
j'adore  dance

(2026-27)
Parent Handbook

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General Overview and Introduction

We wish to acknowledge that we gather to celebrate and showcase what we have learned this year is on treaty number six territory, the traditional meeting ground at home of the first nations, including the treaty signatories Cree, Soto, Nakota Sioux , and Iroquois, as well as other indigenous peoples such as the Blackfoot and Métis , who have been dancing and telling stories on this land for thousands of years, we extend our appreciation for the opportunity to live and perform on this territory.

General Overview and Introduction

J'Adore Dance is Edmonton's premier inclusive family dance studio and Northern Alberta's Consumer Choice for 6 years in a row.

J'Adore Dance is the first studio in Edmonton specializing in dance fitness for the whole family and conceptual dance programs for children and youth and offers classes from Babies to Adults in Creative Movement, Ballet, Jazz, Hip Hop, Tap, and Musical Theatre.

J'adore Dance is a noncompetitive, high-quality dance education and fitness studio for all ages and abilities focusing on developmentally appropriate skill development, age-appropriate music, costuming (no make-up) and curricular content for all classes.

At J'Adore Dance we advocate that all people have the ability and right to dance! As we continue to grow we are dedicated to continuing to offer innovative and exciting programming to meet all our clients' diverse needs.

History

J'Adore Dance was incorporated in 2006 and opened as a mobile dance studio renting space in gyms and community centres to offer classes. In 2011 it found its current home as a brick-and-mortar business in the Lendrum community where it continues to bring dance education to hundreds of Edmonton families each week.

In 2015 Chantel Sampson purchased the business and then partnered with Jenna Brennan in 2016 with plans to grow and expand the business. In 2016 they doubled their lease space and added a second studio space connecting the two units.

Over the next 4 years, the business continued to grow and thrive and with a demand for more classes and more studio space. In June 2021 with a need to look to the future, post-pandemic and to the potential for continued growth, a third came available and Jenna and Chantel jumped at the chance to continue to grow and expand J'Adore being able to offer more programming each week.

Mission

At J'Adore Dance, our mission is to create an inclusive and supportive community where dancers of all ages and abilities can thrive. Through our commitment to excellence, respect, and creativity, we aim to inspire a lifelong love for dance while fostering a sense of belonging and personal growth.

Core Values

At J'Adore each and every thing
we do is based on **CARE**.

Our care for our students, our families
and our faculty.

- **Courage** to take risks
 - **Acceptance** of the uniqueness that makes each individual special
 - **Respect** for all
 - **Excellence** in dance education, program delivery, customer service, program development, teacher training
-

Philosophy

Our programs are based on a conceptual dance education approach where creativity, imagination, and expression are combined with developmentally appropriate movement, music, and ballet, jazz, tap and hip hop and musical theatre technique to create a class that is fun for all!

We believe that dance is a community driven art form. We believe children learn best when provided with problem solving opportunities in an inclusive, supportive, non-competitive environment. Children will be active participants in each class where they will be free to explore their own creativity and expression while increasing their dance skills and technical vocabulary.

Dance is more than a series of steps. Our programs use a holistic approach that provides our young dancers with a brain compatible learning environment where we strive to ensure success for all! Our conceptual approach to dance education ensures our students move with purpose on the dance floor and through life.

Our child-learning philosophy follows the following 3 tenants:

1. Each child is a unique individual and will be respected as such.
 2. Children learn best in a supportive, non-competitive environment.
 3. Children learn through participation, observation and interaction.
-

Conceptual Dance Education

People often have the incorrect assumption that creative dance is dancing like a tree, or a flower, in strange pantomime to new age music. That it is without structure. That it is with limited value. However, masterfully crafted, conceptually based creative dance is the ideal way to introduce children to dance and can easily continue to be incorporated into any style of dance and technique.

Dance concepts are based on the work of Rudolf Laban. Laban Movement Analysis is a way of creating, describing, and understanding any kind of human movement. The four main categories include:

- Body
- Effort
- Shape
- Space

Any movement can be analyzed and changed using these concepts.

Conceptual Dance Education

Dance is about communication. Stories, emotions, and ideas have historically been human beings' motivation to move to the music and create meaning. When the focus of dance becomes purely mastering a series of steps and technique, the meaning is gone. Dance without concepts is movement without meaning, without purpose.

Children who learn dance steps and technique through an understanding of concepts become master communicators and masters of their own body. They can use concepts to convey sadness or joy, and understand how they are different. They have a thesaurus of body language that expands their movement repertoire.

Children who dance through concepts aren't using rote memory but accessing higher brain functioning through application, analysis, synthesis, and evaluation. They are smarter dancers.

Conceptual Dance Education

At J'Adore Dance, we want the children we teach to take the skills they learn and apply them outside the studio. We want those skills to be relevant, purposeful, and meaningful in their day-to-day lives and help them shape a bright future.

Regardless of what paths and interests they choose to pursue, we want what they have learned at the studio to be valuable.

A conceptual dance approach also fosters language development. Rather than just learning the names of steps, children learn and use descriptive vocabulary as they analyze and add meaning to their movement. They practice expressive, detailed communication. Speaking and writing skills improve. Children become masters at communication.

Conceptual dance is process driven. It challenges and inspires children to explore, inquire, and problem solve. It helps them communicate and create meaning in the world around them. It challenges the stereotypes that effective dancers must fit a certain body type. It increases self-esteem and confidence. It is holistic, beautiful, and child focused. It takes dance from a once-a-week activity in the studio to a way of joyfully travelling through life.

Studio and Program Structure

J'Adore Dance operates 7 days a week, 12 months of the year providing dancers with both full year and sessional programming opportunities. We have 2 week breaks between sessions to allow for deep cleaning and program preparation. We are closed on weekends during the summer.

Full Year Performance

Adult Sessional

Kids Sessional

Parented Programs

Summer Camps

Studio and Program Structure



Full Year Performance

Our Full Year Performance Program runs from September - May concluding with a recital on the May long weekend. Full Year Performance classes follow our JDance® curriculum and have a year end assessment completed by the class instructor.




Kids Sessional

Our Kids Sessional Programs run Quarterly

- Fall Session: September- December
- Winter Session: January - March
- Spring Session: April - June
- Summer Session: July- August

These sessional classes offer dancers an opportunity to try one of our programs in a shorter time frame without the full year or performance commitment.

- Kreative Kidz= JBallet
 - Urban Kidz = JHop
 - Dancin' Kidz= Ballet & Tap Combo
 - Adaptadance™
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Studio and Program Structure

Adult Sessional

Our Adult Sessional Programs run Quarterly:

- Fall Session: September- December
- Winter Session: January - March
- Spring Session: April - June
- Summer Session: July- August

Our Adult Sessional Programs are divided into Dance or Fitness categories:

Dance: Ballet, Contemporary, Broadway Jazz, Hip Hop, Tap
Fitness: LunchFit, Dynamic Strength & Mobility, Fit & Fierce, DanceBlast, Yamuna® Body Rolling

Our sessional programs are offered at various levels and are subject to change based on instructor availability.

