

BALLET TECH



PARENT / STUDENT

DANCE HANDBOOK

2025-2026

TABLE OF CONTENTS

WELCOME

Parent / Student Dance Agreement.....	2
---------------------------------------	---

I. ABOUT BALLET TECH FOUNDATION

Mission and Values.....	3 - 4
Educational Philosophy.....	4 - 5
History.....	5 - 6

II. WHO'S WHO AT BALLET TECH

Board of Directors.....	7
Artistic and Administrative Staff.....	7
Dance Faculty.....	8
Accompanists.....	8
Dance Class Assistants.....	8

III. DANCE CURRICULUM

Dance Training Policy.....	9
Courses of Study.....	10 - 14
Dance Class Schedule.....	15 - 16
Assessments and Grading	17 - 20
Student-Parent-Teacher Conferences.....	20
Open Classes & Performances.....	20 - 22
The Summer Session.....	22 - 23
Summer Intensive Scholarships.....	23
Dance Dictionaries & Notebooks.....	24

IV. NORMS OF STUDENT CONDUCT

Attendance	25
Punctuality.....	25
Conduct.....	26 - 28

V. STUDENT HEALTH

Health.....	29
Injury.....	29 - 30

VI. DANCEWEAR AND APPEARANCE

Distribution of Uniforms.....	31
Dancewear by Level	31 - 32
Clothing Requests / Replacements.....	32
Lost or Damaged Items.....	32
Items For Purchase.....	32 - 33
Maintenance and Upkeep.....	33 - 34
Unprepared Policy.....	34 - 35
Free Dress Days.....	35
Accessories, Nails, and Hair.....	35 - 37

APPENDIX

Contact Us.....	38
School Calendar - Dance Events.....	39

WELCOME

September 2025

Dear Ballet Tech Families,

Welcome to the 2025-26 school year.

This handbook serves to provide you with important information about Ballet Tech Foundation's dance program, including its curriculum and policies.

Ballet Tech is a collaboration between Ballet Tech Foundation, Inc. and New York City Public Schools (formerly known as the Department of Education). The BT Foundation provides students with dance instruction and NYCPS provides academic instruction. The contents of this handbook reflect the policies of Ballet Tech Foundation's dance program, not NYCPS, or Ballet Tech's academic school.

Should the need arise, we may amend the Dance Handbook during the school year. You will be notified in the event of an amendment and an updated version of the Dance Handbook will be uploaded onto our website. Any policy statements published during the school year are considered to be an addendum to the Dance Handbook.

We look forward to a productive and fulfilling school year.

BALLET TECH FOUNDATION PARENT / STUDENT AGREEMENT

In order to participate in Ballet Tech Foundation's dance program, all parents/legal guardians and students must read and review this Parent / Student Dance Handbook and sign the Parent / Student Dance Agreement, both of which are distributed as part of Ballet Tech Foundation's *Fall Registration Packet*.

The Parent / Student Dance Agreement is an affirmation that families and students have reviewed and understood the contents of this handbook; in addition, the agreement includes a physical activity release form, a consent form for data collection, and a media release form.

I. ABOUT BALLET TECH FOUNDATION

MISSION AND VALUES

Several years ago, Ballet Tech Foundation revised its mission statement and defined its values. The mission statement and values serve as our guide for both overall direction and daily conduct.

Please note: the mission statement and values outlined below are those of Ballet Tech Foundation, not NYCPS.

MISSION STATEMENT

Ballet Tech Foundation Inc. is committed to introducing New York City public school children to the beauty, integrity, and joy of dance. Annually, we provide the rigorous dance training necessary to fulfill and nurture students' intrinsic dance talents, all tuition free. We are developing the dancers and leaders of tomorrow by offering young people, who reflect the rich diversity of our city, a world class dance education and enrichment that encompasses a wide variety of genres of movement and choreography, alongside an excellent academic education in collaboration with New York City Public Schools.

VALUES

Community // Collaboration

- Bonding in fellowship in a space of common ground and shared values where all are nurtured and supported.

Humanity // Compassion, Empathy, Respect, Nurture

- Recognizing and accepting others as individuals with unique needs and perspectives.
- Showing compassion and giving grace to others based on their intrinsic value as people.

Integrity // Artistic Excellence, Discipline, Work Ethic, Rigor, Consistency

- Working with diligence, purpose, persistence, and dedication to reach a goal.

Creativity // Joy, Beauty, Imagination, Innovation

- Acknowledging that everyone has an innate ability to create and explore.
- Honoring and encouraging the infinite possibilities in everyone.

Diversity // Equity, Inclusion, Access

- Embracing a full range of racial, socioeconomic, ethnicity, culture, gender, sexuality, and age identities across our student body and staff.
- Encompassing many varieties of training, thought, teaching styles, conversation styles, and individuality.
- Recognizing the existence and value of multiple perspectives, and divergent experiences with a commitment to engaging with cultural awareness, sensitivity, and competence.

EDUCATIONAL PHILOSOPHY

Ballet Tech's Educational Philosophy reflects our organizational values: Community, Humanity, Creativity, Integrity, and Diversity

Community

At Ballet Tech, dance is the lens through which we see and engage with the world. Through our programming, developed for students, parents, alumni, faculty and staff, we are able to create an environment where dance is the common thread weaving our diverse community together. We connect with the dance community at large by providing our students masterclasses and workshops taught by professional dancers and choreographers, exposing our students to residency companies, and taking field trips to performances by world renowned dance artists. Further, external performance opportunities for our students, especially the annual Kids Dance season, weave them into the NYC dance ecology as participants.

Humanity

At Ballet Tech, we believe that both rigor and nurture are needed for our students to thrive. We strive to ensure that our training program challenges every student to unlock their innate potentials, both in dance and beyond, while simultaneously honoring their humanity. We seek to create a space where students feel safe to ask questions, make mistakes, learn challenging life lessons, and express themselves, all in an effort to help them approach life with empathy, humility, and dignity - for themselves and for one another.

Creativity

Dance is used as a tool to help students expand their imaginations, think critically, and discover their authentic voice through movement. Our programming is developed to teach students how to engage with their creativity so they can learn how to contribute in the studio, and by extension, the world at large. We are in a collaboration with our students on their educational goals and life aspirations, inviting them to communicate with us about their desires so we can help guide them on how to be a creator in their own lives.

Integrity

We know that regardless of a student's aptitude for dance, this art form introduces them to transferable skills - perseverance, discipline, a strong work ethic, accountability, and consistency - that can be used in every aspect of their lives. At Ballet Tech, we believe a strong work ethic is a necessary ingredient to developing any type of talent. We emphasize the importance of a disciplined studio practice, ensuring that our students understand and adhere to the rules of the studio and of the stage, and learn to appreciate the gratification that working with focus and diligence can bring. Our goal is for our students to develop a studio practice that will make them an asset to any space they occupy.

Diversity

While ballet remains the core foundational technique at Ballet Tech, we understand that with the changing landscape of the dance field comes the need for students to be versed in a variety of dance genres. Our students are exposed to and train in various dance styles, reflecting the diversity and cultures of our student body and of our great city of New York. In addition, we embrace a full range of racial, socioeconomic, ethnicity, culture, gender, sexuality, and age identities across both our student body and faculty and staff, creating an inclusive environment for all.

Written by Dionne Figgins

HISTORY

Ballet Tech Foundation was founded in 1974 by choreographer Eliot Feld as a professional ballet company, then known as The Eliot Feld Ballet. For 30 years, until 2003, the company presented biannual performance seasons in New York and toured extensively domestically and abroad.

