmup	Warmup	Warmup
8:30-8:45										
8:45-9:00										
9:00-9:15	Juggling 8:45-9:35	Group acro 8:45 - 9:45	Juggling 8:45-9:35	Theatre 8:45-10:20			Theater 8:45-10:15	Group acro 8:45 - 9:45	Dance 8:45-11:30	Group acro 8:45 - 9:45
9:15-9:30										
9:30-9:45	Break									
9:45-10:00		Break	Rotations A 9:40-10:30					Break		Break
10:00-10:15	Rotations A 9:45-10:35			Break						
10:15-10:30										
10:30-10:45		Dance 9:55-11:30	Break							
10:45-11:00			Rotations B 10:40-11:30	Prop Building 10:30-12:00			History 10:25-11:55	Majors 9:50-12:30		Majors 9:50-11:30
11:00-11:15	Rotations B 10:40-11:30									
11:15-11:30										
11:30-11:45		Lunch 11:30-12:00	Rotations C 11:40-12:30			Majors 10:30-12:30			Lunch 11:30-12:00	Lunch 11:30-12:00
11:45-12:00	Rotations C 11:40-12:30									
12:00-12:15		Academic 12-1:30 Term 1 Writing, Term 2 Lighting, Term 3 Sound	Lunch 12:30-1:00	Group Acro 12:30-1:30	Lunch 12:30-1	Lunch 12:30-1:00	Juggling 12:25-1:10	Lunch 12:30-1:00	Juggling 12:00-12:50	
12:15-12:30									Lunch 11:55-12:25	
12:30-12:45	Lunch 12:30-1:00									
12:45-1:00										
1:00-1:15	Writing 1:00-2:20	Break	Theater 1:00-4:00	Minors 1:35-4:00	Movement 1-2:30	End of Year Show Creation 1:00-2:30	Rotations A 1:15-2:05	Academic 1:00-2:30 Photography, Videography, Costume Design	Rotation A 12:55-1:45	Dance 12-1:25
1:15-1:30										
1:30-1:45										
1:45-2:00										
2:00-2:15										
2:15-2:30										
2:30-2:45	Dance 2:30-4:00	Majors 1:35-4:00			Break	Break	Rotations B 2:15-3:05	Break	Rotation B 1:55-2:45	Presentations 1:30-3:00
2:45-3:00										
3:00-3:15										
3:15-3:30						Theatre 2:40-4:00	Minors 2:35-3:55	Theatre 2:40-4:00	Rotation C 2:50-3:40	
3:30-3:45										
3:45-4:00									Break	
4:00-4:15			Break							
4:15-4:30										
4:30-4:45										
4:45-5:00										
5:00-5:15			Music 4:10pm-5:30		Hip-Hop 4:00-5:30	Hip-Hop 4:00-5:30				
5:15-5:30										

Course Descriptions Year 1

Acrobatics 101, 102, 103

Instructor: Aidan O'Shea

Course Schedule: Mondays, Tuesdays, Thursdays, and Fridays

Course Length: 105 hr 50 min

The first-year Acrobatics course develops all core physical movements that are necessary to practitioners of circus arts. Muscle control, coordination, and kinetic energy are the key concepts at work. Students will work on skills in tumbling, handbalancing, trampoline, and partnering.

Aerials 101, 102, 103

Instructor: Adam Woolley

Course Schedule: Mondays, Tuesdays, Thursdays, and Fridays

Course Length: 105 hr 50 min

The first-year Aerial course introduces students to the fundamentals of movement on a variety of circus arts apparatuses, including trapeze, fabric and rope. Students will learn basic skills and will progress on each apparatus, becoming comfortable at a variety of heights and building the strength needed for basic aerial performance.

Juggling & Manipulation 101, 102, 103

Instructors: Greg Kennedy, Richard Kennison

Course Schedule: Mondays, Tuesdays, Thursdays, and Fridays

Course Length: 105 hr 50 min

The first-year Juggling course instills fundamentals of toss-juggling with balls, clubs and rings, with a particular look at the physical properties of each and how they react with their environment. The course continues with other, more complex juggling equipment such as diabolo, balancing objects, and cigar boxes, examining how more complex apparatuses can open up more possibilities in manipulation. Students will then work to create alternative apparatuses, using the principles learned from standard equipment. Skills training with traditional and experimental equipment will be stressed to build a large vocabulary of tricks. We believe that object manipulation is a vast and unexplored territory, and from the beginning of their studies at Circadium, students will be encouraged to experiment.

Equilibrastics 101, 102, 103

Instructor: Richard Kennison & Adjunct Faculty

Course Schedule: Mondays, Tuesdays, Thursdays, and Fridays

Course Length: 105 hr 50 min

Equilibrastics is the art of balancing oneself, and this first-year course presents a variety of

apparatuses for balancing. Some areas of specific discipline include German wheel, Cyr wheel, rola bola, rolling globe, stilts and tightwire.

Physical Theatre 101, 102, 103

Instructor: Ben Grinberg

Course Schedule: TBD

Course Length: 196 hr 10 min

This first-year class will concentrate on the student's performance presence and ability to transform. Students will focus on seeing an audience and being seen, creating characters, and writing theatrical pieces.

Dance 101, 102, 103

Instructor: TBD

Course Schedule: TBD

Course Length: 178 hr 45 min

This first-year class will explore Ballet, Modern, and Jazz styles, while concentrating on the student's embodied presence and ability to listen and respond with their full body. Students will practice moving alone and with an ensemble.

Movement Fundamentals 101, 102, 103

Instructor: Susan Deutsch

Course Schedule: Wednesdays 1:00-2:30pm

Course Length: 46 hr 30 min

The first-year Movement Fundamentals class will help students develop a deeper understanding of the human body and the way it moves. This course takes elements from dance, Bartenieff Fundamentals, Feldenkrais Method, Franklin Method, Zero Balancing, and the study of Anatomy. Students will learn to move more efficiently and mindfully, helping to prevent and recover from injuries. The practice will enable students to understand their anatomy and movement preferences, which they can then take with them into their circus disciplines.

History 101 – History of Circus

Instructor: Shana Kennedy

Course schedule: Thursdays 10:25am-11:55am

Course Length: First trimester, 10 weeks, 15 hrs

Using texts, videos, and photo studies, this course explores the rich history of circus arts throughout the world, from Greek and Roman circuses through to the modern day.

