

Based upon "Pursuing Victory with Honor" and the "Six Pillars of Character", a project of the Josephson Institute of Ethics. www.charactercounts.org/sports



St. Johns County Center for the Arts

Pursuing Performance with Honor Parent/Guardian/Caregiver Contract

Artistic Performance of interscholastic age children should be fun and should also be a significant part of a sound educational program. Everyone involved in arts programs has a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of professionalism and six core ethical values: trustworthiness, respect, responsibility, fairness, caring and good citizenship (the "Six Pillars of Character"). The highest potential of the arts is achieved when all involved consciously Teach, Enforce, Advocate and Model (T.E.A.M) values and are committed to the ideal of pursuing victory with honor. Parents/guardians of student-athletes can and should play an important role and their good-faith efforts to honor the words and spirit of the Student-Performer Code of Conduct and this Contract can dramatically improve the quality of a child's performance experience.

SJCCA Performance Guidelines for Parents/Caregivers

- 1) **Stay Positive.** It is important to our fantastic performers that we maintain a positive attitude despite any mishaps that may take place. Whether the live art form is dance, music, or theatre, imperfections are what make each performance special, otherwise we would just roll out a television screen and show a prerecorded version of the performance.
- 2) **Keep Your Opinions to Yourself.** While everyone has the right to express themselves, out in public in the middle of an event is not the appropriate time or place. Of course, if you have any legitimate questions, comments, or concerns you should address them to the directors or coaching staff directly, after the event, and preferably via email so that there can be no "well what I meant by that was" or "that was misunderstood." Not everyone is going to be happy 100% of the time; sometimes we get disappointed or upset about certain aspects of a performance, but how and when you address the issues that cause you discomfort is how we establish ourselves as a professional training ground for these young students, instead of as an amateur or community performance group.
- 3) **Only Discuss Our Students.** Sometimes it is very easy to begin to talk about how much "better" our performers are or how "terrible" another school's performers may be. Please remember that a lot of other schools do not have the resources, professional training, outside master technicians, or incredible directors and coaches that we have. We should always support the other performance groups for where they are succeeding and compliment them on that, rather than focus on their areas of growth, especially in public.
- 4) **Leave It for the Car.** Sometimes things well up and we need to vent. I understand. A microphone doesn't work. The lights were in the wrong cue. The wrong music track plays. It makes us angry because we all want what we think is best for our students. It is times like this that we all need to leave all of our frustrations for the car. This goes for our students as well. Receiving an unfair critique at Thespians or a Dance Competition can be extremely devastating and may make anyone want to cry. However, screaming in the lobby about a wrong light cue or marching up to the press box to yell at the announcer for playing the wrong track does not help any situation. The past is in the past and trust me... if you noticed something was wrong and/or wasn't working correctly, I guarantee that the faculty and staff who are experts in their field have also noticed and have already figured out how to solve the issue. So hold that frustration in until you get to the car, and then feel free to let it all out, just not in front of others.

TRUSTWORTHINESS

- ❖ **Trustworthiness-** Be worthy of trust in all you do.
- ❖ **Integrity-** Live up to high ideals of artistic professionalism and encourage artists to pursue performance with honor. Do what's right even when it's unpopular or personally costly.
- ❖ **Honesty-** Live honorably. Don't lie, cheat, steal or engage in any other dishonest conduct.
- ❖ **Reliability-** Fulfill commitments. Do what you say you will do.
- ❖ **Loyalty-** Be loyal to the school and organization; put the interests of the entire program above your child's personal glory.

RESPECT

- ❖ **Respect-** Treat all people with respect at all times and requires the same of your student-performers.
- ❖ **Class-** Teach your child to live and perform with class and be a good sport. He/She should be gracious in performance and accept all roles with dignity, compliment extraordinary performance, and show sincere respect in pre- and post-performance rituals.
- ❖ **Disrespectful Conduct-** Don't engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature or actions, trash-talking, taunting, hazing, boastful celebrations, or other actions that demean individuals or the art.
- ❖ **Respect for Adjudicators-** Treat adjudicators with respect. Don't complain or argue about critiques or decisions during or after an artistic event.

RESPONSIBILITY

- ❖ **Importance of Education-** Support the concept of "being a student first." Commit your child to earning a diploma and getting the best possible education. Be honest with your child about the likelihood of getting an arts/talent scholarship or performing on a professional level. Reinforce the notion that many universities will not recruit student-performers who do not have a serious commitment to their education. Be the lead contact for college and university professors during the audition process.
- ❖ **Role Modeling-** Remember, participation in the arts is a privilege, not a right. Parent/guardians should also represent the school, director/instructor, and fellow performers with honor, on and off the stage. Consistently exhibit good character and conduct yourself as a positive role model.
- ❖ **Self-Control-** Exercise self-control. Don't fight or show excessive displays of anger or frustration.
- ❖ **Healthy Lifestyle-** Promote to your child the avoidance of all illegal or unhealthy substances including alcohol, tobacco, drugs, and some over-the-counter nutritional supplements, as well as unhealthy techniques to gain, lose or maintain weight.

FAIRNESS

- ❖ **Fairness and Openness-** Live up to high standards of the art form. Be open-minded, always willing to listen and learn.