A few years after founding the company, Mr. Feld was struck with an idea while sharing a subway car with a class of exuberant elementary school children: all children in New York City's public schools should be introduced to classical dance, and those with aptitude and enthusiasm for it should have access to rigorous – and free – pre-professional dance training.

Pursuing this inspiration, Mr. Feld received permission from New York City's Board of Education to hold auditions at elementary schools throughout the city and in 1978 the school – originally called The New Ballet School – opened its doors.

In its first year, 138 students from 8 elementary schools were bused from their schools to 890 Broadway for beginner ballet classes. In subsequent years, dance classes for intermediate and advanced students were added.

In the Fall of 1995, Ballet Tech Foundation entered an unprecedented partnership with the Department of Education and opened Ballet Tech, The NYC Public School for Dance. Ballet Tech's students could now pursue both their academic and dance studies under one roof.

BT alumni have danced with distinguished companies such as A.I.M by Kyle Abraham, Charlotte Ballet, Dance Theatre of Harlem, Limón Dance Company, Martha Graham Dance Company, New York City Ballet, Pacific Northwest Ballet and on Broadway. Students rank in the top percentiles on standardized exams and alumni have enrolled at leading colleges and universities including Brandeis, Brown, Cornell, Juilliard, Penn State, Purchase College, Skidmore, and the University of Southern California.

II. WHO'S WHO AT BALLET TECH FOUNDATION

** Indicates Ballet Tech alum*

BOARD OF DIRECTORS

Patricia Crown	Carol Zerbe Hurford, <i>Vice Chair</i>
Glenn K. Davis	Karen Levinson, <i>Secretary</i>
Laurel Durst	Mimi Lien
Jilian Cahan Gersten*, <i>Chair</i>	Rachel Moreno *
Oliver Han	Patricia Tuthill Pazner *
Suk Han	Edgar Peterson*, <i>Treasurer</i>
Bill Heinzen	

TRUSTEES EMERITI

Cora Cahan	Howard Klein (<i>in memoriam</i>)
Gregory Hines (<i>in memoriam</i>)	LuEsther T. Mertz (<i>in memoriam</i>)

ARTISTIC STAFF

Dionne Figgins	<i>Artistic Director</i>
Ashley Tuttle	<i>Director of Faculty</i>
Cathy Rhodes	<i>Director of Body Conditioning</i>
Janelle Barry	<i>BTANY Manager</i>
Max Azaro	<i>Full Time Faculty Member</i>

ADMINISTRATIVE STAFF

Maggie Christ	<i>Executive Director</i>
Joe Gregori	<i>Administrative Director</i>
Janel Rayome	<i>Administrative Director</i>
Andrew Ennis	<i>Director of External Affairs</i>
Russell Murphy	<i>Director of Finance</i>
Joshua Palmer	<i>Director of People and Culture</i>
Jason Walters	<i>Building Manager</i>
Zoe Padden	<i>Administrative Coordinator</i>
Debbie Mausner	<i>Executive Assistant</i>
Michael Miles	<i>Program Coordinator</i>
Rashel Orellana *	<i>Program Coordinator</i>
Darren Thomas	<i>Program Coordinator</i>
Helen Hill	<i>Development and Communications Assistant</i>
Israel Geronimo	<i>Maintenance</i>
José Lopez	<i>Maintenance</i>
Koa Chun	<i>Studio Manager</i>
Marie Lasclu	<i>Archivist</i>

DANCE FACULTY

Max Azaro	<i>Allegro, Ballet, Introduction to Ballet, Variations</i>
Janelle Barry	<i>Introduction to Ballet</i>
Emory Campbell	<i>Ballet, Contemporary</i>
Annastasia Confrey	<i>Jazz</i>
Lanette Costas	<i>Ballet, Pointe</i>
Megan Eng *	<i>Feld Repertory</i>
Dionne Figgins	<i>Audition Prep, Ballet, Pointe, Study Hall</i>
Mary Lyn Graves	<i>Creative Movement, Introduction to Ballet</i>
Curtis Holland	<i>Tap</i>
Men Ca	<i>Horton</i>
Zuzu Park-Stettner *	<i>Feld Repertory</i>
Brian Reeder	<i>Ballet, Pointe</i>
Cathy Rhodes	<i>Ballet, Pointe, Variations</i>
Ashley Tuttle	<i>Ballet, Pointe, Variations</i>
Asia Yiu *	<i>Feld Repertory</i>

For detailed bios of the Ballet Tech dance faculty, please visit:

ballettech.org/school/faculty-and-staff

ACCOMPANISTS

Nezih Antakli	<i>Percussion</i>	Ben Pawlak	<i>Piano</i>
John Epperson	<i>Piano</i>	Dmitry Polischuk	<i>Piano</i>
Allan Greene	<i>Piano</i>	Dred Scott	<i>Piano</i>
George Lykogiannis	<i>Piano</i>	Mihoko Suzuki	<i>Piano</i>

DANCE CLASS ASSISTANTS

Nicholas Begun *	Marlee Montgomery
Julienne Buenaventura *	Rashel Orellana *
Jaya Collins *	Sofia Villa *
Megan Eng *	Jaheem Wilson *
Jessica Karcz	Asia Yiu *
Michael Miles	Josh Zacher

III. DANCE CURRICULUM

DANCE TRAINING POLICY

Families are expected to make Ballet Tech their child's **primary school for dance study**.

Families who choose to enroll their child in supplemental dance classes outside of Ballet Tech may do so, provided that those classes do not conflict with any element of Ballet Tech's dance schedule - including dance classes, rehearsals and performances.

Middle School families need to be especially mindful of the possibility of schedule conflicts, as Ballet Tech's middle school dance schedule extends late into the afternoon.

7th and 8th grade families who are beginning to explore other dance schools in preparation for their child's high school years are welcome and encouraged to reach out to school administration for advice on other programs. Ballet Tech has relationships with many other training facilities in the city and can help guide families towards programs best suited for their child. *(Note: 7th grade families should review Section III of the Handbook: Summer Intensive Scholarships.)*

In addition to scheduling conflicts, families who choose to enroll their child in supplemental dance classes should take the following into consideration:

Ballet Technique

There are different approaches to ballet technique, and students may find those approaches conflicting.

Physical Health / Injuries

In the experienced estimation of Ballet Tech's faculty, the BT dance curriculum offers students the proper amount of training for their age and developmental stage. Families should be mindful of the number of hours their child is dedicating to dance training beyond the Ballet Tech schedule and the effect that extra training may have on their physical health.

COURSES OF STUDY: 2025-26

- Ballet Technique (All grades)
 - Allegro (Middle School)
 - Audition Prep (7th / 8th Grades)
 - Contemporary (7th / 8th Grades)
 - Creative Movement (4th Grade)
 - Feld Repertory (7th / 8th Grades)
 - Horton (Middle School)
 - Jazz (6th Grade)
 - Pointe (Middle School)
 - Study Hall (7th / 8th Grades)
 - Tap (6th / 8th Grades)
 - Variations (7th / 8th Grades)
-

Ballet Technique

All Grades

Ballet Tech's faculty teaches a blended style of ballet - utilizing influences from American, English, French, Italian, and Russian schools of training - presenting students with a full breadth of classical ballet techniques. Ballet Technique classes are typically 90 minutes long.