History 102 – History of Theatre

Instructor: Richard Kennison

Course schedule: Thursdays 10:25am-11:55am

Course Length: Second trimester, 11 weeks, 16 hrs 30 mins

A brief overview of theatre history, with a focus on the evolution of performance aesthetics in theatre in the past 200 years.

History 103 – History of Dance

Instructor: TBD

Course schedule: Thursdays 10:25am-11:55am

Course Length: Third trimester, 11 weeks, 16 hrs 30 mins

The history of dance in the modern era, including theories of the body, movement as metaphor, and the evolution of dance in the 20th century.

Music 101, 102, 103

Instructor: Nicole Paulino-Trisdorfer

Course Schedule: Tuesdays 4:10pm-5:30pm

Course Length: 14 hr 40 min

Students will be learning basic concepts of music including, rhythm, melody, pitch, harmony, analysis, and basic concepts of piano, recorder and guitar. Students will be taught primary music education through Kodaly, Dalcroze, Gordon and Orff methodologies.

Writing 101 – Personal writing – grammar and fundamentals of copywriting for creative artists

Instructor: Jackie Fetzer

Course Schedule: Mondays 1:00pm-2:20pm

Course Length: First trimester, 10 weeks, 13 hr 20 min

Writing is a core competency for any artist or entrepreneur. In this course, students will develop basic copywriting skills in a variety of contexts that apply to performing artists, including: short biographies, project descriptions, and grant applications.

Writing 102 – Storytelling

Instructor: Lauren Feldman

Course Schedule: Mondays 1:00pm-2:20pm

Course Length: Second trimester, 10 weeks, 13 hr 20 min

This course introduces theories of storytelling with an emphasis on story structure and character development, rather than writing prose. Focus will be on creating dynamic character arcs and compelling storylines.

Writing 103 – Script analysis

Instructor: Lauren Feldman

Course Schedule: Mondays 1:00pm-2:20pm

Course Length: Third trimester, 11 weeks, 14 hr 40 min

Students will learn to analyze scripts and screenplays for dramatic content, character analysis, themes, and artistic statements.

Presentations

Instructor: TBD

Course Schedule: Fridays 4:00pm-5:30pm

Course Length: 1.5 hours once a week, 46 hr 30 min

Students will present creative work each week, both through solos and ensemble work, incorporating all that they are learning throughout the course, including circus skills, theater, dance, writing, and music.

Course Descriptions Year 2

Physical Theatre 201, 202, 203

Instructor: Ben Grinberg

Course Schedule: Mondays 9:55am-11:30am, Thursdays 2:40pm-4:00pm

Course Length: 90 hr 25 min

The second-year theatre course will focus on style, and begin to incorporate circus elements into theatrical contexts, and vice-versa. Students will experiment with cabaret, burlesque, grotesque, melodrama, clown, and more, and continue to hone devising techniques and ensemble skills. Students also will begin to consider design elements such as a costume, props, and make-up during their work in 2nd year theatre.

Dance 201, 202, 203

Instructor: TBD

Course Schedule: Tuesdays, 9:55am-11:30am, Wednesdays 4:00pm-5:30pm, Fridays 12:00pm-1:25pm

Course Length: 142 hr 40 min

The second year dance class will include Ballet, Modern, and Contemporary dance styles, with an emphasis on the performative and expressive qualities of dance and the body. Students will continue to build on the fundamentals from the first year, while expanding vocabulary and refining technique. In the modern and contemporary dance styles, students will focus on exploring more freedom and expressiveness in movements, looking at ways to embody textures, and exploring space and time.

Year 2 End of Year Show Creation

Instructor: TBD

Course Schedule: Wednesdays 1:00 – 2:30pm

Course Length: 46.5 hours

This full-year course will be a practicum dedicated to the student-led creation of a full-length ensemble devised work of circus theatre. Students will be lead through tools of generation, exploration, and discovery in the first term, leading to a rough-draft showing at the end of the second term. The third term will focus on editing, polishing, and honing. Within the ensemble, production-specific roles and responsibilities will be introduced. Students will be expected to spend significant time working together as an ensemble outside of class, and the class will be supported by periodic Friday presentation showings for the full faculty.

Majors (year 2) 201, 202, 203

Instructors: TBD

Course Schedule: Mondays 1:35pm-4:00pm, Wednesdays 10:30am-12:30pm, Thursdays 9:50am-12:30pm, Fridays 9:50am-11:30am
Course Length: 274 hr 15 min

In the second year, students will choose disciplines in which they wish to specialize. During their Major class, they will intensively build skills within their chosen specialization, including development of unique abilities. Students will be continuously required to present concepts and choreography in front of their peers.

Minors (year 2) 201, 202, 203

Instructors: TBD

Course Schedule: Tuesdays 1:35pm-4:00pm, Wednesdays 2:55pm-3:55pm

Course Length: 121 hours, 5 mins

In the second year, the students will have chosen disciplines in which they wish to specialize. During their Minor class, they will intensively build skills within their chosen sub-specialization, including development of unique abilities.

Group Acrobatics (year 2) 101, 102, 103

Instructor: Aidan O'Shea

Course Schedule: Mondays, Tuesdays, Thursdays, Fridays, from 8:45am-9:45am

Course Length: 127 hrs

Group Acrobatics begins with partner and group tumbling, balancing and pyramids. Depending on the skill levels and sizes of the students, course may progress to the fundamentals of hand-to-hand, banquine, Russian bar, and teeterboard.

Prop and Apparatus Design and Rigging 101, 102, 103

Instructor: Greg Kennedy

Course Schedule: Tuesdays 10:30am-12:00pm

Course Length: 49.5hrs

This course will include analysis of current circus apparatus, hands-on construction work, rigging basics, and prop innovation. This course is offered for three semesters.

Design 101 – Photography and editing

Instructor: TBD

Course Schedule: Thursdays 1:00-2:30pm, Term 1

Course Length: 15 hrs

Students begin with photography basics: composition and tools. From there, they'll use Adobe Photoshop for photo editing for the web, culminating in an online photo portfolio.

Design 102 – Videography and editing

Instructor: TBD

Course Schedule: Thursdays 1:00-2:30pm, Term 2

Course Length: Second trimester - 16.5 hrs

Students will first begin with videography basics: composition and tools. From there, they will use Final Cut Pro for film editing for the web. Students will create a demo and skill reel as a final project.