Parented


Our Parented Programs run Quarterly:

- Fall Session: September- December
- Winter Session: January - March
- Spring Session: April - June
- Summer Session: July- August

These classes offer our littlest dancers the opportunity to explore movement and have an introduction to dance in partnership with a caregiver.

- Blossoming Babies (3months - pre walking)
- Terrific Tykes (11 months- 30 months)
- Twirling Tots (2-4 years)
- Grown-Up & Me Ballet (3-4 yrs)

Studio and Program Structure



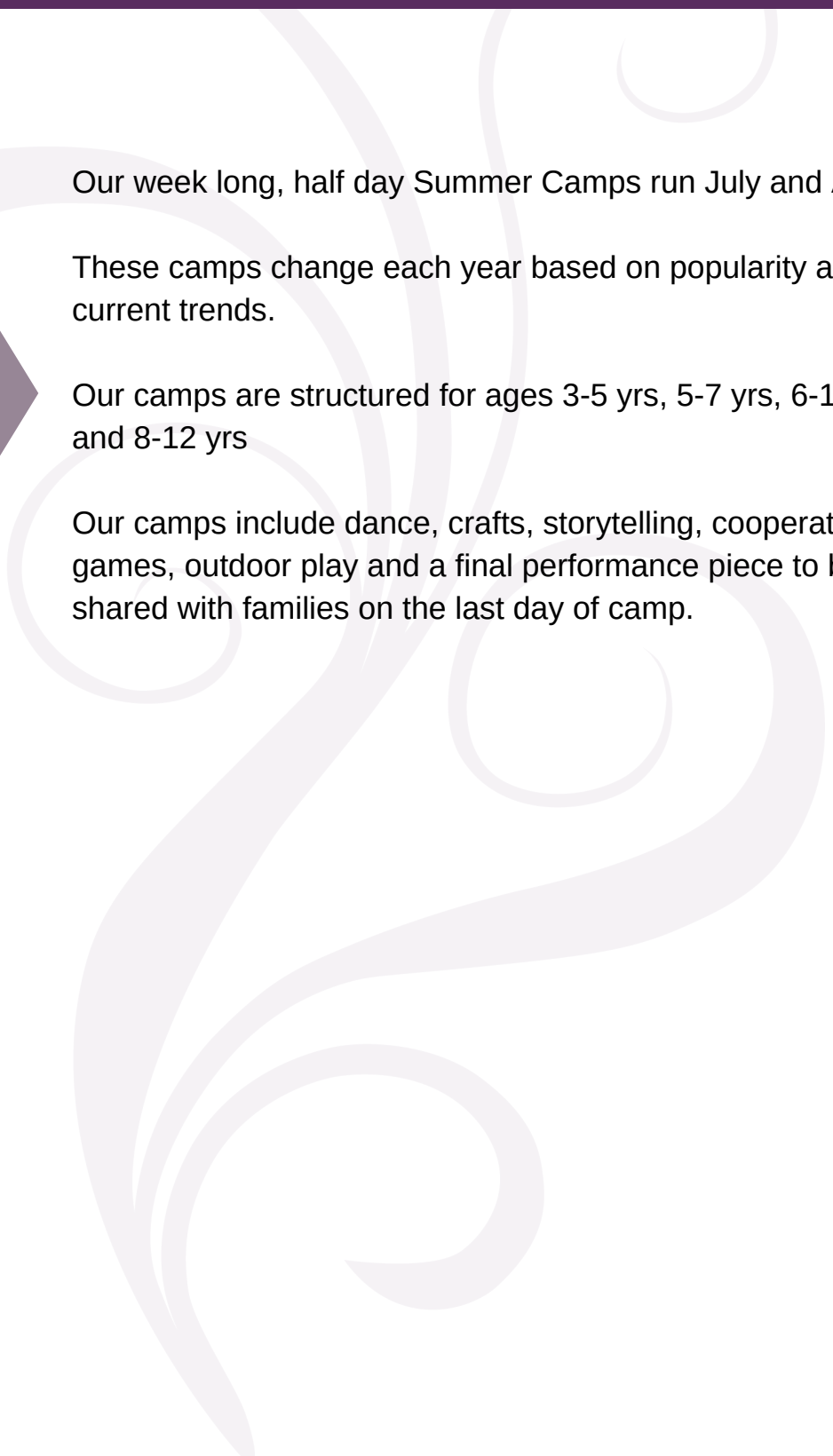
Summer Camps

Our week long, half day Summer Camps run July and August.

These camps change each year based on popularity and current trends.

Our camps are structured for ages 3-5 yrs, 5-7 yrs, 6-10 yrs and 8-12 yrs

Our camps include dance, crafts, storytelling, cooperative games, outdoor play and a final performance piece to be shared with families on the last day of camp.



Children's Programming Overview

All of our children and youth programs are structured using conceptual dance education, and Anne Green Gilbert's BrainDance research providing a strong foundation of creative movement where new dance concepts will be explored monthly. Creative dance, imagination, and expression are combined with developmentally appropriate movement, music, and dance technique to create a class that is engaging for all!

Adult Programming Overview

Our adult programs focus on providing a safe and inclusive setting for dance and movement exploration.

- Physical Wellbeing - dance gives us a full body workout improving flexibility, and strength along side technique development.
 - Mental Wellbeing- dance challenges you mentally, leaving you energized and focused.
 - Emotional Wellbeing - Dance is a wonderful way for people to express how they feel and respond to music instinctually
 - Social Wellbeing - Each dancer is an integral member of our community. Our classes provide a setting in which they can have meaningful interactions with others both on and off the dance floor building lifelong connections.
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Full Year Performance Levels

Full Year Performance - Kids

Level 1 (3 yrs) 45min per week

Level 2 (4-5 yrs) 45min per week

Level 3 (6-7 yrs) 60min per week

Level 4 (8-9 yrs) 75/75/60* min per week

Level 5 (10-11 yrs) 90/75/60* min per week

Level 6 (11-13 yrs) 90/75/60* min per week

Level 7 (13-14 yrs) 90/75/60* min per week

*JBallet/JHop/JTap

JBallet & JTap Combo Class

Dancin' Kidz 1 (3 Yrs) 45 min per week

Dancin' Kidz 2 (4-5 yrs) 60 min per week

Musical Theatre I (6-7yrs) 60 min per week

Musical Theatre II (8-10 yrs) 60 min per week

Musical Theatre III (11-12 yrs) 60 min per week

Musical Theatre IV (11-12 yrs) 60 min per week

Musical Theatre V (13+ yrs) 60 min per week

Full Year Performance

Full Year Performance - Youth (14-17yrs)

