

Flow Chart 1

Parent Complaint About Teacher



◆ PARENT COMPLAINTS

THANK THEM AND STATE YOUR PROCESS (Do **NOT** Defend or Make Excuses)

- ◆ "Thank you for trusting me with this. I'll speak with the instructor, review the situation, and follow up with you once I have the full picture."
- ◆ This response is professional, non-confrontational, and buys you time to gather facts.
- ◆ Use validating language: "I can see why that would be concerning," or "Thank you for bringing this to my attention."

INVESTIGATE

- ◆ Speak with the teacher privately. Begin with, "I wanted to let you know a parent shared a concern, and I need to get your perspective on what happened in class on Tuesday."
- ◆ Listen to their side fully. Review camera footage if available.

CLOSE THE LOOP

- ◆ Follow up with the parent as promised.

IF IT WAS A MISUNDERSTANDING

- ◆ "Thank you for your patience. After speaking with Ms. Jane and reviewing the situation, it seems there was a misunderstanding about [the correction/the combination]. I've spoken with her about making sure her instructions are extra clear going forward. We appreciate the feedback."

IF THE PARENTS CONCERN IS VALID

- ◆ "I've addressed the issue with the instructor to ensure it doesn't happen again. We have a plan for professional development and are handling it internally. Thank you again for bringing it to my attention so we could address it." (You do not need to share the details of disciplinary actions).

Flow Chart 2

Handling Student-To-Student Conflict



◆ STUDENT-TO-STUDENT CONFLICT

GATHER INFORMATION SEPARATELY

Do not approach students together initially. Speak with each child separately, in a kind tone. It is suggested to have another adult present when speaking to the child.

Ask open-ended questions: "Can you tell me what happened from your perspective?" "How did that make you feel?"

ASSESS SEVERITY

- ◆ Is this a simple conflict? (e.g., an argument over a spot at the barre, a misunderstanding)
- ◆ Is this bullying? (e.g., repeated, targeted, intentional meanness; exclusion; physical or verbal aggression; cyberbullying) Refer to your zero-tolerance policy if you are certain of the actions.

FOR SIMPLE CONFLICT

- ◆ Bring the students together for a mediated conversation.
- Set ground rules: "We will speak one at a time and use respectful language."
- Help them use "I feel" statements: "I felt sad when you said..."
- Guide them toward a resolution or apology.

FOR BULLYING

- ◆ Contact the parents of all involved students separately.
- ◆ State the facts: "I am calling because an incident of [verbal aggression/exclusion] was reported to me involving your child." Presenting any verified documentation to back up the claim is helpful in this situation.
- ◆ Enforce the consequences laid out in your handbook. This is non-negotiable.

DOCUMENT EVERYTHING

- ◆ Fill out an incident report for any significant conflict, especially bullying. Note the date, who was involved, what was said, and what action you took. This creates a vital paper trail.