Design 103 – Costume Design and Construction

Instructor: TBD

Course Schedule: Thursdays 1:00-2:30pm, Term 3

Course Length: 16.5hrs

In this course, students will learn the basic elements of circus costume design and construction, and practice practical skills, including: making hand repairs to basic equipment, using a sewing machine, cutting cloth from a pattern. This course is offered for one semester.

Writing 201: Personal Mission Statement

Instructor: TBD

Course Schedule: Mondays, 12:00-1:30pm, Term 1

Course Length: 15 hrs

In this course, students will envision and compose as a circus artist: their personal mission statement (succinct); their manifesto of beliefs, values, and aesthetics (a longer artist statement), and their vision for their career & body of work (a draft of career goals for 3 years, 10 years, and life-long). Students will also research & compile a list of professional opportunities that are of interest and relevance to them, including grants, residencies, fellowships, auditions, etc.

Tech 101: Lighting Tech

Instructor: TBD

Course Schedule: Mondays, 12:00-1:30pm, Term 2

Course Length: 15 hrs

Students will learn the basic equipment used in theatrical lighting & sound systems, and practice practical skills including: laying cord, hooking up lights, focusing lights, installing gels, hooking up lights, focusing lights, installing gels, running light boards, and programming cues. Students will also learn how to write a tech rider.

Tech 102: Sound Tech and Music Editing

Instructor: TBD

Course Schedule: Mondays, 12:00-1:30pm, Term 3

Course Length: 16.5 hrs

Students will learn the basic equipment used theatrical sound systems, and practice practical skills including: running a basic board, using a mic pack, using a hand mic, and

running sound laying cord. They will also learn the basics of music editing.

Course Descriptions Year 3

Physical Theatre 301, 302, 303

Instructor: Ben Grinberg

Course Schedule: TBD

Course Length: TBD

Dance 301, 302, 303

Instructor: TBD

Course Schedule: TBD

Course Length: TBD

Group Acrobatics (year 3) 201, 202, 203

Instructor: Aidan O'Shea

Course Schedule: TBD

Course Length: TBD

Majors (year 3) 301, 302, 303

Instructors: Adam Woolley, Greg Kennedy, Richard Kennison, Aidan O'Shea

Course Schedule: TBD

Course Length: TBD

Minors (year 3) 301, 302, 303

Instructors: Adam Woolley, Greg Kennedy, Richard Kennison, Aidan O'Shea

Course Schedule: TBD

Course Length: TBD

Marketing 101 – Marketing basics

Instructor: TBD

Course Schedule: TBD

Course Length: TBD

This course will introduce the basic ideas behind effective marketing: identifying target markets, creating compelling messages, and choosing appropriate mediums for marketing.

Marketing 102 – Social media

Instructor: TBD

Course Schedule: TBD

Course Length: TBD

Social media is the most important marketing tool available to young artists. This course will familiarize students with the basic social media marketing platforms and equip them with practical skills for utilizing Facebook, Twitter, Instagram, and newer sites, including

strategies for creating effective conversions.

Marketing 103 - Website design

Instructor: TBD

Course Schedule: TBD

Course Length: TBD

This course will introduce students to Website design using a variety of platforms (primarily WordPress and SquareSpace), including the basics of html and CSS coding. All students will leave the course with their own business-ready website.

Business 101 – Financial Management

Instructor: TBD

Course Schedule: TBD

Course Length: TBD

Students will learn to use Excel and QuickBooks for financial planning and tracking. They will go over basic accounting concepts, learn to read statements, practice forecasting, and design budgets.

Business 102 – Business Planning

Instructor: TBD

Course Schedule: TBD

Course Length: TBD

In the first nine weeks of the course, students will create a basic business plan, using a number of software tools: Excel, Word, QuickBooks, Powerpoint, Prezi, Google Docs, Dropbox, and others. Before the course begins, students will be given a list of software programs that they will need to be familiar with. In the final three weeks, students will present their plans to instructors and fellow students, and receive feedback.

Business 103 – Grant-writing

Instructor: TBD

Course Schedule: Mondays 1:00pm-2:30pm

Course Length: Third trimester - 1.5 hours once a week, 12 weeks (total 18 hours)

Incorporating budgeting and planning tools developed in Terms 1 & 2, as well as the generated artistic materials from the Writing classes in Years 1 & 2, this course will bring all of the pieces together as students practice applying for grants.

Teaching Circus 101, 102, 103

Instructor: Adam Woolley

Course Schedule: TBD

Course Length: TBD

For many circus artists, teaching becomes a valuable source of income, and a different way of connecting with the art form. Teaching work can range from social circus programming to training elite athletes. Students in this course will explore the different avenues of teaching work available, understand the demands, coursework and certifications required to teach, and get some hands-on practice teaching beginner-level students. This course is offered for three semesters.

Program Description

Student Life

Students at Circadium will be training each day in the Mt. Airy section of Philadelphia, an urban and multicultural environment. Our Circus Campus is a church built in 1925, that includes 30,000 sq. ft of training studios and classrooms.

Field trips happen throughout the year. Whenever possible, these are scheduled during the school day. Teachers will often volunteer to bring students to performances after-hours, and we arrange for free or discounted tickets whenever we can. Students are never obligated to pay for additional field trips.

Circadium is intended to be a comprehensive experience that transforms the student's perspective as much as it develops his or her physical and artistic skills. The rigor of the curriculum will find an echo in the expanding community of relationships that each student will develop, in and beyond class times. We encourage students to find shared housing with one another, and to support one another in exploring the rich cultural and recreational resources of Philadelphia.

Circadium students will be giving their best physically and mentally. They will need to keep themselves in the best condition by balancing their intense work and study with opportunities for rest, reflection, and wholesome nutrition. In the first week of the school year, students will meet with medical practitioners and a nutritionist.

Health is our top priority. When students experience illness or injury, we will steer them to the appropriate health providers; whether students need massage therapists, holistic healers, physical therapists, chiropractors, osteopaths, or general practitioners. All students must provide proof of current health insurance with their Enrollment Agreement.

Program Length

Circadium's program is three years, with 34 weeks of coursework each year. The school weeks themselves have approximately 35 hours of classwork, plus an additional 5-10 hours per week of expected open training and creation time.