Contemporary

Hip Hop

Tap

Pre-Pointe/Pointe

Full Year Performance - Adult (18+ yrs)

Ballet Beginner

Ballet Intermediate

Broadway Jazz Intermediate

Tap Intermediate

Tap Advanced

Contemporary Int/Adv

Hip Hop Int/Adv



Kids Sessional Levels

Ballet/Jazz

Kreative Kidz® (3-4 yrs) 30min/week

Kreative Kidz® (5-6 yrs) 45min/week

Kreative Kidz® (7-9 yrs) 45 min/week

Kreative Kidz® (10-12 yrs) 60 min/week

Hip Hop

Urban Kidz® (3-5 yrs) 30min/week

Urban Kidz® (5-7 yrs) 45min/week

Urban Kidz® (7-9 yrs) 45 min/week

Urban Kidz® (10-12yrs) 60 min/week

Tap

Discover Tap (6-7 yrs) 60min/week

Discover Tap (8-14 yrs) 60 min/week

Tap/Ballet Combo

Dancin' Kidz (3 yrs) 45min/week

Dancin' Kidz (4-5 yrs) 60 min/week

Adaptadance™

Adaptadance™ (7-12 yrs) 45min/week

Full Year Performance Programs

Our level 1, 2 and 3 classes have been designed with young children in mind! In these levels our goal is to build confidence and body awareness, inspire creativity and expression, while developing physical literacy skills in our youngest dancers. The program focuses on creative dance with a focus on fundamental dance skills that will be the base of future ballet, jazz, hop hop or tap technique. Dancers will explore a variety of music genres, images, and props to develop their dance ability. Teachers will also work with young dancers on classroom routine and etiquette, taking turns, and working with others. This program is recommended for children who have already had a positive experience in one of our parent and tot or preschool programs and are ready for a full year dance program.

Full Year Performance Programs

Our level 4 through 7 classes are for kids who want the option to explore and create expressively while working on progressive dance technique. Kids in these levels will be challenged to solve movement problems, create dances using a variety choreographic structures and movement concepts, while learning developmentally appropriate ballet, jazz, hip hop and tap skills.

Dancers will explore a variety of music, images and props to develop their dance ability while learning how to collaborate and work with other children. Rather than drilling technique and steps, our teachers focus on helping students develop a deeper understanding of, and an ability to create movement -- based on curricular outcomes.

The class activities and exercises have been developed to ensure dancers are able to progress their dance skills in a fun environment that keeps children engaged and excited to dance and learn. This program is recommended for children who are ready to make a full year commitment to a multifaceted dance program.

Full Year Performance Programs

Musical Theatre I, II, III, IV, V

Our musical theatre program uses a combination of Laban movement techniques, Improvisation and acting, vocal exercises, and dance choreography to create well rounded theatre program. The focus of this program will be on creating production numbers, those big musical numbers that steal the show! Scenes leading in and out of the musical numbers will also be a part of the program. The students in the musical theatre program will become the actors that carry the story line of next year's recital. Each class will consist of a vocal warm up, movement warm up, drama exercise, vocal practice and choreography. The MT curriculum has been developed by Ms Daelyn and Ms Chantel to create an dynamic well rounded program. Prior to recital Ms Chantel works with each class to create the transition scenes between dance numbers working on the acting, narration and blocking for all musical theatre students.

Student vocals are recorded and edited into the pre recorded songs.

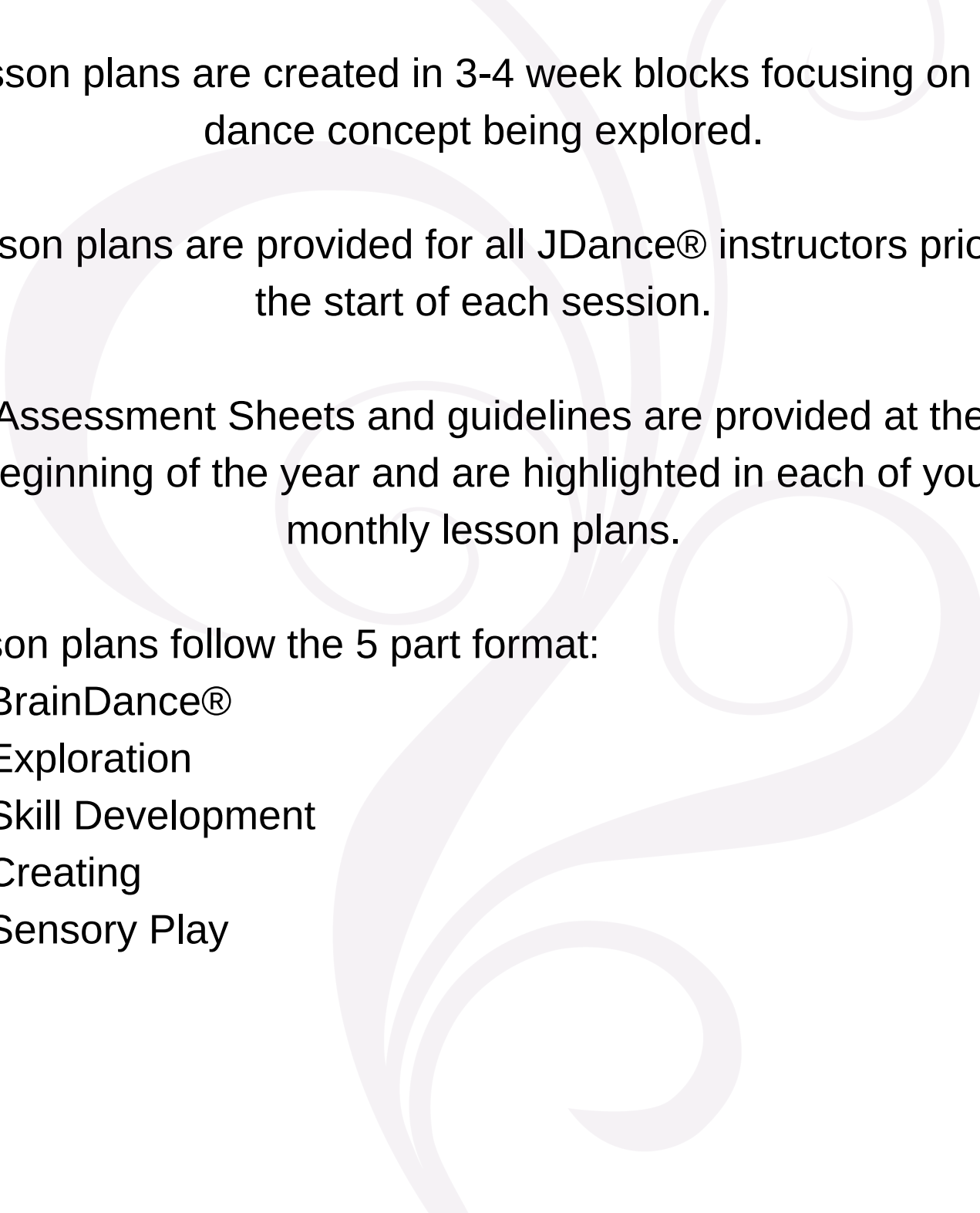
Full Year Performance Programs

Lesson plans are created in 3-4 week blocks focusing on the dance concept being explored.