Exercises in the Elementary School are designed to be fun while developing muscular control, body awareness, rhythm, and vocabulary. In their ballet classes, Elementary School students:

- Learn and retain basic ballet vocabulary
- Learn basic form, proper placement and alignment
- Understand the 8 classical ballet positions
- Understand the use of *épaulement* (the relationship of the head and shoulders to the feet)
- Develop coordination of the entire body

In the Middle School, the work becomes more challenging and students progress to dancing 5 days a week, Monday through Friday. In their ballet classes, Middle School students:

- Retain form, proper placement, and alignment while doing more challenging combinations
- Continue to experience the flow of a ballet class, with more challenging barre and center work, and traveling combinations across the floor
- Learn and retain intermediate ballet vocabulary
- Continue to incorporate the use of *épaulement* (the relationship of the head and shoulders to the feet)
- Learn how to reverse all combinations
- Strengthen feet and legs for more advanced jumps and pointe work

- Deepen their connections to the relationship between music and movement

Some middle school Ballet Technique and Pointe classes are mixed grade classes to provide students with targeted instruction.

Students are assigned to the mixed grade classes based on assessments made by the Artistic Director and Director of Faculty at the beginning of the Fall Term. Mixed grade class assignments sometimes change at the beginning of each new Term.

Students take all other dance classes with their academic cohort.

Allegro *

Middle School

Allegro focuses on the athleticism and strength required for big jumps and turns.

** See the additional note on page 13 about Allegro and Pointe middle school classes.*

Audition Prep

Open to: 7th and 8th Grades

In Audition Prep, students are guided through the audition process for admission to high school performing arts and summer dance programs, as well as for the broader world of professional auditions. Students review general audition techniques, such as picking up combinations quickly and how to dress and present themselves for different audition settings. With assistance from BT faculty, 8th grade students will choreograph their own solos, which many high schools require for consideration.

This class is an elective – the high school audition session is only open to 8th graders, and starts in September; the summer program audition session is open to both 7th and 8th graders, and will begin later in the fall. Students will have the opportunity to sign up for this class during the first weeks of school.

Contemporary

7th & 8th Grades

In this class, students are introduced to a broad range of foundational Contemporary Modern techniques, such as Graham, Horton, and Limon. Class begins with contemporary based

floorwork progressions, starting in center and then traveling across the floor, where the students will gain mastery of weight exchange and momentum.

Contemporary class alternates with Variations class in the weekly schedule.

Creative Movement

4th Grade

Creative Movement is a type of dance improvisation class in which students explore exercises that help them develop their “physical voice.” There is no wrong way to move in a Creative Movement class – instead students learn how to focus on making clear and creative choices.

Feld Repertory

7th and 8th Grades

In the Feld Repertory class, students learn the choreography created by Ballet Tech’s founder, Eliot Feld. This class gives students the opportunity to learn Ballet Tech’s history through the celebration of Feld’s choreographic cannon, while preparing them for performances, including Kids Dance at The Joyce Theater.

Horton

Middle School

Horton is a modern dance movement technique named after its creator Lester Horton and popularized by famed choreographer Alvin Ailey. Horton emphasizes a whole-body, anatomical approach to dance that includes flexibility, strength, coordination, and spatial awareness to enable freedom of expression.

Jazz

6th Grade

Jazz dance emerged at the turn of the 20th century when African American dancers began blending traditional African steps with European styles of movement. Jazz complements ballet training by emphasizing similar technical elements while using parallel positioning and alignment. This class familiarizes students with the style of choreography that is often used in Broadway musicals and film/television.

Pointe *

Middle School

In Pointe class, dancers learn the technique of supporting their body weight in a specialized shoe known as a pointe shoe. BT students begin pointe training in the 6th grade, which focuses on the development of the muscles of the ankles and feet, so that students gain the necessary strength to support themselves on their toes.

** See the additional note on page 13 about Allegro and Pointe middle school classes.*

Study Hall

Open to: 7th & 8th Grades

Study Hall is open for 7th and 8th grade students who want additional help / guidance in their dance studies. (This class is also utilized to supplement the work that is happening in the Audition Prep class when needed.)

This class is an elective that occurs weekly or bi-weekly, depending on the class schedule. Students have the opportunity to sign up for Study Hall at the beginning of the week; families are notified if their child signs up for that week's session.

Tap

6th & 8th Grades

Tap dance is a form of dance characterized by using the sounds of tap shoes striking the floor as a form of percussion. Two major variations of tap dance exist: rhythm/jazz tap, which focuses on musicality, and Broadway tap, which emphasizes the carriage of the arms and torso.

Variations

7th & 8th Grades

During Variations class, students are taught different dances from the classical ballet cannon. Variations class alternates with Contemporary class in the weekly schedule.

*** Note about Middle School Allegro and Pointe classes**

On Tuesdays and Thursdays, Middle School students have Allegro or Pointe as their second dance class of the day (students take *either* Allegro or Pointe.)

Dance is an ever-evolving artistic form, and historically gendered techniques, such as Allegro and Pointe, are now studied and performed by people of all gender identities. As such, all students can be considered for placement in Allegro or Pointe, regardless of gender. 6th grade students who are initially assigned to one of these classes who would prefer to be considered for a different class should meet with the Director of Faculty.

7th and 8th grade students will have the opportunity at the start of the school year to choose which class they would like to take. Students are required to continue in their chosen technique throughout the remainder of the school year; they may not mix and match, i.e. take Pointe on Tuesdays and Allegro on Thursdays.

DANCE CLASS SCHEDULE: FALL TERM, 2025-26

4th Grade - Class 401

Mondays	Ballet	11:55 AM - 1:25 PM
Wednesdays	Ballet	11:55 AM - 1:25 PM
Thursdays	Creative Movement	11:55 AM - 12:55 PM

4th Grade - Class 402

Tuesdays	Ballet	11:55 AM - 1:25 PM
Thursdays	Ballet	11:55 AM - 1:25 PM
Fridays	Creative Movement	11:55 AM - 12:55 PM

5th Grade

Mondays	Ballet	11:55 AM - 1:25 PM
Wednesdays	Ballet	11:55 AM - 1:25 PM
Fridays	Ballet	11:55 AM - 1:25 PM

6th Grade

Mondays	Ballet	1:45 PM - 3:15 PM
	Tap	3:15 PM - 4:15 PM
Tuesdays	Ballet	1:45 PM - 3:15 PM
	Allegro or Pointe	3:15 PM - 4:15 PM
Wednesdays	Ballet	1:45 PM - 3:15 PM
	Horton	3:15 PM - 4:15 PM
Thursdays	Ballet	1:45 PM - 3:15 PM
	Allegro or Pointe	3:15 PM - 4:15 PM
Fridays	Ballet	1:45 PM - 3:15 PM
	Jazz	3:15 PM - 4:15 PM

7th Grade

Mondays	Ballet	1:45 PM - 3:15 PM
	Horton	3:15 PM - 4:15 PM
Tuesdays	Ballet	1:45 PM - 3:15 PM
	Allegro or Pointe	3:15 PM - 4:15 PM
Wednesdays	Ballet	1:45 PM - 3:15 PM
	Contemporary or Variations	3:15 PM - 4:15 PM
	<i>Study Hall (Elective)</i>	<i>4:15 PM - 5:15 PM</i>
Thursdays	Ballet	1:45 PM - 3:15 PM
	Allegro or Pointe	3:15 PM - 4:15 PM
	<i>Audition Prep (Elective)</i>	<i>4:15 PM - 5:15 PM</i>
Fridays	Ballet	1:45 PM - 3:15 PM
	Feld Repertory	3:15 PM - 4:15 PM