Number of Clock Hours: Year 1: 1024
 Year 2: 992
 Year 3: 992
 Total: 3012

Diploma in Circus Arts

Circadium grants a Diploma in Circus Arts at the end of the 3-year program. This Diploma is recognized by the Pennsylvania Board of Education, in the Division of Career and Higher Education.

Assessments and Grading

There are two modes of assessment used at Circadium; continuous assessment and designated assessment. In continuous assessment, all of your work in class and your progression over a period of time is taken into consideration when forming judgement. Designated assessments take a variety of forms, but are concerned with assessing you at a given time and allowing you to prepare in advance. Designated assessments may include tests, periodic measurements, presentations and performances.

All classes will include “participation” as a percentage of your final grade. On days that you are absent, you will receive a 0 for participation on that day.

Following each assessment, you will be given a grade based on the grading criteria below and written feedback from the assessor. Circadium’s staff are entitled to make academic judgements about your level of achievement; all grades are provisional until the handout of printed report cards at the end of the term.

The Student Progress Meeting is the main committee formally monitoring your work as you progress through the programme. The committee meets at the end of each term, and every student is discussed, regarding all aspects of their studies, at each meeting. The SPM is comprised of all teaching faculty and the Executive Director.

Beginning in Fall 2018, grading will be scaled as follows:

Grade (%)	Letter Equivalent	Rating
90-100	A	Excellent
80-89	B	Good
70-79	C	Average
60-69	D	Passing

Below a D, the student will receive an F for failing the course, and will have to repeat the course in order to graduate.

Grades will be provided on the last day of each term.

Faculty will meet weekly to discuss student progress, and any concerns will be addressed directly with the students during the term. Grading will focus on qualitative evaluation of each student’s strengths, weaknesses, and artistic growth.

Requirements for Graduation

Students must pass all courses to be eligible for graduation.

Notice of credit transfer

As a non-degree bearing post-secondary institution, Circadium cannot guarantee the transfer of credit to other educational institutions, and will not accept transfer of credit from other institutions into the School.

2018-2019 Calendar

1st Trimester (55 days)

September 4th, 2018 – November 20st, 2018

Break: 9/3 Labor Day, 10/8 Columbus Day, 11/21- 11/25 (Thanksgiving)

2nd Trimester (10 weeks and 3 days- 53 days)

November 26th, 2018- February 22nd, 2019

Break: 12/19- 1/2 (Christmas/New Years), 1/21 MLK Day,

3rd Trimester (11 weeks and 3 days- 58 days)

February 25th, 2019- May 24th, 2019

Break: 2/25-3/3 (Spring Break), 4/19- 4/22 (Good Friday, Easter)

ORIENTATION

The first few days of the fall (September 4 - 7) are considered Orientation Days. Schedule for these days will be different from the regular timetable. (Details TBD)

2018 - 2019
35 Weeks
Trimesters

July 2018

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019





S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019

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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

-  Term 1 (55 class days)
-  Term 2 (53 class days)
-  Term 3 (58 class days)
-  Breaks

Admissions Requirements and Procedures

Overview

Entrance requirements:

Ages 18-35

American citizen, or in the U.S. on a legal visa

High School Diploma or equivalent

Experience in Circus / Dance / Theatre / Gymnastics / or other physical artistic discipline.

Tuition and Fees

1. Tuition will be \$15,000 annually for three years. It includes all coursework and training times. It does not include any outside trips or show tickets, which students may participate in optionally.
2. There is one \$50 application fee, due at the time of an applicant's submission.

Tuition and fees must be paid by check or money order to Circadium.

Application Process

December 31, 2018 - Online Applications due

January 31, 2019 - Notification of students' invitations to live auditions

TBD 2019 - Live auditions in Philadelphia

TBD 2019 - Students notified of their acceptance into the program

TBD 2019 - Accepted students must submit Enrollment Agreement and \$1000.00 deposit

Remaining balance of tuition (\$14,000.00) is due August 31, 2018, unless an alternate payment plan is selected.

Withdrawal Policies and Procedures

Expulsion

An applicant expelled by the school at any stage of the process prior to the start of the course is entitled to a refund of all monies paid, minus the non-refundable \$50 application fee.

Permanent expulsion from Circadium may be invoked as a result of Disciplinary Procedures (see pages 32-34)

Suspension

Suspension from Circadium may be invoked after Stage 3 of Disciplinary Procedures (see below). Suspension is a temporary condition, but the student will not be re-admitted during the current school year and will have to re-apply to attend Circadium beginning the following school year. Missed coursework cannot be made up in the case of a suspension. Tuition refunds will be applied based on the schedule in Withdrawal Procedures below.

Initial Probationary Period

All students are subject to an initial probationary period of 90 days. The School reserves the right to terminate training at the conclusion of the probationary period if a student's progress or adherence to school policies are determined to be unsatisfactory.

All refunds, if applicable according to the paragraph below, will be returned to the student within 30 calendar days of the withdrawal date.

If initiated by the student...

Withdrawal Procedure

In case of injury or special circumstances, a student may request a leave of absence, which should include the beginning and ending dates of the absence. If the leave is due to injury, the student must submit a doctor's recommendation of absence. If a student requires an extension of the leave of absence, he/she must communicate with the Executive Director to avoid being permanently withdrawn from the course.

A student will be determined to have withdrawn from the course if the student misses five consecutive days of instruction with no written explanation.

All refunds, if applicable according to the paragraph below, will be returned to the student within 30 calendar days of the withdrawal date.

Tuition refunds will be determined as follows. Please note that the following text provides the minimum refund policy pursuant to ACT 174 of 1986 and The Regulations of The PA State Board of Private Licensed Schools, Title 22, Ch. 73.134:

Refund and withdrawal policies.

(1) For a student cancelling after the fifth calendar day following the date of enrollment as defined in § 73.132 (relating to application or registration fee) but prior to the beginning of classes, monies paid to the school shall be refunded except the nonrefundable amount of the application or registration fee as calculated in § 73.132.

(2) If a student enrolls and withdraws or discontinues after the term, semester or quarter has begun but prior to completion of the term, semester or quarter, the following minimum refunds apply:

(i) For a student withdrawing from or discontinuing the program during the first 7 calendar days of the term, semester or quarter, the tuition charges refunded by the school shall be at least 75% of the tuition for the term, semester or quarter.

(ii) For a student withdrawing from or discontinuing the program after the first 7 calendar days, but within the first 25% of the term, semester or quarter, the tuition charges refunded by the school shall be at least 55% of the tuition for the term, semester or quarter.