Lesson plans are provided for all JDance® instructors prior to the start of each session.

Assessment Sheets and guidelines are provided at the beginning of the year and are highlighted in each of your monthly lesson plans.

Lesson plans follow the 5 part format:

- BrainDance®
 - Exploration
 - Skill Development
 - Creating
 - Sensory Play
-
- 

Sessional Programs

Shuffle, hop, twirl your way around the dance floor in our fun, age-appropriate dance classes. Our 6 to 13 week sessions give children the opportunity to explore the world of dance with no formal performance commitments or assessments.

Thematic lesson plans are created in 3-4 week blocks layering a theme over the dance concept being explored.

Lesson plans are provided for all JDance® instructors prior to the start of each session.

Lesson plans follow the 5 part format:

- BrainDance®
 - Exploration
 - Skill Development
 - Creating
 - Sensory Play
-

Faculty Certifications

All of our faculty hold the following certifications in addition to their dance training

- YPAD Studio Certification
- Background Checks
- Little Warriors *Prevent It!* Certification
- Standard First Aid and Level C CPR Certification
- JDance® Instructor Training
- SOCAN registration
- Fitness Certifications for Adult Fitness



Prevent It![™]
A little warriors program

Who's Who?

- **Studio Owners:** Chantel Sampson & Jenna Brenan
 - **Artistic Director of Full Year Performance Programs:** Ms. Chantel
 - **Artistic Director of Sessional Programs:** Ms. Jenna
 - **Director of Parented Programming:** Ms. Liesa
 - **Recital & Costume Coordinator:** Ms. Liesa
 - **Studio Manager:** Ms. Rachel
 - **Front Desk Staff:** Ms. Jenna, Ms. Lauren, Ms. Cecila, Ms. Joanna, Ms. Ava, Ms. Mari
 - **Website Development & Support:** Bryson Peeters
 - **Marketing:** Ms. Jenna Brenan
 - **Photography & Social Media:** Ms. JZ and Ms. Jenna
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Who's Who?

- **JBallet/Kreative Kidz® Instructors:** Ms. Chantel, Ms. Jilly, Ms. Daelyn, Ms. Jenna, Ms. Jeannie, Ms. Liesa, Ms. Lauren, Ms. Kate B., Ms. Kate J., Ms. Avery, Ms. Joanna, Ms. Hailey, Ms. Nicole, Ms. Diane, Ms. Evelyn, Ms. Eve, Ms. Madi, Ms. Evelyn, Ms. Emelia
 - **JHop/Urban Kidz® Instructors:** Ms. Jenna, Ms. Maria, Mr. Ethan, Ms. Mikayla, Mr. Chris, Ms. Mari, Ms. Mckenna
 - **JTap/Dancin' Kidz/Discover Tap® Instructors:** Ms. Jenna, Ms. Chantel, Ms. Jewel, Ms. Amanda, Ms. Avery, Ms. Thea
 - **Musical Theatre:** Ms. Chantel, Ms. Mana, Ms. Daelyn, Ms. Eve
 - **Adaptadance™:** Ms. Daelyn
 - **Youth Instructors:** Ms. Jeannie, Ms. Mikayla, Mr. Chris, Ms. Amanda
 - **Adult Instructors:** Jeannie Vandekerhove, Camille Ensminger, Jenna Brenan, Chantel Sampson, Jewel Zahr, Erin Heard, Kasha Derechey, Keera Usman, Sureena Usman, Nicole Mackenzie, Katelyn Yarema, Amanda Hodgins
 - **Interns:**
 - **Junior Assistants:** Ms. Mira, Ms. Reed, Ms. Harmony, Ms. Meagan, Ms. Anokhi, Ms. Abbie, Ms. Addison, Ms. Carly, Ms Madi, Ms Persephone
 - **Parented Instructors:** Ms. Liesa, Ms. Mel, Ms. Jenna, Ms. Chantel, Ms. Joanna
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Rules and Regulations

Student Class Attire

Proper dance attire is important for keeping dancers safe, allowing instructors to ensure alignment is correct, and allows for freedom of movement.

Instructors are asked to encouraged and provide reminders for enforcing proper class attire. If you have concerns about a particular dancer's attire please reach out to Chantel or Jenna.

JBallet Combo classes:

- Leotard (any colour), pink convertible tights, pink ballet slippers
- Black athletic pants or shorts, white tee shirt, black dance slippers
- Hair should be pulled back off the face.

JHop classes:

- Athletic Pants, leggings, or dance pants, tee shirt or tank top (no crop tops please), and a pair of non-marking indoor athletics shoes.
- Long hair should be worn tied back so as not to impede your dancer's vision.

JTap classes:

- Leggings & athletic top, dance leotard (any colour) & dance tights, Athletic pants or shorts & fitted t-shirt (any colour).
- Tap Shoes are required (*JTap 4+ must have intermediate level tap shoe, black, Bloch/Capezio brand, lace-up/jazz style*)
- Hair should be pulled backoff the face.

Musical Theatre classes:

- Leggings & athletic top, dance leotard (any colour) & dance tights, Athletic pants or shorts & fitted t-shirt (any colour).
- Beige Jazz Shoes are required
- Hair should be pulled backoff the face.

Our dancewear is sensory friendly but we also recognize that some of our dancers have specific needs or preferences. We are open to individualizing dance wear choices and preferences.

Rules and Regulations

Youth Class Attire

Pre Pointe/Pointe:

- Leotard and tights, stirrup dance tight and fitted top, dance skirt optional
- Ballet slippers as well as Pointe Shoes (if child has been approved for pointe)
- Hair should be pulled back off the face


Contemporary:

- Leotard & tights, or leggings & fitted top (no crop tops or booty shorts)
- Beige jazz shoes
- Hair should be pulled back off the face

Hip Hop:

- Athletic Pants, leggings, or dance pants, tee shirt or tank top (no crop tops or booty shorts)
- White Runners
- Hair should be pulled back off the face

Tap:

- Leggings & athletic top, dance leotard (any colour) & dance tights, Athletic pants or shorts & fitted t-shirt (any colour).
 - Intermediate level Tap Shoes, Black, Bloch/Capezio Brand, lace-up/jazz style
 - Hair should be pulled back off the face
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Rules and Regulations

Dancewear Packages

Dancewear Packages, Individual dancewear items and shoes are available for purchase at the studio. Dancewear Fitting Days are August 27-28 from 4-7pm

JBallet Dancewear Package – Includes short-sleeved bodysuit (6 colour choices available), tights, and ballet shoes: \$92+GST

JTap Dancewear Package (JTap 3/Dancin' Kidz): Includes short-sleeved bodysuit (6 colour choices available), tights, and tap shoes: \$96+GST

For our families who have a dancer doing both tap and ballet you can get the Supreme Dance Wear package which includes the bodysuit, tights and both ballet and Intro level tap shoes for \$135+GST.