8th Grade

Mondays	Horton	1:45 PM - 3:15 PM
	Feld Repertory	3:15 PM - 4:15 PM
Tuesdays	Ballet	1:45 PM - 3:15 PM
	Allegro or Pointe	3:15 PM - 4:15 PM
Wednesdays	Ballet	1:45 PM - 3:15 PM
	Contemporary or Variations	3:15 PM - 4:15 PM
	<i>Study Hall (Elective)</i>	<i>4:15 PM - 5:15 PM</i>
Thursdays	Ballet	1:45 PM - 3:15 PM
	Allegro or Pointe	3:15 PM - 4:15 PM
	<i>Audition Prep (Elective)</i>	<i>4:15 PM - 5:15 PM</i>
Fridays	Ballet	1:45 PM - 3:15 PM
	Tap	3:15 PM - 4:15 PM

ASSESSMENTS AND GRADING

Dance Report Cards are distributed three times a year in alignment with the Academic School's Marking Period calendar. In addition, students receive a written assessment at the mid-point of the Fall Term, prior to the November Student-Parent-Teacher Conferences, and at the mid-point of the Winter Term, prior to the March Student-Parent-Teacher Conferences.

Mid-Fall Assessment: September 4, 2025 - October 16, 2025
Written assessments distributed October 17

Fall Term / Marking Period 1: September 4, 2025 - December 5, 2025
Report Cards distributed December 12

Mid-Winter Assessment: December 8, 2025 - February 26, 2026
Written assessments distributed February 27

Winter Term / Marking Period 2: December 8, 2025 - March 19, 2026
Report Cards distributed March 27

Spring Term / Marking Period 3: March 23, 2026 - June 26, 2026
Report Cards distributed June 26

Elementary School students receive "level" grades; Middle School students receive "percentage" grades:

PERFORMANCE	LEVEL	PERCENT		PERFORMANCE	LEVEL	PERCENT
Exceeds Standard	4+	98% - 100%		Approaching Standard	2+	77% - 79%
	4	93% - 97%			2	73% - 76%
	4 -	90% - 92%			2 -	70% - 72%
Meets Standard	3+	87% - 89%		Below Standard	1+	67% - 69%
	3	83% - 86%			1	63% - 66%
	3 -	80% - 82%			1 -	60% - 62%

Students are graded in the following categories on their Dance Report Cards: Work Habits and Technical Progress.

The Work Habits category comprises 60% of the Overall Grade; the Technical Progress category comprises 40% of the Overall Grade. The Overall Grade also appears on the Academic Report Card.

WORK HABITS - 60%

- Acceptance of Corrections
- Application and Retention of Corrections
- Concentration and Focus
- Conduct and Decorum
- Energy and Physicality
- Preparedness and Organization
- Punctuality (*Middle School Only*)
- Work Ethic

TECHNICAL PROGRESS - 40%

- Placement/Alignment
- Coordination
- General Flexibility
- Extension
- Use of Hip Rotation
- Use of *Port de Bras*
- Strength of Footwork
- Ability to Pick Up Combinations
- Attention to Musicality

Acceptance of Corrections

How consistently the dancer pays attention to both general corrections that are given to the entire class and individual corrections given to that particular dancer. Please note: the term "correction" specifically refers to feedback about physical technique; not, for example, a correction regarding conduct.

Application and Retention of Corrections

How effectively the dancer absorbs and retains the specific feedback the teacher is giving them about their physical movements.

Concentration and Focus

How well the dancer maintains their attention and mental energy while in class.

Conduct and Decorum

How consistently the dancer conducts themselves in a positive way in the dance learning environment, both in the studio and the dressing room.

- Does the dancer conduct themselves with respect and treat others with respect?
- Does the dancer follow the rules of etiquette and behavior?
- Does the dancer turn their attention to the teacher when the teacher is speaking?
- Does the dancer keep their body off the ballet barre between exercises?
- Does the dancer ask appropriate questions at the appropriate times and follow established rules?

Energy and Physicality

How consistently the dancer studies with their best physical effort and gives 100% of their capacity in a physical sense.

Preparedness and Organization

How consistent the dancer is in being prepared and organized for their dance classes. The number of days “unprepared” for class automatically affects this category -- dancers are marked unprepared when they do not have the necessary materials for class (including dancewear, dance dictionaries and journals) or are not physically prepared (having correct dance attire, having hair correctly secured, etc.).

(See Section VI page 34.)

Punctuality

How consistent the dancer is in arriving to class in a timely manner. (Note: Middle School students receive a grade in this category; Elementary School students do not. Punctuality is incorporated into the “Work Ethic” category for Elementary School students.) The number of unexcused days late to class automatically affects this category.

Work Ethic

How well the dancer trains with discipline, integrity, hard work, and diligence.

Placement/Alignment

How well the dancer finds proper, balanced alignment in any given exercise.

Coordination

How well the dancer understands opposition, uses *port de bras* (carriage of the arms) with their legs and torso, and puts two or more movements together smoothly and effectively.

General Flexibility

How effectively the dancer can stretch and elongate their body.

Extension

How well and how high the dancer can lift and hold a properly placed leg.

Use of Hip Rotation

How well the dancer maintains their ability to rotate the legs and feet from the hips within their own personal range of motion.

Use of Port de Bras

How gracefully and harmoniously the dancer's arms are carried in relation to their body.

Strength of Footwork

How well the dancer can maintain their floor position, use their entire foot in action, and stretch their foot to its fullest point. How well the dancer can utilize their muscles to leave the floor and find elevation in the air with both power and grace.

Ability to Pick Up Combinations

How well the dancer can produce a combination, as instructed by the teacher either visually or verbally.

Attention to Musicality

How well the dancer hears nuances in music and can apply it to their movement.

STUDENT-PARENT-TEACHER CONFERENCES

Student-Parent-Teacher conferences are held twice a year—in the fall and in the spring. Conferences are for both academics and dance. Both students and parents/guardians attend the conferences.

November 4, 2025:	11:30am - 2:30pm	(Virtual)
November 5, 2025:	4pm - 7pm	(In Person)
November 6, 2025:	1pm - 4pm	(In Person)
March 3, 2026:	Time TBD	(Virtual)
March 4, 2026:	4pm - 7pm	(In Person)
March 5, 2026:	1pm - 4pm	(In Person)

OPEN CLASSES & PERFORMANCE OPPORTUNITIES

Open Classes & The Holiday Sharecase

Ballet Tech holds Open Classes throughout the year so that you may view your child's dance progress in person. The December Open Classes are accompanied with a studio performance, the Holiday Sharecase.

Please note the dates below are subject to change:

Fall Term

Wednesday, December 10	Elementary School Open Classes & Sharecase
Wednesday, December 10	Middle School Open Classes & Sharecase
Thursday, December 11	Middle School Open Classes & Sharecase

Winter Term

Dance classes will be open for observation the week of March 9 – a detailed schedule for the March open classes will be released later in the year.

Playscape Performs

Playscape Performs is an outdoor performing arts festival that takes place at the “Playscape” playground in the Battery. The festival is organized by the Battery Conservancy.

As part of the festival, Ballet Tech’s 4th and 5th grade students dance in an original piece called “About Sprouts”, choreographed by David Parsons, Artistic Director of Parsons Dance.

All 4th and 5th grade students are eligible, and encouraged, to participate. Participating students must attend all scheduled rehearsals and performances.

Rehearsals happen in the spring during dance classes.