(iii) For a student withdrawing or discontinuing after 25% but within 50% of the term, semester or quarter, the tuition charges refunded by the school shall be at least 30% of the tuition.

(iv) For a student withdrawing from or discontinuing the program after 50% of the term, semester or quarter, the student is entitled to no refund.

Attendance Policy

A 100% attendance rate is expected of Circadium students. To be registered as present, students must be on time for each of their classes (including warmup).

The Attendance Policy also recognizes that students occasionally sustain injury, become ill, or have personal difficulties that mean they cannot attend, or can only partially complete a class. It also recognizes that students may occasionally be late in the morning due to circumstances beyond their control. Therefore, the absolute minimum required attendance for a student to pass is 85%.

Students with an attendance rate of more than 85% will receive grades through normal assessment procedures. Students with an attendance rate of less than 85% for any class will be given an F.

All classes will include “participation” as a percentage of your final grade. On days that a student is absent, the student will receive a 0 for participation on that day.

Attendance rates of each student, and the effects on their grades, will be considered at the Student Progress Meetings at the end of each term.

Requesting Concessions: The School recognizes that students are occasionally absent for reasons beyond their control. To allow for this, the Attendance Policy makes provision for a certain number of absences and allows students to pass with an 85% attendance rate.

When a student drops below 85% attendance and there are known mitigating circumstances (unforeseen, unpreventable situations that significantly disrupt your ability to attend or arrive on time, such as illness or bereavement) the student can “Request Concessions” (see below)

Students should get into the habit of collecting evidence (i.e. medical records) when they are absent for illness or injury, in case they need to apply for concessions at a later date.

Leave of Absence: In case of injury or if special circumstances arise, a student may request a leave of absence, which should include the date the student anticipates the leave beginning and ending. If the leave is due to injury, then the student must submit their request with a doctor’s recommendation of absence. If a student requires an extension of the leave of absence, it is necessary for the student to communicate extension with the Executive Director to avoid withdrawal. If a student fails to return on the scheduled date and does not request an extension, then the student will be considered withdrawn.

If the student is absent due to serious injury, illness, or family emergency and does not provide a realistic make up work scenario, then the student and Executive Director will

arrange either a temporary hold, allowing the student to be reinstated in the following year's class, or a permanent withdrawal, which will invoke the refund procedures and policies, and would require the student to re-apply in the following year.




Mandatory Leave of Absence

If the Executive Director, Faculty Advisor, and one Faculty Member document that an injury or illness creates a safety hazard to other persons at the school, or otherwise significantly prevents a student from participating in his or her program of study at the desired level of commitment and/or skill, the Executive Director may issue a Mandatory Leave of Absence.

Notification will be via a written notice indicating the date range and reason for the Mandatory Leave of Absence. The Executive Director will propose a means whereby the student can make up incomplete coursework.

This Mandatory Leave of Absence is in lieu of dismissal from the school because the Executive Director has determined that upon healing from the injury or illness, the student will be able to re-enter their program of study at the desired level of participation. If a student does not agree to the terms of the Mandatory Leave of Absence, the student can choose to withdraw from the school (See "Withdrawal Policies and Procedures, page 20-21").

Progress Reports

Teachers will give simple progress reports at two points in each term (approximately $\frac{1}{3}$ of the way through the term and $\frac{2}{3}$ of the way through the term.) Designations for these reports will be: green light, yellow light, or red light.    Yellow lights and red lights are indications that the student should set up a meeting with the teacher, to plan a course-correction before the end of the term. Red lights will be brought to the attention of the Executive Director, to decide whether further communication is needed.

Requesting Concessions

A "concession" is when the school takes into account circumstances which may have impacted assessment and in response may decide to adjust one or more assessment outcomes. If the student has dropped below the 85% threshold for attendance, OR failed a piece of work for assessment, or has not done as well as he/she should have, and there is evidence of illness or other misfortune which has caused exceptional interference with academic performance, he/she can apply to be considered at the concessions panel, held once per term prior to the Student Progress Meeting.

The panel will consider applications and determine whether or not adjustments to

assessment outcomes are appropriate, and if so what kind. The panel will need to be satisfied that the student in question has met all the intended learning objectives for the course in question.

If the concessions votes against the student's appeal, the grade of F will stand for the class in question.

How to apply for concessions:

A student who wants to be considered for concessions in May should email the Executive Assistant allison@circadiumcom with the request. Please note:

- Specify which course you wish the concessions application to apply to
- Submit evidence of your circumstances to Allison
- If you have discussed the issues which have affected your assessment in detail with another member of staff you can state that you have done so, and ask that the member of staff reports to the Student Progress Meeting as part of your evidence.

Please be aware that the evidence will be seen by all members of the faculty, and in some cases might need to be reviewed by the Board of Directors.

Categories of circumstances that would be considered for concessions:

- Family or personal emergencies / crises
- Victim of crime (when possible, obtain a police report)
- Hospital tests
- Long standing health problems
- Operations
- Significant accidents or injuries, acute ailments or conditions
- Taken ill on day of assessment
- Bereavement involving a close relative or friend
- Religious observance on the day of assessment

In the case of severe or prolonged circumstances beyond your control, which seriously affect your ability to engage with your program of study, the school would not consider concessions. Examples include:

Major Injury
Chronic Illness

These extreme situations should be referred to the Leave of Absence or Fitness to Train policies.

Reasons for requesting an extension that are NOT considered legitimate:

- Computer, phone, or printer problems
- Alarm clock did not go off / time management problems
- A minor cold
- Mental / emotional health
- Vacation
- Gigs
- Weather conditions (unless severe)

Fitness to Train Policy

'Fitness to Train' refers to a student's ability to engage positively and fully with their training and to fulfill the expectations of the course without negative impact on students or staff. It is a policy designed to support the needs of students.

The following lists reasonable expectations of any student:

- The ability to attend and engage effectively in a range of classes, workshops, rehearsals, lectures and tutorials including with staff, other students, and visiting professionals.
- The ability to work independently.
- The ability to participate in assessments throughout the academic year, with adjustments if required.
- To consistently arrive at Circadium at the time required and meet other attendance requirements.
- A full awareness of one's own health and safety, and that of others
- The ability and willingness to abide by School Policies

In cases where these expectations are not being met, the Fitness to Train policy may be applied.