If you wish to purchase shoes separately we have ballet shoes available for \$42+GST and Intro level tap shoes available for \$52.00+GST. Beige jazz shoes available for \$58+GST.

We will also have a selection of skirts, tutus, dance bags and dance dresses on sale.

If you do not wish to purchase your dancewear from J'Adore, please note J'Adore Tights (colours to be determined) will be required for recital.

Please be sure your child has dancewear for the first day of classes.

Rules and Regulations

Drop Off/Pick Up Procedures

All dancers will be dropped off/picked up at the door and enter into the lobby on their own (except for parented classes).

We strive to create a quiet, calm and welcoming environment for our dancers to come in, change their shoes and get ready for class and also allowing our dancers to focus more during class without the distraction of loud lobby noise. Our lobby began as a drop-and-go lobby simply because of the size reduction and when each dancer brings in a parent (and any younger siblings that might be in tow), our very tiny space becomes chaotic and overcrowded. As noise levels increase and people are stepping all over each other with no room to move, anxiety levels rise, and the calm, welcoming environment we have worked hard to create disappears. For this reason, we have our Drop and Go lobby. We always have extra faculty on hand to help with winter coats, changing shoes and transitioning into the studio. We have had much success with the drop-and-go lobby over the several couple of years and we will maintain this as it has been very successful in allowing our dancers to enter the dance space calmly.

Rules and Regulations

Drop Off/Pick Up Procedures

You may want to consider grabbing a coffee from Sunterra or Krew Kafé, browsing in some of our neighbouring shops, or visiting one of the nearby playgrounds after you drop your child off for their class.

Please be ready for pick up 5 minutes before the end of class. We will be dismissing children promptly so that we can begin preparing the space before the next class arrives. Teachers will come to the door to address parents with class reminders or updates at the end of each class.

Adult classes - children, spouses and friends of adult participants are not permitted to wait unattended in the lobby area. We understand that special situations arise and will be dealt with as such but desk staff are not able to manage children/non clients in the lobby area during class times.

Rules and Regulations

Parent Share Days

Sharing days are listed on Pg 44-47 giving you the opportunity to see what your child has been working on.

Sharing weeks provide you the opportunity to join your dancer in their class to observe the progress they are making and share in their joy of dance! Dancers will demonstrate various aspects of their learning in class and we encourage you to participate along with your dancer at home as your share in their learning as this helps positively reinforce your child's commitment to dance.

We invite 1-2 family members into the space to share in your child's learning.

Parents are permitted to take photos and videos of their child on Parent Share days.

See pages 44-47 for a calendar of Parent Share Days.

Rules and Regulations

Absences and Missed Classes

Performance Program classes do not offer make up classes; however we understand that sometimes dancers may need to miss a class due to illness or other commitments. We have included an extra class in each semester, that is in addition to the classes included in your fees. If you do not miss any classes, these are bonus classes and our gift to you!

Practices videos posted on BAND will help dancers stay connected while they are away.

Sessional Classes: We try to be as flexible as possible with make-up classes. Clients are responsible for marking their own missed classes and can then book a make up for anyone on their account. Only allow 3 make-up classes per session are permitted. There are 2 spots reserved for make up or drop in clients in each class each week.

Attendance is taken at the door by desk staff as dancers enter the studio.

Rules and Regulations

Studio Etiquette

All J'Adore Dance instructors and staff will be treated with dignity and respect at all times. J'Adore Dance reserves the right to dismiss anyone thought to be disrespectful or not following studio policies. In the rare case of a parent/guardian or student showing disrespect or defamation to any parent/guardian, staff member or student, a meeting will be called immediately, and dismissal may be considered at the discretion of the owners. Physical, mental, emotional, or cyber bullying by parents/guardians, staff or students will not be tolerated and may result in dismissal from the studio.

We strive to maintain open, positive communications with our families and hope you will approach us with any concerns.

We ask parents to communicate with their instructors outside of class times. Our instructors' focus needs to be on the dancers and their lessons during the class time slot. Parents are asked to contact us to set up a time to discuss concerns. Please note most concerns can be addressed in a fairly informal manner. If there is a situation that requires a more formal meeting Chantel and Jenna will be there to support you.

Adults and teens - Please be aware of your personal conversations when socializing while at the studio - there may be kids classes entering and exiting an adjacent studio.

Rules and Regulations

Classroom Management Policies

Classroom management should always be done from a positive discipline perspective.

1. Kind and Firm at the same time. (Respectful and encouraging)
2. Helps children feel a sense of Belonging and Significance. (Connection)
3. Is Effective Long-Term. (Punishment works short term, but has negative long-term results.)
4. Teaches valuable Social and Life Skills for good character. (Respect, concern for others, problem-solving, accountability, contribution, cooperation)
5. Invites children to discover how Capable they are and to use their personal power in constructive ways.

Faculty are all given classroom management tools throughout their internship and include strategies such as:

- Modelling desirable behaviour
- Being consistent (Children need to know what the rules/expectations are. i.e. no running in the studio, no hanging from the barres etc.)
- Verbal Reminders
- Proximity
- Positive Reinforcement
- Post class discussion with child and parent

When necessary Ms. Jenna or Ms. Chantel may be brought into the classroom for additional support and problem solving. Parent communication will be open and on-going.

Rules and Regulations

Social Media

- All dancers have completed the FOIP agreement as part of their registration. Dancers who opt out of FOIP have a flag on their account and their images will not be used for social media or advertising purposes.
- Photos and videos of class activities will be posted in BAND for the benefit of each participant's immediate family. We ask that you do not share class materials on your own social media platforms. RECITAL DAY photos posted on BAND are yours to download.
- Teachers are not to post photos and/or videos of their class on their own personal accounts.
- Teachers are not to be friends/followed/following by any J'adore clients under the age of 18.
- It is at teachers' discretion to be friends/followed/following J'adore clients over the age of 18. Please always be mindful of your professionalism of your social media presence.

Rules and Regulations

Cancelation Policy

Full Year Performance Programs:

Cancellations received prior to August 1st of the current dance year will be charged a \$75 plus GST cancellation fee.

Cancellations received prior to September 16th of the current dance year will be charged the \$200 + GST administration/Cancelation fee.

Cancellations received prior to October 31st of the current dance year will be refunded one half of the total annual class fees (not including the \$200 + GST administration/Cancelation fee).