2026 Playscape Performance Calendar

Friday, May 15	2pm & 3pm
Saturday, May 16	2pm & 3pm
Sunday, May 17	Rain Date *

** The rain date will be utilized if performances on BOTH Friday and Saturday are canceled due to weather.*

(Schedule above is subject to change.)

Kids Dance

Kids Dance is Ballet Tech's annual performance season at The Joyce Theater, located at 175 8th Avenue (at the corner of 19th St.) Kids Dance typically features students in the Middle School, as Elementary School students are still in the primary stages of their dance training.

Middle school students will have the option to audition for the 2026 Kids Dance season in December. Participation in Kids Dance is at the discretion of the Artistic Director and the Director of Faculty and is based on a student's work ethic, ability to execute the choreography, and consistency in their attendance for class. Students participating in Kids Dance must attend all scheduled rehearsals and performances.

Students who opt out of Kids Dance will attend a separate dance class during the scheduled rehearsal time or may be asked to attend the rehearsals to learn choreography as part of their training.

2026 Kids Dance Performance Calendar

Thursday, June 4 *	7pm
Friday, June 5 *	7pm
Saturday, June 6	2pm and 7pm
Sunday, June 7	2pm

(Schedule above is subject to change.)

* There are no academic classes on Thursday, June 4 (Anniversary Day) and June 5 (Clerical Day). However, there will still be dress rehearsals and performances on those two days.

THE SUMMER SESSION

Each summer, Ballet Tech Foundation offers its incoming and continuing students a 4-week summer dance program. (In addition, 8th grade graduates will be eligible to participate in our summer alumni classes.)

Participation in the Summer Session is recommended, but not required.

In addition to their regular dance classes, students take classes that are not offered during the academic school year. For new students and their families, the Summer Session is a great time to get to know new classmates and fellow parents prior to the start of the school year.

The **2026 Summer Session** is scheduled for **July 6 - 31**. The summer class schedule and registration forms will be distributed to families in late Winter 2026.

SUMMER INTENSIVE SCHOLARSHIPS

Ballet Tech recommends that students who intend on continuing their dance training post-graduation consider participating in a summer dance intensive between their 7th and 8th grade years in addition to, or instead of, participating in Ballet Tech's Summer Session.

BT recognizes that enrolling in summer intensives can be cost prohibitive. Therefore, Ballet Tech Foundation provides scholarships to students who wish to attend external summer dance programs between their 7th and 8th grade school years.

These scholarships are available to any 7th grade student currently attending Ballet Tech who is accepted to an external program and intends on returning to Ballet Tech during their 8th grade year. Scholarships are awarded in the amount of the tuition at the external program, up to a limit of \$1,000 per student.

The scholarship for summer 2026 only applies to programs that begin after the last day of the NYC public school calendar. The last day of school for the 2025-26 school year is June 26, 2026.

In addition, the scholarship can only be used for programs based in the United States; it can not be applied to international programs.

Additional information:

- Only program tuition fees are eligible (no housing, clothing, transportation, or other fees). Scholarship funds will be payable to the external school (not to the student) upon submission of a letter of acceptance, a tuition bill, and a formal request.
- If the external program costs less than \$1,000, only that amount will be available. If the external program costs more than \$1,000, only \$1,000 will be available.

Information about how to sign up for the Summer Intensive Scholarship is given to 7th grade families in the fall.

DANCE DICTIONARIES & NOTEBOOKS

All BT students are given a copy of a dance dictionary in their first year at Ballet Tech: *Technical Manual and Dictionary of Classical Ballet* by Gail Grant. This dictionary is a useful resource to students throughout their years at Ballet Tech.

Students are also given a small notebook for their dance classes.

Teachers will instruct students as to which days they would like them to bring their dictionaries and/or notebooks to class.

Students who lose their dance dictionaries will be charged \$5 for a replacement copy. (Families are also welcome to purchase a new or used copy from any bookseller, if they prefer.)

Students who lose their notebook have the option of using a different notebook of their choosing. However, if they would prefer a replacement of their BT notebook, it can be purchased for \$2.

IV. NORMS OF STUDENT CONDUCT

Ballet Tech requires strong levels of physical, intellectual, and emotional commitment from each student to meet the rigorous standards and expectations required for the study of classical dance. Students are expected to dedicate themselves to their dance studies and take full advantage of the unique training that is offered to them.

ATTENDANCE

Students are expected to regularly attend all scheduled dance classes and rehearsals. Illnesses, injuries, or other serious circumstances are the sole allowable reasons for absences.

To ensure continuity in their dance training, we strongly encourage families to make appointments – including medical and dental – on days/times that do not conflict with classes and rehearsals.

Middle School Schedule

The end of the Middle School academic school day is 2:40pm. However, Middle School dance classes extend past 2:40pm. Students are obligated to attend these classes. When students are engaged in dance activities past 2:40pm, they are instructed and supervised by Ballet Tech Foundation faculty and staff, not the academic faculty and staff. Middle School classes last until 4:15pm – please refer to *Section III, Pages 15 and 16* for more information about the Fall 2025 Middle School schedule.

Attendance of the Academic Day

Students who are absent for the entirety of the academic day will not be permitted to attend their dance classes, rehearsals, or performances later in the day, unless there are circumstances that have been approved by school administration. If a student stays home in the morning because they are feeling unwell then they should not come to school later in the day for the sole purpose of attending dance class / rehearsal.

PUNCTUALITY

Students are expected to arrive on time and be fully prepared to begin each of their dance classes. Punctuality is a component of the “Work Habits” section in the Dance Assessment.

CONDUCT

General Conduct

All members of the BT community – faculty, staff, musicians, and students – are expected to contribute to a positive and productive learning environment and are expected to conduct themselves with respect and treat others with respect.

Students are expected to show a consistent focus and commitment to their dance studies. Matters of student conduct must be in accordance with NYCPS's *Discipline Code*. Conduct is a component of the "Work Habits" section in the Dance Assessment. In addition, inappropriate conduct may jeopardize a student's ability to participate in supplemental dance activities such as field trips, workshops, and performance opportunities.

Dismissal from Class

A teacher may need to dismiss a student from dance class due to disorderly or disruptive conduct, including, but not limited to, failing to abide by the rules of the ballet studio, invading the space of others, or a violent outburst.

A student who is dismissed from class meets with school directors and an "Incident Report" is filled out and saved in the student's file. A phone call home or a conference with the student's family occurs when deemed necessary by school administration, or when requested by a parent/guardian.

School Property

Students are expected to respect all school property including, but not limited to, dance studios, pianos, dressing rooms, lockers, hallways, and walls. Students are not permitted to use any video or sound equipment (including instruments) kept in the studios, nor are students permitted to be in the studios unsupervised. Eating and drinking in the studios and dressing rooms is prohibited, except for water.

Personal Property

Students are expected to respect the property of their fellow students. Matters of theft / destruction of student property will be addressed in accordance with the NYCPS's *Discipline Code*.

Ballet Tech is not responsible for stolen property – 4th, 5th, and 6th grade students are expected to utilize the "lock-boxes" in the dressing rooms for any items of personal value. 7th and 8th grade students are provided with a dance locker in the 8th floor dressing rooms and

are expected to use them accordingly. In addition, all middle school students have an academic locker.

Cell Phones and Electronic Devices

BT Foundation's cell phone policy is in accordance with the academic school's. Students are not permitted to use cell phones or other internet-enabled personal devices (such as an Apple Watch) during the school day. Elementary School students must store their devices in their academic classroom lock-box from arrival to dismissal; Middle School students must store their devices in their academic lockers from arrival to dismissal. All devices must be turned OFF while being stored.