Disabled students and reasonable accommodations

In the process of applying for Circadium, students should communicate any disabilities that might affect their coursework here, and begin a discussion of reasonable accommodations. Once we have accepted a student into Circadium's program, we are committed to providing him/her the opportunity to participate in the course on an equal basis.

We will identify barriers that a disabled student might face in their training and take steps ("reasonable accommodations") to identify and remove these barriers wherever possible. There is every reason to expect that a student with long term disability or health condition will successfully complete their training.

When should the fitness to train policy be applied?

Each application of the policy will be based on individual circumstances. The following list provides examples of situations when the policy may be applied, but should not be considered exhaustive.

- The student declares difficulties related to ill health, injury, alcohol or drug problems, or other personal circumstances.

- A student has disclosed a disability and reasonable adjustments and appropriate support are in place, but where the student has continued and ongoing difficulties in meeting the core elements of the training.
- A third party such as another student, staff member, or healthcare professional reports concerns about a student's health or personal circumstances that are having a negative impact on their ability to engage with their studies.
- The student is in serious and continued breach of the attendance policy.
- The student behaves in a way that would usually be considered a disciplinary matter but there is reason to believe this may be due to underlying cause(s) which could provide mitigating factors.

What happens when a student's fitness to train is questioned?

Students and/or staff should bring the matter to the attention of the Executive Director. The Executive Director will then, in consultation with other senior members of staff where appropriate, follow the procedures outlined below.

Normally there will be a three stage process once it has been established that a Fitness to Train issue has arisen. In exceptional cases of risk, and on the Executive Director's judgement, the process may move directly to Stage Three. At all stages, a note of the agreement will be recorded which sets out what is expected of the student.

Risk assessment:

At all and any stages used a risk assessment should be documented to identify the level of risk to the student and/or others, and to consider whether the student's presence within the school puts the student and/or others at an unacceptable level of risk or exacerbates the student's difficulties.

Stage One:

The Executive Director will have a conversation with the student setting out concerns, how or why the student is not meeting his or her obligations and strategies for resolving the situation.

The possible outcomes at Stage One in the process are:

- The matter is considered resolved and no further action is needed
- An Action Plan is established which may include referral to additional support services
- The matter is referred directly to the next stage

Stage Two

The Executive Director and a selected group of relevant faculty members will have a meeting with the student which outlines the continuing problems and the agreed strategy for managing the situation and a reasonable timeframe for seeing improvement.

The possible outcomes at Stage Two in the process are:

- A new Action Plan is agreed upon which may include further referral to support services
- The student decides that s/he wishes to take a Leave of Absence
- The student is made aware that if there is no improvement, the matter will be escalated to the next stage

Stage Three

If there has been no resolution of the problems or change in behavior, the Executive Director will meet with the student to determine whether the student may continue on the program, must take a Leave of Absence, or will be asked to withdraw from the program entirely. At this stage, the decision is entirely in the hands of the Executive Director.

Limitations

The Fitness to Train policy should be distinguished from other policies:

- Leave of Absence: when a student requests temporary suspension of their participation on the course of owing to ill health, injury or personal circumstances.
- Concessions: when a student is unable to participate in a specific assessment owing to ill health, injury, or personal circumstances.
- Disciplinary: when a student may have formal sanctions applied to them owing to a contravention of the school code of conduct. Students may be referred to disciplinary procedures when their behavior continues to be disruptive to students and/or staff and there is no indication of the student's willingness to engage with the Fitness to Train procedure.

Circadium School Policies

Every student in Circadium's program is expected to conduct themselves in a manner that ensures respect and consideration not only for staff and fellow students, but also for the program of study and the pursuit of excellence therein. Students' professional behavior, consistent attendance, and contribution to classes will be monitored by all of the teachers. Overall conduct will be considered before awarding any final grade.

1. Arrive to class on time.
2. Full attendance is expected; refer to the **Attendance Policy** for details.
3. The teachers' Syllabi serve as the contracts between students and teachers. Students' failure to comply with terms in the Syllabi will result in lower grades and possible failure of the class.
4. Take responsibility to ensure that the time spent in the program is used to its full advantage. Students must make healthy choices about nutrition, rest, and lifestyle that will contribute to their steady progress during the course.
5. Students will be working independently at many times during their three years here. Students will not always have coaches beside them. They must demonstrate independence: good time-management, ability to self-direct, and motivation.
6. Students may not participate in classes if tuition is not paid for the current term.
7. No phones are allowed in the classroom, unless special permission is granted by the teacher.
8. No headphones or earbuds should be used during active class time. When practicing outside of instructed class time, keep volume low.
9. No food or drink, other than water in sealable containers, is allowed in the studio spaces.
10. Whenever students are watching something, they should be a respectful, attentive audience.
11. Whenever a discussion is happening, students should communicate respectfully.
12. Students should demonstrate a positive attitude (examples include active listening, open eyes, relaxed body language, optimism, alertness), engaged learning and participation.
13. Students must give their best effort. In all classes, in all assignments, effort is noticed and reflected in grades.
14. Maintain clear and consistent communication with staff, both teaching and administrative. The program is intense and can lead to stressful situations that may require counseling. If a student feels that he/she is not getting their needs met or is having issues with a class or faculty member, it is up to him/her to set up a meeting with his/her Faculty Advisor or the concerned faculty member. See the "**Who Should I Contact**" doc for more details.
15. Students will receive emails from faculty, and from the Executive Director, that must be read and responded to. Students should check their emails and issue needed responses within 24 hours on weekdays.