Cancellations received between November 1 and November 30th of the current dance year will receive studio credit for one half of the class cost (not including the \$200 + GST administration/Cancelation fee).

No refunds or credits will be issued for ANY cancellations received after November 30th of the current dance year. If you are unsure if your child is ready for a full year dance commitment, please consider one of our sessional preschool or kids programs.

Class switches will not be considered after the second week of full year programming. Class switches are subject to availability, teacher and administrative approval.

Rules and Regulations

Cancellation Policy

Sessional Programs:

Registrations cancelled before the first class are subject to a \$25+GST administrative fee. No refunds will be issued after the start date of the class, however, we will issue credit (minus the \$25+GST administrative fee) valid for 12 months from the start date of the canceled program if the registration is canceled before the third class of the session. No refunds or credit will be granted after the start of the third class other than for serious illness or injury with medical documentation provided. Cancellation requests must be received in writing (info@jadoredance.com) and can only be processed by management. Credits are non-transferable and non-refundable.

Studio Communication

At J'AdoreDance we strive to maintain open, positive communication with all our dance families. If you have questions, comments, concerns, or feedback we are open to your thoughts and opinions.

We will continue to use the BAND app as our primary form of communication; this will be the fastest way for both parents and faculty to communicate with each other. We ask that you please accept the BAND invite for your child's class and turn on notifications so that you do not miss important information regarding your child's program.

For the 2026-2027 dance year please contact J'Adore Dance Artistic Director Chantel Sampson regarding all dance related programming issues. Chantel can be reached at 780-701-4942 or Chantel@jadoredance.com.

Please contact J'Adore Dance front desk regarding all issues related to fee payments, absences, etc. The front desk can be reached at 780-701-4942 or info@jadoredance.com

All J'Adore Dance instructors and staff will be treated with dignity and respect at all times. J'Adore Dance reserves the right to dismiss anyone thought to be disrespectful or not following studio policies. In the rare case of a parent/guardian or student showing disrespect or defamation to any parent/guardian, staff member or student, a meeting will be called immediately, and dismissal may be considered at the discretion of the owners. Physical, mental, emotional, or cyber bullying by parents/guardians, staff or students will not be tolerated and may result in dismissal from the studio.

Studio Communication

Parent/Teacher Communication

- If a faculty needs to communicate with a parent/client, they will send an email through the info account via the front desk or management. Phone calls to clients regarding studio matters will be made from the studio line and not a personal cell.
- Parents needing to contact teachers can do so by messaging them on BAND, emailing the info account or calling and leaving a message by calling or texting the front desk (780) 701-4942
- Please communicate any concerns with your instructor outside of class times. We strive to maintain open, positive communications with our families and hope you will approach us with any concerns. Our instructors' focus needs to be on the dancers and their lessons. Instructors will always be at the door at the end of class to answer class related questions.
- In between classes they need to prepare for the following class. If you have a larger matter that you would like to discuss, please contact us to set up a time to discuss your concerns.

Recital

Our recital provides our dancers the chance to experience dance as a performance art and showcase their growth over the dance season. Please read your monthly newsletter for all announcements regarding recitals.

All Recital Information and notices are kept in the [Parent Documents](#) section on the website.

All Recitals will be back at the Myer Horowitz Theatre this year!

Junior Recital for Levels 1-3, MT I

Theme: TBA

Date: Sunday, May 30 at the Myer Horowitz Theatre.

Times: Dancers will be assigned to 1 show only. Times TBA once grouping are finalized.

Senior Recital for Levels 4-Adult and MT II,III,IV,V

Theme: TBA

Tech Rehearsal: Thurs May 27 & Fri May 28 (Dancers will be given a time slot)

Dress Rehearsal: Fri May 28 at the Myer Horowitz Theatre (approximately 5pm start)

Show: Sat May 29th - Dancers in attendance from 10:30am- 6pm, Show times approx. 11am and 3pm

2026-27 Dance Season

The 2026 - 2027 dance season opens on Sept 12 and concludes with our year-end performance on the weekend of May 27-30.

Full Year Calendar View on next page.

Mondays: September 14 - May 30*

No classes: Oct 12, Dec 14 , Dec 21, Dec 28, Feb 15, Mar 29, May 24
(May long weekend will have a revised class time for recital practice)

Costume Fitting Days: February 27- March 5

Recital Photo Week: May 3-9

Recital Dates: May 27-30

Parent Sharing: In Class Dates Oct. 5, Dec 7, Jan 25, May 3

Tuesdays: September 15- May 30*

No classes: Nov 10, Dec 15, Dec 22, Dec 29, Mar 23, Mar 30

Costume Fitting Days: February 27- March 5

Recital Photo Week: May 3-9

Recital Dates: May 27-30

Parent Sharing: In Class Dates Oct. 6, Dec 8, Jan 26, May 4

Wednesdays: September 16- May 30*

No classes: Nov 11, Dec 16, Dec 23, Dec 30, Mar 24, Mar 31

Costume Fitting Days: February 27- March 5

Recital Photo Week: May 3-9

Recital Dates: May 27-30

Parent Sharing: In Class Dates Oct 7, Dec 9, Jan 27, May 5

2026-27 Dance Season

Thursdays: September 17- May 30*

No classes: Nov 12, Dec 17, Dec 24, Dec 31, Mar 25, Apr 1

Costume Fitting Days: February 27- March 5

Recital Photo Week: May 3-9

Recital Dates: May 27-30

Parent Sharing: In Class Dates Oct 8, Dec 10, Jan 28, May 6

Fridays: September 18- May 30*

No classes: Nov 13, Dec 18, Dec 25, Jan 1, Mar 26, Apr 2

Costume Fitting Days: February 27- March 5

Recital Photo Week: May 3-9

Recital Dates: May 27-30

Parent Sharing: In Class Dates Oct 9, Dec 11, Jan 29, May 7

Saturdays: September 12- May 30*

No classes: Oct 10, Nov 14, Dec 19, Dec 26, Jan 2, Feb 13, Mar 27, April 3, May 22 (May long weekend will have a revised class time for recital practice)

Costume Fitting Days: February 27- March 5

Recital Photo Week: May 3-9

Recital Dates: May 27-30

Parent Sharing: In Class Dates Oct 3, Dec 12, Jan 30, May 8

Sunday: September 13- May 30*

No classes: Oct 11, Nov 15, Dec 20, Dec 27, Jan 3, Feb 14, Mar 28, April 4, May 23 (May long weekend will have a revised class time for recital practice)

Costume Fitting Days: February 27- March 5

Recital Photo Week: May 3-9

Recital Dates: May 27-30

Parent Sharing: In Class Dates Oct 4, Dec 13, Jan 31, May 9

***See Section 14 Recitals for Recital Performance Information**

Full Year Performance 2026-27

Calendar at a Glance

August '26						
Su	M	Tu	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 '26						
Su	M	Tu	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '26						
Su	M	Tu	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '26						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '27						
Su	M	Tu	W	Th	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '27						
Su	M	Tu	W	Th	F	S
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7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28						