Family members who need to communicate with their child during the school day should call either the academic office (212-254-1803) or the ballet office (212-777-7710).

Please refer to the Academic Parent-Student Handbook for more information regarding Ballet Tech's cell phone policy.

Studio Rules

In each studio, a poster is displayed with the following rules, summarizing expectations for students in their dance classes:

Be Respectful

Everyone in the BT community deserves respect

Be Prepared

Have your uniform and hair adjusted, jewelry off, and water bottle filled

Be On Time

Punctuality is important

Set Your Intention

Stay calm, focused, and ready to learn

Warm Up

When you enter the studio, go straight to your barre spot

Stay Engaged

Pay attention, practice active listening, and stay quiet

Do Your Best

Practice, practice, practice

Don't Touch

The instruments, the sound systems, or the mirrors

Don't Forget

No food or gum

Keep your hands to yourself

Don't hang on the barres

Have a great class, and remember to leave the studio as you found it!

V. STUDENT HEALTH

HEALTH

Throughout the year, Ballet Tech invites Harkness Center for Dance Injuries, a leading organization in the field of dance medicine, to provide educational lectures and workshops for our students, faculty, and families on topics including injury prevention and nutrition for dancers.

This year, Harkness will provide workshops both in person and virtually. Workshops for families will be held on Zoom, and an email will be sent out in advance with a Zoom link.

Harkness Injury Prevention Assessments (IPA)

Harkness offers BT students age 12 and older free “Injury Prevention Assessments” with a physical therapist or athletic trainer at one of the Harkness locations.

Families who are interested in signing their child up for an assessment can make an appointment by calling 212-598-6054 or emailing harkness@nyulangone.org.

For more information about the services provided by Harkness, please visit nyulangone.org/care-services/harkness-center-for-dance-injuries.

INJURY

Injury at School

Ballet Tech Foundation follows all NYCPS guidelines on addressing any student accident / injury that happens onsite.

When a student is injured during dance class, the principal and the academic office are notified, the student’s parent/guardian is notified, an incident report is filled out, and first aid is administered (see note below.)

First Aid

If the injury occurs at school, the student will be brought to the school nurse who will assess the student and administer first aid.

If the nurse is absent, then Ballet Tech Foundation may administer first aid. BT Foundation follows NYCPS protocols regarding the administering of first aid. It is limited to ice and band-

aids, as appropriate. Ballet Tech Foundation faculty and staff are not permitted to give medication to students.

Injury Outside of School

Families should inform both Ballet Tech's academic office and the dance office if their child has suffered an injury outside of school hours. (Please see the academic school's Handbook for guidance on communicating with the academic school.)

Observing Class

When appropriate, students unable to physically participate in dance class due to an injury will be expected to observe class and rehearsal. Students are given a Class Observation Form to help guide them while watching class. If a student has a long-term injury (e.g. they are not permitted to dance for six weeks), then the academic office and the dance office will collaborate on an appropriate learning plan for the student.

Resuming Dance Activity After Injury

To ensure their safety, students will not be allowed to re-engage in physical activity after returning from an injury without parental consent and a note from a medical professional. Both the academic office and the ballet office need to receive a copy of the medical note.

Modified Class / Ongoing Physical Conditions

There are scenarios when a student may be able to participate in their dance classes but in a modified manner. (For example, it is common for a doctor to give permission for a dancer to return to class after a foot injury but initially advise that they skip any exercises that involve jumping.)

Dance faculty will modify their instruction for a student, but the student's family must provide an official note from the student's doctor outlining and permitting the modifications and guidelines.

VI. DANCEWEAR AND APPEARANCE

Ballet Tech provides necessary dancewear for all students. As part of their pre-professional training, all Ballet Tech students are expected to come fully prepared for class every day, wearing the correct uniform. Students are to be conscientious and organized about the upkeep of their dancewear.

DISTRIBUTION OF UNIFORMS

Elementary School students receive two sets of their dance uniform – a leotard, a pair of shorts, and a pair of socks – plus one pair of ballet slippers.

Middle School students receive three sets of their dance uniform. In middle school, there are two different uniforms for our students. Both uniforms have the same black leotard – however, one uniform has gray tights, white socks, and white ballet slippers; the other uniform has pink tights and pink ballet slippers. Students may choose the uniform of their preference – if they are given a uniform that is not of their preference they should see a staff member to swap it out.

All students return their dance uniform at the end of the school year. Families will be invoiced for any items not returned. See page 32 for more information about “Lost or Damaged Items.”

DANCEWEAR BY GRADE LEVEL

	Leotards	Shorts / Tights	Socks	Ballet Slippers	Misc. Extras
4th Grade	2 White	2 Black Shorts	2 Pairs White	1 Pair White	n/a
5th Grade	2 Royal Blue	2 Black Shorts	2 Pairs White	1 Pair White	n/a
Middle School	3 Black	3 Gray or 3 Pink Tights	3 Pairs White (for Gray tights)	1 Pair Pink or White	3 Dance Belts and 1 Waist Belt (when applicable)

A Note About Undergarments for Middle School Students

It is generally recommended that leotards and tights be worn without undergarments, with the exception of dance belts, which are worn for anatomical support and to provide safety during movement.

If students choose to wear undergarments, they should be seamless, a neutral color/flesh-toned, and fully concealed by the leotard/tights.

CLOTHING REQUESTS / REPLACEMENTS

Students may request a replacement item of dancewear if they have an item that they have outgrown or that is worn beyond repair. Faculty or staff members may also replace an item of dancewear for a student if they deem it necessary.

LOST OR DAMAGED ITEMS

Families will be charged for any items in the dance uniform that are lost or damaged. Below are the amounts that will be charged, based on average retail prices:

<u>Item</u>	<u>Amount</u>
Leotards	\$15
Tights (Gray)	\$30
Tights (Pink)	\$15
Shorts	\$15
Full-Sole Ballet Slippers	\$20

ITEMS FOR PURCHASE

As stated above, students are provided with dancewear free of charge. Ballet Tech distributes the dancewear to students and then collects it at the end of the school year.

However, certain items worn by Middle School students cannot be re-distributed, and therefore are sold to families at a discounted rate: pointe shoes, toe pads, dance belts, and split-sole ballet slippers.

Families are invoiced whenever one of these items is provided to a student.

Ballet Tech shares in the cost of the items listed below and charges families the following discounted rates:

<u>Item</u>	<u>Cost to Ballet Tech Families</u>	<u>Retail Value</u>
Pointe Shoes	\$45	\$114 - \$122
Toe Pads (<i>For Pointe Shoes</i>)	\$15	\$27
Split-sole Ballet Slippers	\$20	\$27-42
Dance Belts	\$15	\$27

MAINTENANCE AND UPKEEP

Students are responsible for maintaining the upkeep of their dancewear. They must wash their clothes regularly, mend holes, and sew elastics and/or ribbons on their shoes, as needed.

Students are responsible for keeping their dancewear clean and bringing it with them to school daily. Students will be marked “unprepared” when they come to school missing any of their dancewear items.

Tips for Maintenance and Upkeep of Dancewear

- **Machine Washing and Drying:** In a regular washing machine, use the gentle cycle. In a dryer, use a low heat setting (high heat will shrink the clothes). For best results, hang dry the dancewear on a drying rack or a hanger.
- **Hand Washing:** Use warm water and a very small amount of detergent. Allow clothing to soak in the soap and water for several minutes and rub the clothing on any dirty parts. After washing, rinse all the detergent out of the clothing. After rinsing, squeeze out all excess water. Hang clothes to dry on a drying rack or on a hanger over a bathtub.
- If a student notices a mendable hole or tear in their clothing, it is their responsibility to repair it as soon as possible. School staff can provide advice on how to do so.