CARING

- ❖ **Caring Environment-** Consistently demonstrate concern for student-performers as individuals and encourage them to look out for one another. Help promote the well-being of student performers by reporting any unhealthy or dangerous or illegal conduct to a school authority (teaching artists, administrators, teachers, etc.)

CITIZENSHIP

- ❖ **Spirit of the Art-** Honor the spirit and the letter of the art form. Teach your children to avoid temptations to gain advantage through improper techniques that violate the highest traditions of art form.

I have read and understand the requirements of the Student-Performer Code of Conduct and this Contract. I acknowledge that my child may be disciplined or placed on probation if he/ she violates any of their provisions. I also acknowledge that I am responsible for my behavior at performance events. Any behavior that is deemed unruly, unsafe, disruptive, or illegal in nature could be cause for removal from the event, and I may lose the privilege to attend future events as deemed appropriate by school administration.

Parent/Guardian/Caregiver Signature

Date

Print Name

Date

SJCCA Path

Student's Name

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Pursuing Performance with Honor Student-Performer Contract

Artistic Performance of interscholastic age children should be fun and should also be a significant part of a sound educational program. Everyone involved in arts programs has a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of professionalism and six core ethical values: trustworthiness, respect, responsibility, fairness, caring and good citizenship (the "Six Pillars of Character"). The highest potential of the arts is achieved when all involved consciously Teach, Enforce, Advocate and Model (T.E.A.M) values and are committed to the ideal of pursuing victory with honor. Parents/guardians of student-athletes can and should play an important role and their good-faith efforts to honor the words and spirit of the Student-Performer Code of Conduct and this Contract can dramatically improve the quality of a child's performance experience.

TRUSTWORTHINESS

- ❖ **Trustworthiness** –Be worthy of trust in all you do.
- ❖ **Integrity**- Live up to high ideals of ethics and artistic professionalism and always pursue performance with honor.
- ❖ **Honesty**- Live and perform honorably. Don't lie, cheat, steal or engage in any other dishonest or unprofessional conduct. Plagiarism or cheating is not acceptable.
- ❖ **Reliability**- Fulfill commitments. Do what you say you will do. Be on time to rehearsals and performances.
- ❖ **Loyalty**- Be loyal to your school and team. Put the team above personal glory.

RESPECT

- ❖ **Respect**- Treat all people, including the teacher-director, with respect at all times. Demonstrate an appropriate demeanor that reflects self-control and an unwavering commitment to professional behavior.
- ❖ **Class**- Live and perform with class. Be gracious in performance and accept all roles with dignity. Help others, compliment extraordinary performance, and show sincere respect in pre- and post-show rituals.
- ❖ **Disrespectful Conduct**- Don't engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, hazing, boastful celebrations, or other actions that demean individuals or the art form.
- ❖ **Respect for Adjudicators**- Treat adjudicators with respect. Don't complain about or argue with calls or decisions during or after an artistic event.

RESPONSIBILITY

- ❖ **Importance of Education**- The primary responsibility of a student-performer is academic achievement. Be a student first and commit to earning your diploma and getting the best education you can. Be honest with yourself about the likelihood of getting a talent scholarship or performing on a professional level and remember that many universities will not accept student-performers who do not have a serious commitment to their education, the ability to succeed academically or the character to represent their school honorably. Not achieving passing grades will result in your suspension from the pathway, and you will be placed on probation via the SJCCA Contract.
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- ❖ **Role Modeling-** Remember, participation in the arts is a privilege, not a right, and that you are expected to represent your school, director and castmates with honor, on and off the stage. Consistently exhibit good character and conduct yourself as a positive role model.
- ❖ **Self-Control-** Exercise self-control. Don't fight or show excessive displays of anger or frustration. Have the strength to overcome the temptation to retaliate.
- ❖ **Healthy Lifestyle-** Safeguard your health. Don't use any illegal or unhealthy substances, including alcohol, tobacco, drugs and nutritional supplements, or engage in any unhealthy techniques to gain, lose or maintain weight. Be informed about the health risks involved in the use of recreational and performance-enhancing drugs, tobacco and alcohol, as well as eating disorders.
- ❖ **Integrity of the Art-** Protect the integrity of the art form.

FAIRNESS

- ❖ **Fairness and Openness-** Live up to high standards of the art form. Be open-minded, always willing to listen and learn.
- ❖

CARING

- ❖ **Concern for Others-** Demonstrate concern for others. Never intentionally injure a fellow performer or engage in reckless behavior that might cause injury to yourself or others.
- ❖ **Other Performers-** Help promote the well-being of fellow performers through positive counseling and encouragement, and by reporting any unhealthy or dangerous or illegal conduct to a school authority (teaching artists, administrators, teachers, etc.)

CITIZENSHIP

- ❖ **Playing by the Rules-** Have a thorough knowledge of and abide by all applicable performance and competition rules. Demonstrate and demand integrity. (MPA, Thespians, etc.)
- ❖ **Spirit of the Art Form-** Honor, observe and enforce the spirit of the art form, avoid temptations to gain advantage through improper techniques that violate the highest traditions of art. Do not engage in or allow any conduct designed to evade the rules governing fair competition.

I have read and understand the requirements of the Student-Performance Code of Conduct and this Contract. I acknowledge that I may be disciplined or removed from a team if I violate any of their provisions.

Student Signature

Date

Print Name

Date

SJCCA Path