March '27						
Su	M	Tu	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '27						
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May '27						
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23	24	25	26	27	28	29
30						



Dancewear Fitting (4-7pm)



First Class/Parent Share (last 10 min)



Parent Share (last 20 min)



Halloween (classes until 5pm)



Senior Recital (Levels 4-Adult)



Studio Closed/No Classes



Costume Fitting Week



In Class Dress Rehearsal/Photo Week



Senior Recital Tech/Dress Rehearsal (Levels 4-Adult)



Junior Recital (Levels 1-3)

Sessional Classes 2026-27

Calendar at a Glance

August '26						
Su	M	Tu	W	Th	F	S
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16	17	18	19	20	21	22
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30	31					

September '26						
Su	M	Tu	W	Th	F	S
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27	28	29	30			

October '26						
Su	M	Tu	W	Th	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '26						
Su	M	Tu	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '27						
Su	M	Tu	W	Th	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '27						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '27						
Su	M	Tu	W	Th	F	S
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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 '27						
Su	M	Tu	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '27						
Su	M	Tu	W	Th	F	S
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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 '27						
Su	M	Tu	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				



Dancewear Fitting (4-7pm)



Studio Closed/No Classes



First Class/Parent Share (last 10 min)



Costume Fitting Week



Parent Share (last 20 min)



Halloween (classes until 5pm)


Emergency Procedures

Communication Plan

In the event of an emergency, management will immediately be notified by text and then a notification will be sent out to the affected Faculty and Clients requesting an immediate confirmation of receipt via:

1. BAND
2. Email

No replies will be followed up with a phone call

- Management Team: Chantel, Jenna, Rachel, Liesa
 - Faculty: All Deskies, Instructors, Interns, JA
 - Clients: All participants or parents.
-
- 

Emergency Procedures

Inclement Weather and Class Cancellation

- In the event severe inclement weather with stay home advisory, a make-up class will be scheduled for the end of the session. If this is not possible, registered participants will receive a class credit that may be applied to a drop-in pass, make-up class, or future class registration.
 - This information will be communicated on BAND to the registered participants.
-

Emergency Procedures

Student/ Faculty Illness or Injury

In the event of a student illness or injury the faculty responsible for the child will employ first aid techniques as trained. This should only be done if the faculty can do so safely. Management should also be notified of any major illness or injury and Emergency Medical Services (EMS) should be activated by calling the local emergency services number - 911.

Parents will immediately be notified by phone using the contact information on the client file.

In the event of a faculty illness or injury, other faculty on site will employ first aid techniques as trained. This should only be done if the faculty can do so safely. Management should also be notified of any major illness or injury and Emergency Medical Services (EMS) should be activated by calling the local emergency services number - 911.

The faculty's emergency contact will immediately be notified by phone using the contact information on the client file.

Any illness or injury requiring first aid must be followed by an incident report.

Emergency Procedures

Electrical Power Failure

In the event of a power failure phones will not work and faculty cell phones will need to be used for communication. HVAC system will also shut off so environmental conditions must also be monitored closely.

- Contact the electric company to notify them of the power failure.
 - ***Power, Water, Drainage (EPCOR): (780) 412-4500***
 - Emergency lighting will turn on.
 - Flashlights are available in the prop room
 - Open doors weather permitting to allow in extra light.
 - If it is during the day and there is enough day light to safely continue modified instruction cautiously until parents arrive.
 - Music can be played off lap tops without external speakers (there are two block rockers in the back storage room of Yellow.
 - If it is evening/winter and classes can not continue due to safety , lack of light, etc. use cell phones to initiate communication protocols. Classes will be cancelled and clients are to leave the building as soon as possible. Children should be moved into a central place with the most light and kept calm using a seated activity until parents arrive for pick up.
 - Once the building is empty the desk faculty should lock the doors and make their way safely home.
-

Emergency Procedures

Water Main Break

In the event of a water main break:

- Move clients out of the affected studio.
- Call Dan Tonn building manager for further instructions
- Call management
- If necessary turn off electrical breakers and move equipment (music/props) to a non affected area
- Depending on severity, classes will be cancelled and clients are to leave the building as soon as possible. Children should be moved into a safe dry place and kept calm using a seated activity until parents arrive for pick up.
- Once the building is empty the desk faculty should lock the doors and make their way safely home.

Gas Leak

The following section outlines the general response to a gas leak:

- The clients and faculty should evacuate the building and go to the apartments behind the studio
 - Local emergency services (e.g. 911) should be notified that there is a possible gas leak at the studio. Natural Gas (ATCO Gas): (780) 420-5585
 - Management should be notified of the situation, and the communication plan is initiated
 - Do not turn ON or OFF any electrical switches.
 - The studio should not be entered by anyone until the fire department announces it is safe to return
-

Emergency Procedures

Fire

In case of a fire, follow the R.A.C.E. acronym.

R = Rescue (Evacuate the area immediately);

A = Alarm (Fire alarm should be pulled and call 911

C = Contain (Close doors and windows to contain the fire);

E = Extinguish (Evaluate the situation to determine if staff should attempt to extinguish the fire)

Evaluate the situation:

- The location of the fire within the studio/building
- The size of the fire
- The nature of the fire

If the fire is small and is not located in a room where attendees are present, a fire extinguisher may be used to put out the fire however faculty should not attempt to fight the fire if there is an imminent threat to their safety.

A roll call of all attendees and faculty should be taken to ensure that everyone is out of the building. If there is any threat to the clients and faculty at the designated evacuation site, an immediate evacuation to the alternate evacuation location is necessary.

The desk faculty or a designated person should go to a visible location to help direct the fire department to the studio. Once the fire department arrives on scene, the desk faculty or designee should establish contact with the fire department official to discuss what information they need.

When possible, all doors in the studio should be shut, and all electrical switches should be in the off position. This should be done while keeping in mind that both the clients and faculty need to be evacuated in the shortest time possible.

The desk faculty or designee should make sure no child or staff member attempts to re-enter the studio until cleared by the fire department.

Emergency Procedures

Specific Weather Situations

In addition to the specific guidelines the following are recommendations for specific inclement weather emergencies.

- Stay away from doors and windows.
- Turn off, unplug and stay away from computers, monitors audio equipment Power surges from lightning can cause serious damage.

Severe Thunderstorm Watch

- Outdoor activities should be modified to ensure that quick access to safe areas and shelter is available.