Tips for Maintenance and Upkeep of Pointe Shoes

Students who take pointe class are responsible for the maintenance of their pointe shoes. Pointe shoes require a lot of care and should be treated with respect and diligence. They are handmade by artisans and are very expensive.

There are also things that can be done to help pointe shoes feel better for a dancer, so the shoe feels more like a part of the foot.

- Pointe shoes should be kept clean and not worn at home. They should be *aired out* at home in between classes.
- Ribbons and elastics should be sewn at the correct length for each student and sewn in the correct placement on the shoe. The elastic should fit snugly around the ankle.
- Students should check the sewing of their ribbons and elastics after each class. If something needs to be repaired or tightened, it should be done before the following class.
- Students should make sure and have two toe pads and any toe spacers they might use.
- Students should have their own supply of band-aids, toe tape, "second skin" and jet glue (if needed). Jet glue should be applied at home with adult supervision, not at school.
- Fittings for new shoes are done after-school on Fridays. There is a sign-up sheet posted on the bulletin board in the cafeteria. Students should anticipate when they need new shoes and sign up in advance to avoid being marked unprepared for pointe class.

UNPREPARED POLICY

As stated above, students must be prepared for class. Preparedness for class is a component of the "Work Habits" section in the Dance Assessment. Students are allowed 3 days per school year in which staff will provide replacement dancewear before their grade is affected. Families will be notified if their child is consistently unprepared for class.

Preparedness is not limited to the dance uniform. Other examples of being "unprepared" for dance class are:

- Not having dance dictionaries and/or notebooks and/or a writing utensil when required by the teacher
- Not having pointe shoes or pointe supplies such as ribbons, toe pads, band aids, etc.
- Not having hair properly secured / not having hair supplies

FREE DRESS DAYS

There are a few days throughout the school year when students will be allowed to take dance class in an outfit other than the official BT dance uniform, such as Halloween, Valentine's Day, etc. Families and students will be informed of those days in advance.

ACCESSORIES, NAILS, AND HAIR

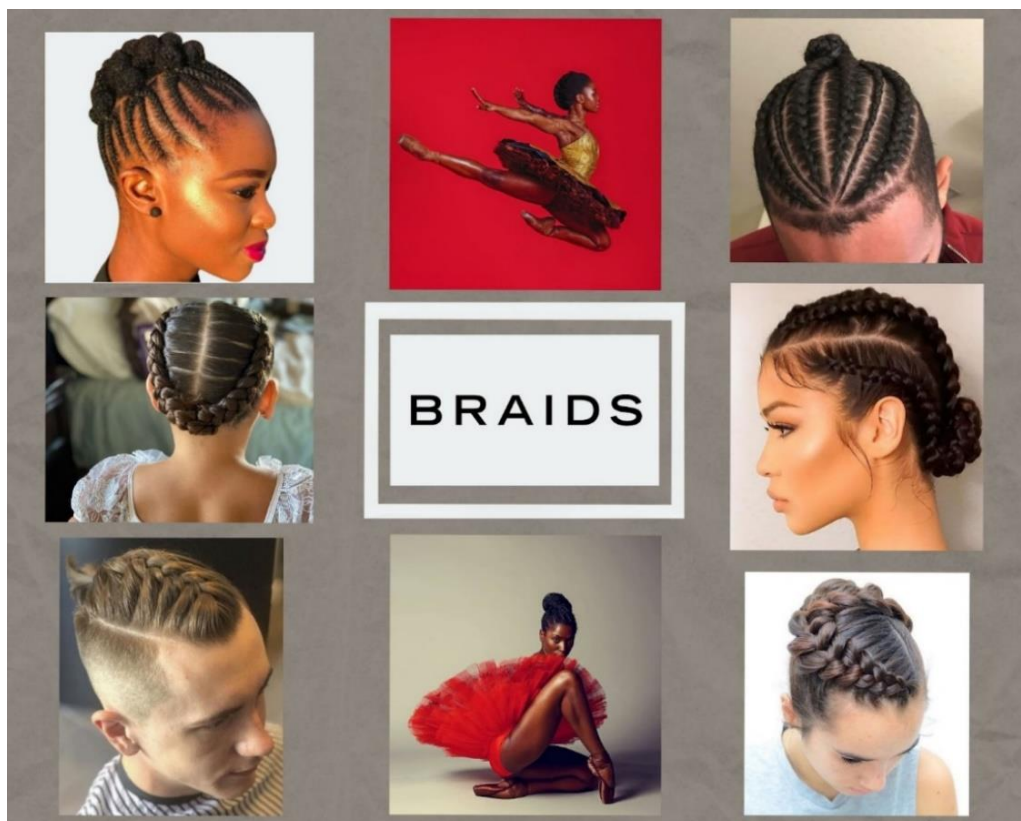
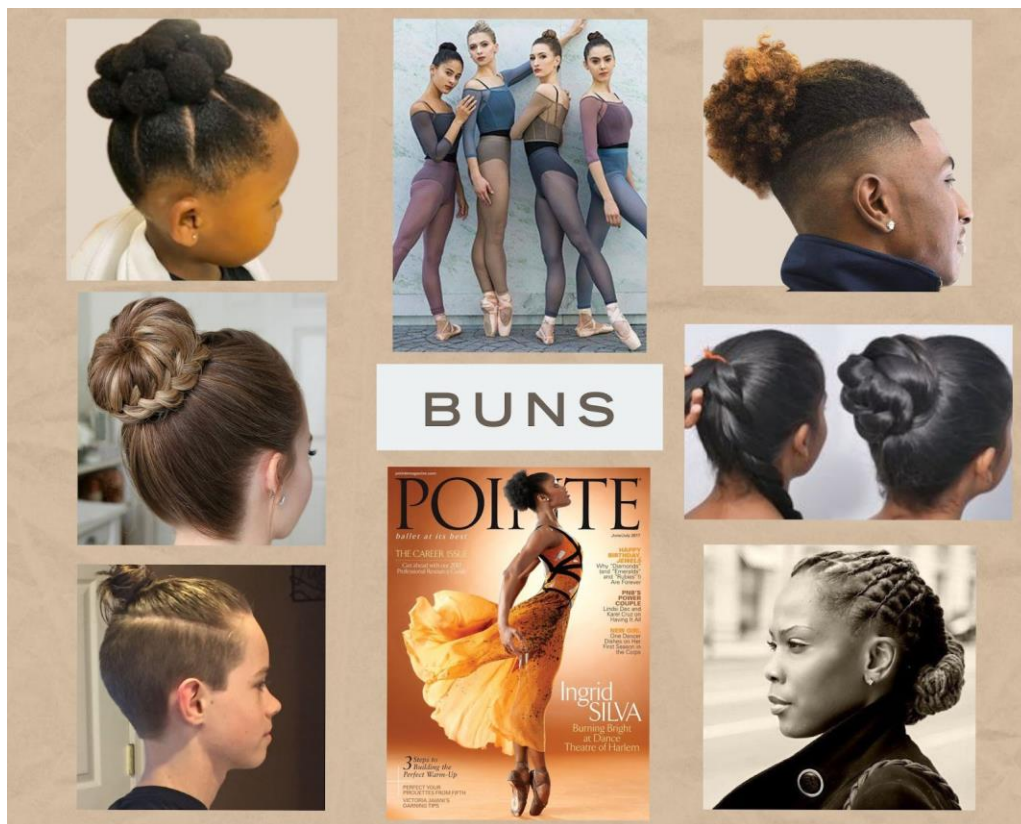
Students may not wear necklaces, bracelets, anklets, toe rings, belly rings, dangly earrings, or any other jewelry that could limit their mobility or pose a safety risk. Stud earrings are permissible.