16. Texting and social-media messaging are not considered acceptable forms of academic communication at Circadium, though we will use them occasionally for emergencies or social reasons.
17. Abide by the dress code: close-fitting exercise clothing that does not impede movement; no logos, solid-color clothing only; leotards and tights for dance; acrobatic shoes (such as Feiyus); no street shoes.
18. When students need to leave the classroom, there is no need to ask permission; leave quietly and unobtrusively; return quickly.
19. Do not disturb the good work of others.
20. Due to the nature of circus education, physical contact will be made between teachers and students on a regular basis. When possible, teachers will ask students' permission before this contact; but in many cases, for safety and for the flow of classroom learning, this will not be possible. We will presume that Circadium's teachers have students' consent to be touched, when appropriate to the class at hand, unless students notify the teacher(s) otherwise.
21. Circus skills by their very nature include an element of risk. While we take reasonably practicable measures to reduce the risk, students must accept that we cannot eliminate all possibilities of injury.
22. Please report any safety concerns immediately to a Faculty Member or the Executive Director.
23. Medical conditions that will affect students' training should be reported to the relevant instructors. See the **Fitness to Train Policy, pg 26-28**, for more details.
24. Any injuries requiring medical attention must be recorded on an Incident Report Form.
25. Smoking is forbidden in all parts of the building, and the use of illegal drugs on the premises will result in immediate expulsion from the school. Students should never attend class under the influence of any drugs or alcohol.
26. Help prepare the studio at the beginning of class, and clean up at the end of class.
27. Journals are required for all classes. Bring them and write in them. Phones are not allowed to be a substitute for note-taking.
28. Take the utmost care to maintain the cleanliness of the workspaces and the student lounge, and make proper and respectful use of all equipment.
29. Circadium is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or political beliefs. Discriminatory attitudes will not be tolerated among any of the school's students or staff.
30. Practice outside of class time must adhere to the following policies.
 - a. You must have an orientation to our open practice policies. (this will be covered during Circadium's Orientation Week)
 - b. there is no guarantee of any apparatus being available; you may not request rigging changes.
 - c. you may bring your own apparatus, but it must be inspected and approved.
 - d. all aerial practice must use 8" crash mats.
 - e. return all equipment where you found it.

- f. there must be a staff member in the room for you to train in the air.
 - g. don't try out new skills during open practice time.
 - h. don't teach skills to other people.
 - i. don't ask staff members on the floor for advice on your training.
 - j. actively promote a culture of safety; make sure that everything you do is and *appears to be* safe and well-planned.
 - k. be respectful of others' desires to be social or asocial in their training.
 - l. be mindful of the noise in the space.
 - m. speak up if you see anything you believe is unsafe.
31. Students should communicate with their fellow students, help create group unity and a group support system. Students should be open to asking for help from / giving help to their peers, and recognize that all have different strengths and weaknesses. Be willing to accept others' differences and work as a team.

Disciplinary Procedures

The success of Circadium depends in large part on the qualities and capabilities of those that work and study within it. Circadium seeks to encourage an environment in which everyone can learn and enjoy the academic and social life of the school. Disciplinary procedures at Circadium deal with matters of misconduct and unsatisfactory behavior.

There are two types of misconduct, Gross Misconduct, which may result in immediate dismissal from the program, and Progressive Misconduct, which may result in other disciplinary procedures.

If there is cause for concern over a student behaving in an unacceptable manner, he/she may be subject to the School's Disciplinary Procedures. For the details of Circadium's School Policies, please consult pages 29-31.

Gross Misconduct

Examples of Gross Misconduct, which may result in the immediate expulsion from the program, include, but are not limited to:

- Aggressive, violent, threatening, or indecent behavior.
- Any form of harassment.
- Misappropriation of funds or assets belonging to Circadium.
- Any criminal offense or misconduct committed on or off of the premises of Circadium.
- Illegal drug use on the premises of Circadium

Progressive Misconduct

Examples of Progressive Misconduct, which may result in disciplinary procedures and eventual expulsion from the program, include, but are not limited to:

- Poor or non-attendance
- Conduct that prevents or disrupts, teaching, learning, or assessments
- Conduct likely to cause loss, damage, or harm to the school, its staff, or students
- Behavior which breaches the school's commitment to equal opportunities
- Behavior that does not adhere to Circadium's School Policies, which can be viewed on pages 29-31.

Informal Disciplinary Procedures

It is anticipated that an informal approach will resolve many issues and this will

normally be used first in the case of Progressive Misconduct. This will usually take the form of a verbal warning from a Faculty Member or the Executive Director. A record may be kept in the student's file.

When an informal approach is not effective or where the offenses are serious or repeated despite verbal warnings, this situation will be documented, and the formal stages of the disciplinary procedure will be used as set out below.

Formal Disciplinary Procedures

The formal disciplinary procedure has three stages. In exceptional cases the disciplinary panel may elect to move directly to stage 2 or directly to stage 3. The reasons for this will be made clear to the student in writing prior to the disciplinary meeting.

At each stage of the formal disciplinary procedure, reasonable provision will be made by the school to ensure that the student can attend the meeting and in the same respect, the student has a duty to take all reasonable steps to attend. The student will be notified in writing of the time, date, and place and of the nature of the alleged unaccepted behavior and supporting evidence. Reasonable time will be provided to the student to allow for any preparation required for the meeting.

Stage 1

1. If as a result of informal action the issue is not resolved, a meeting will be held with two Faculty Members where the matter will be discussed formally. During the course of the meeting, the nature of the problem will be explained based on the evidence gathered regarding the student's behavior/conduct. The likely consequences of failure to address the identified problems or to modify his/her behaviour will also be explained. A record of the meeting and the outcome will be placed in the student's file and will be taken into account in any subsequent meeting.
If a decision cannot be made by the two Faculty Members, the Executive Director will join the deliberations.
2. The student will be issued written warning explaining the nature of the misconduct and the change in behavior required - with a two-week deadline. The student will be advised that further incidents of misconduct may result in further disciplinary action or expulsion. A copy of the statement will be placed in the student's file and will be taken into account in any subsequent meeting.

Stage 2

1. If as the result of the first written warning the issue remains unresolved two weeks later, a second meeting will be held with two Faculty Members, who, will issue a final written warning based on the evidence gathered regarding the student's behaviour/conduct, outlining what modifications needs to be seen in order to prevent progression to stage 3 of the process - with another two-week deadline. A copy record of the meeting and the outcome will be placed in the student's file and

will be taken into account in the event of further action.
If a decision cannot be made by the two Faculty Members, the Executive Director will join the deliberations.

Stage 3

1. At this stage, allegations of misconduct will be considered by a panel of three members of staff including the Executive Director. The record and outcomes of the panel meeting will be placed in the student's file.
2. The panel may apply one of the consequences set out below. Where it is recommended that the student be suspended or expelled from the school, the decision must be confirmed by the Board of Directors. In considering the recommendation, the Board of Directors will be provided with written material presented in earlier proceedings, the record of those proceedings and the decision(s) reached.
3. If a resolution is agreed upon, any future formal disciplinary actions will result in suspension or expulsion.
4. Any consequences decided upon in Stage 3 will be implemented immediately.