Severe Thunderstorm Warning

- All outdoor activities should be terminated and shelter should be taken.
- The deskie or manager will monitor sky conditions as best and safely as possible. If a dark/funnel-shaped cloud is seen, seek shelter immediately. If possible, call local emergency services (e.g. 911) to report it.
- Studio Communication Plan will be initiated

Emergency Procedures

Tornado Watch

- Outdoor activities should be modified to ensure that quick access to shelter is available.
- Upon the approach of thunderstorms, cease all outdoor activities that may delay seeking shelter.
- The deskie or manager will monitor sky conditions as best and safely as possible. If a dark/funnel-shaped cloud is seen, seek shelter immediately. If possible, call local emergency services (e.g. 911) to report it.

Tornado Warning

In addition to the above tornado watch guidelines:

- Faculty will move clients to their designated safe area locations.
- Studio Communication Plan will be initiated

Blizzard/Snow/Ice/Fog

- If winter weather conditions develop or worsen during the course of a class or throughout the day/evening, classes may be suspended for the remainder of the day. Desk staff will communicate with management to make a decision and then initial communication plan. Once all clients have safely left the building the studio will close so all faculty can safely travel home.
-

Emergency Procedures

Shelter-In-Place/Lock Down Procedures

When a threat creates hazardous conditions outside the studio, faculty may need to shelter-in-place. This may also need to occur if it is not safe or there is insufficient time to move to a designated assembly area or secondary relocation site. Shelter-in-place involves keeping children and faculty in place inside the building and securing the studio for the immediate emergency.

Community violence threat - Outside the studio

- Move clients and faculty to the pre-determined areas within studio. This area should be an interior room with the fewest windows or vents that has adequate space to accommodate attendees and staff. Blue studio with the grate down and door closed is the first choice when possible. If unable to leave Purple or Yellow, then close sliding doors and move to the washrooms of Purple or the storage rooms of Yellow.
- Close and lock all doors.
- Turn off studio lights in purple or yellow (washroom and storage room lights can remain on).
- Turn off lobby security monitor
- Any Desk staff clear lobby area and take phone with you.
- Call 911 on studio line (if available), text management team
- Faculty assist in engaging Communication Plan for clients
- Listen for announcements from local officials and continue to shelter-in-place until told it is safe.
- If and when safe pick up can be done via rear doors if able.

Emergency Procedures

Threats inside the studio requiring a partial or complete evacuation

Unstable custody disputes, verbally abusive or threatening clients

- Attempt to alert others of your predicament.
- When possible direct the client to step outside the studio to discuss the situation removing them from the studio.
- If they will not step outside try to direct them into an empty studio or the "office" area keeping yourself
- Offer to call management to speak to the client, this time may allow you to contact authorities and communicate threat to teaching faculty.
- Turn off lobby monitor if possible
- Use calm language
- If you are actually speaking with the individual, advise them that your main goal is to HELP them, not hinder them.
- Attempt to distance yourself from the individual, if possible.
- Call 911 if necessary
- Initiate partial or complete evacuation if necessary
- Contact management

Emergency Procedures

Violent Intruder

- Immediately call law enforcement (e.g. 911) and notify management that you may have a condition for selective/partial evacuation (this may be within the building if the potentially violent person does not leave the area).
 - Clients may have to be moved using rear doors to another studio. When possible move all clients and faculty to the blue studio or across to the lobby of the **apartment buildings behind the studio**.
- **Turn off lobby monitor if possible**
- If you have any reason to believe the individual has a weapon, order a selective/partial evacuation, if possible.
- If the intruder chooses to leave the premises, allow them the freedom to exit making sure to note their vehicle make and model, license plate, and the direction of their travel. Communicate this immediately to the emergency services (e.g. 911) dispatcher.
- Remain calm and be polite.
- Do not physically restrain or block their movement.
- While you are engaging the potentially violent intruder, other available persons should direct clients to move to locations in the studio that are farthest from the incident point. This selective/partial evacuation should precede as orderly and quietly as possible, being careful to use routes not visible to the intruder.
- Once law enforcement arrives, they will assume charge of the situation, negotiate and dictate further movements.
- If a decision is made to relocate to the alternate site while negotiations continue, follow the appropriate evacuation procedures.

Emergency Procedures

Active Shooter

An active shooter is defined as an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims. Active shooters can include unstable persons, and may be unknown to the studio, known to a client or faculty member, an armed criminal, or in rare cases domestic or international terrorists. Faculty must be aware of their surroundings and be prepared to respond appropriately and effectively if they ever find themselves in such a situation in order to protect the clients in the studio and themselves. Active shooter situations seem to be unpredictable and the event often evolves quickly. However, there may be signs that faculty can be aware of to potentially prevent an attack. Examples of behaviors that staff should look out for include suspicious people watching the studio or taking photographs, or strange calls and unusual behaviour by faculty, parents/guardians or visitors. Faculty should report this information as soon as it is identified.

There are three basic steps to survival during an active shooter incident: “Run, Hide, Fight.”

- “Run” - If you are able to escape, evacuate yourself and children to safety and then contact law enforcement (e.g. 911).
- “Hide” - If you and the children/clients are not able to evacuate, use a modified lockdown procedure by hiding, keeping the children/clients as calm and quiet as possible to try to avoid detection.
- “Fight” - As a last resort, in order to protect yourself and the children, fight the shooter with aggression and improvised weapons (e.g. anything you can throw at the shooter such as books, fire extinguisher, props, etc.)

If an intruder leaves with a child or faculty member, it is often times better to let them leave rather than prompt a confrontation that would increase the risk of injury.

Emergency Procedures

Concerns about Student Well Being

- If faculty have concerns over a student's well being, such as mental or emotional health concerns, eating disorders, bullying, abuse at home or school, substance use, etc. they should reach out to management for guidance and support.

When faced with a disclosure, a person may feel panic, fear, helplessness, disbelief, anger, sadness or confusion. Their reaction is critical to the success of the child's disclosure - their first step to getting help.

- Listen.
- Allow the child to tell you what happened in their own words - do not ask leading questions.
- Remain calm and neutral.
- Do not over-react, show shock, anger or any other reaction that would lead the child to believe the abuse or neglect was their fault.
- Do not probe for details.
- Support and acknowledge the child's feelings.
- Reassure the child and tell them that you believe them.
- Comfort the child by saying that it was the right decision to tell someone.
- Assure the child that they did the right thing by telling you and explain that you will need to tell someone who will help.
- Contact your local Child and Family Service Authority or Delegated First Nations Agency, or call the Child Abuse Hotline at 1-800-387-KIDS (5437) or police.
- As soon as you can, record what you heard/saw in the child's words.

In Alberta, if you suspect a child is being abused, it is your legal duty to report it under The Child, Youth and Family Enhancement Act.

Handbook Receipt Acknowledgement

This parent handbook describes important information about J'Adore Dance, and as the participant or guardian I understand that I should consult Chantel Sampson and Jenna Brennan regarding any questions not answered in the handbook.

I understand that any and all policies and practices may be changed at any time by J'Adore Dance.

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