Consequences of Misconduct

1. At Stage 1 and 2 of the formal procedures, a student may:
 - receive a written warning
 - be required to pay compensation/or cost for damage or loss
 - agree to apologize to the injured party
2. At Stage 3 there are three possible outcomes:
 - resolution of the issue.
 - suspension of the student's studies for a defined period (See Suspension and Withdrawal Policies and Procedures on page 20-21)
 - the student's expulsion from the school (See Expulsion and Withdrawal Policies and Procedures on page 20-21)

The severity of the penalty imposed will be consistent with the gravity of the complaint. Where a lesser penalty is appropriate this may be coupled with action to ensure all parties involved can continue working together without anxiety.

In the event of Gross Misconduct, a student may be suspended or expelled without notice.

Right of Appeal

1. At any stage of the process, students have the right to appeal to the Grievance Panel in regards to any disciplinary action taken. (see below)

Grievance Procedures

Introduction

1. The school is committed to creating an atmosphere of mutual understanding and respect in an environment in which all individuals can operate effectively and confidently without fear of harassment, victimization, or discrimination.
2. The aim of the following procedures is to settle or address grievances promptly and fairly by methods acceptable to the parties concerned. If a problem does occur, students are encouraged to use informal measures in the first instance, but if apparent that the grievance cannot be resolved by informal means, then the student should pursue the matter through the formal procedures. At all stages of the procedure, the need to maintain confidentiality will be paramount.
3. The procedures apply in respect of grievances a student may have against another student, member of staff, or visiting faculty.

Scope of the procedures

1. The procedures relate to matters affecting students' personal dealings or relationships with other students or members of staff that cause the student to feel upset, threatened, humiliated, or vulnerable, which undermine his/her self-confidence and cause undue stress. Such behaviour may relate to:
 - a. sexual, racial, or religious harassment
 - b. any form of bullying - offensive, abusive, intimidating, threatening, or insulting
 - c. creating or maintaining a hostile studying, working, or social environment
 - d. professional misconduct
2. And may be:
 - a. Physical - for example, unwelcome contact, assault or gestures, intimidation, aggressive behavior
 - b. Verbal - for example unwelcome remarks, suggestions and propositions, malicious gossip, jokes, and banter
 - c. Non-verbal - for example, offensive literature or pictures, graffiti and computer imagery, isolation or non co-operation and exclusion from social activities

Responsibilities

It is the duty of every member of the school and those visiting the premises, to take responsibility for their behavior and modify it if necessary, as such behavior is not acceptable under any circumstances. In the event of failure to do so, disciplinary action in accordance with the school's disciplinary procedures may be a consequence and anyone found responsible may be held personally liable should the person who has been harassed

undertake legal proceedings.

Procedures for dealing with grievances

If a student feels that he/she has been subjected to unacceptable behavior of the nature outlined above, he/she should record the details of the incident (s) in writing. Keep records of all correspondence.

Conflicts should always first be attempted to resolve directly between the parties. As soon as possible after the incident, make it clear to the offender that the behavior is unwelcome, unacceptable and should stop. If the circumstances are such that it is not possible to speak to the person concerned, it could be done in writing, or including a third person as a mediator.

If the action continues, please seek support from a Faculty Advisor. This person may be able to help to resolve the issue directly / informally.

If this is unsuccessful, a formal grievance should be filed.

To file a complaint, the matter should be reported by submitting [this form](#), which will be sent to the Executive Assistant.

The Executive Director may take steps, if it is believed appropriate to do so, to resolve the matter orally or in a meeting. This will be documented and reported back to the student in the Grievance Resolution Form. However, if the Executive Director feels that a meeting will not be sufficient to resolve the grievance, the matter can be pursued through the school's Disciplinary Procedures, and/or further Grievance Procedures.

If the student or the Executive Director feels it is necessary, he/she may request a hearing of the Grievance Panel (a group made up of 2 Board members, 2 Faculty Members, 1 Student Member (a second- or third-year student in good standing....)). This is an independent body that will, if they believe there is a case, undertake an independent review.

The Grievance Panel will consider complaints based on allegations of:

- discrimination based on race, gender, sexual orientation, religion, ethnicity
- physical or emotional abuse
- harassment
- misconduct or unfair practices
- the program's delivery of planned services / facilities / learning experience
- disciplinary matters

The Grievance Panel will not consider complaints that

- relate to a matter of academic judgement (i.e., grades)
- are or have been the subject of court proceedings related to admissions

- are about other students

The end result of a Grievance Panel review will be the Grievance Resolution Form.

Equipment Loan Plan

Many students wish to own the equipment for their circus discipline. Circadium recognizes that this equipment can be expensive. In order for all students to access the correct equipment, we will support their purchase through a loan and repayment system.

Access to the Loan Plan is only available by prior approval of the Executive Director.

Equipment Loan Plan: Following approval by the Executive Director, the student will request an invoice sent to Circadium, and Circadium will purchase and receive the equipment on behalf of the student. The student signs an equipment repayment contract with the Executive Director. While the student will be able to use the equipment while they are paying back the loan, the equipment will remain the property of Circadium until the loan has been fully repaid.

The costs of any damage / repairs needed to the equipment during the loan period will be paid for upfront by Circadium, but added to the balance due for the student.

Student Privacy Policy

As all students at Circadium are over 18 years of age, its students have a right to privacy under the Family Educational Rights and Privacy Act. The Family Educational Rights and Privacy Act is a federal law that protects the privacy of education records for all students. The general principle is that student education records are considered confidential and may not be released to third parties (including parents) without the student's written consent. This means, if a student does not give Circadium specific permission, the school will not be communicating directly with their parents about their time at Circadium, even if the parents are paying for tuition.

If a student would like to give a parent, guardian, or other person permission to receive information about him/herself while attending school (for example, personal issues, assessments, disciplinary actions), the student must provide Circadium with written permission.

In the case of an emergency, issues about a student's health may be communicated with their "emergency contact person" from the healthcare section of their enrollment agreement.

It is Circadium's goal to treat students as adults and to respect their right to privacy. This means, the school will be contacting students directly if issues arise or with important emails regarding their education. It is up to the student to share this information with their parents, or not. If a student is not comfortable being the one in charge of communications, the student must provide Circadium a signed written request stating what information should be shared with others and in what instances others should be kept informed.