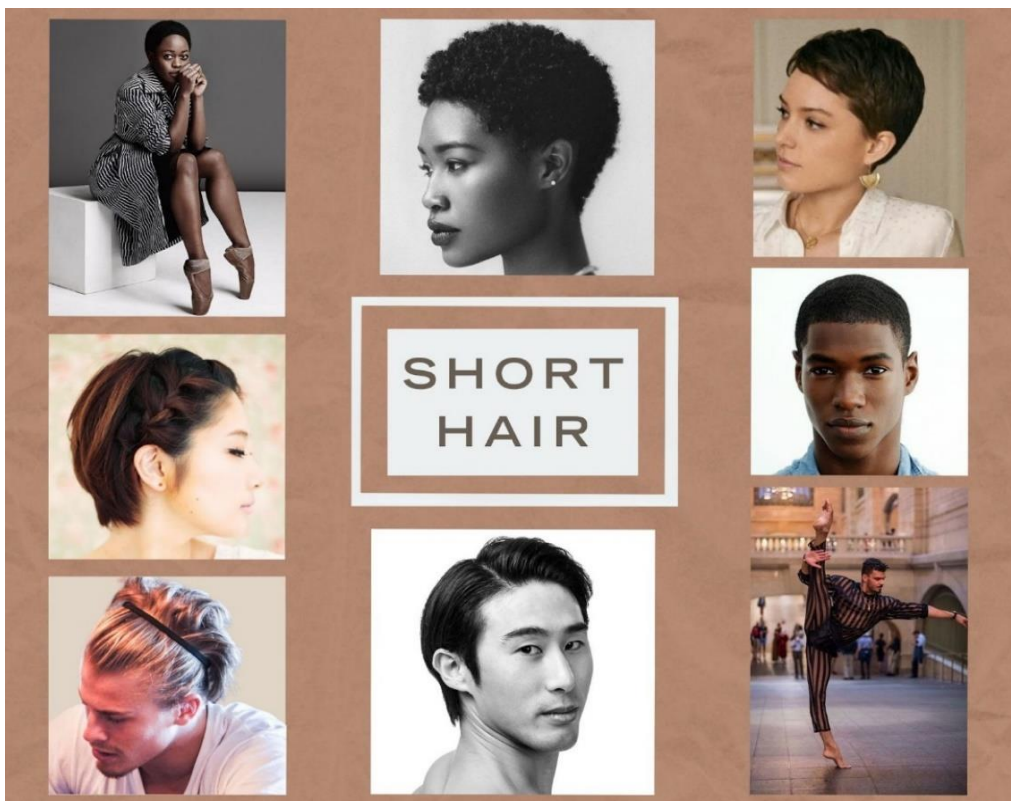
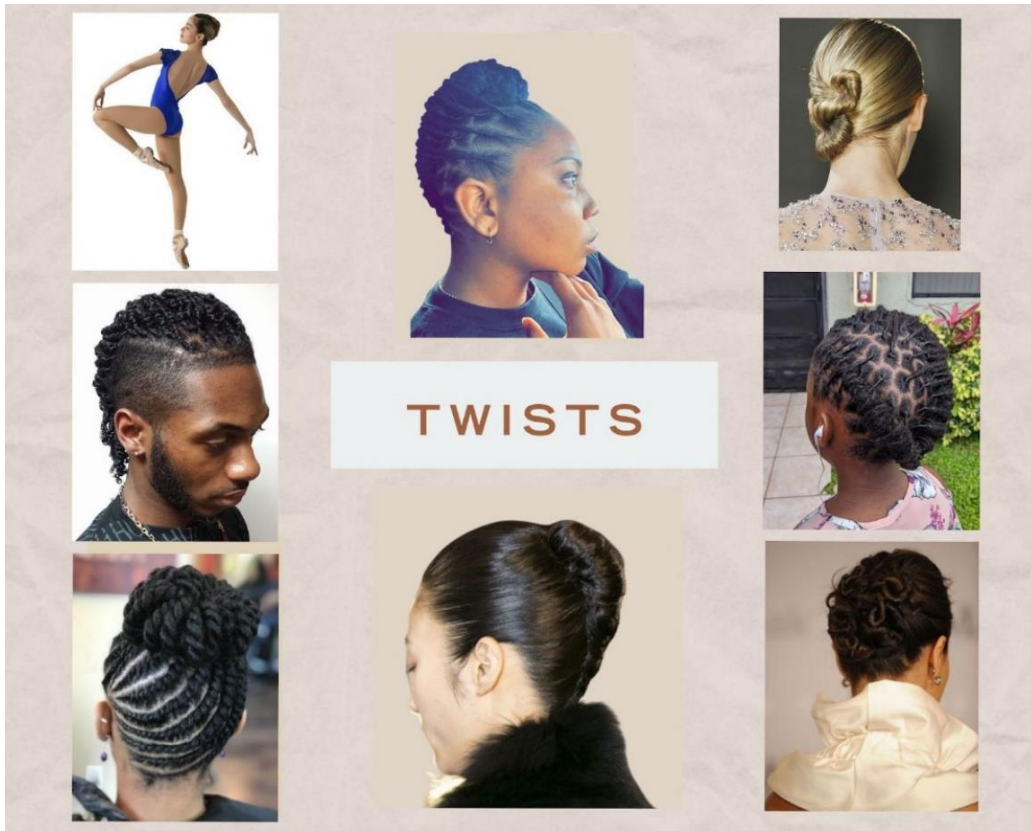
In addition, students should be mindful of their fingernails – long nails, including artificial nails, can pose a safety risk to other students and themselves.

For dance class, all students must properly secure their hair up and away from the face and off their neck, using discreet hair supplies, if needed. There may be times when a teacher allows students to wear their hair in a looser fashion, and students will be informed of that when applicable.

Students who are unable to quickly and neatly secure their hair prior to the start of dance class should come to school with their hair already prepared for dance. Students are expected to have their own hair supplies.

There are many ways to prepare hair for dance class – please see the examples below of ways to prepare buns, braids, twists, and short hairstyles for dance class:





CONTACT US

Ballet Tech
890 Broadway
8th Floor
New York, NY 10003

Phone: 212-777-7710
Front Desk: extension 300

www.ballettech.org

Dionne Figgins

Artistic Director

dfiggins@ballettech.org / ext. 301

Ashley Tuttle

Director of Faculty

atuttle@ballettech.org / ext. 310

Joe Gregori

Administrative Director

jgregori@ballettech.org / ext. 306

Janel Rayome

Administrative Director

jrayome@ballettech.org / ext. 304

Zoe Padden

Administrative Coordinator

zpadden@ballettech.org / ext. 302

Michael Miles

Program Coordinator

mmiles@ballettech.org / ext. 308

Darren Thomas

Program Coordinator

dthomas@ballettech.org / ext. 305

Rashel Orellana

Program Coordinator

rorellana@ballettech.org / ext. 312

DANCE CALENDAR: 2025-26

SEPTEMBER 2025

- 2-3 Faculty Orientation Days
- 4 First Day of School, 2025-26
- 4-5 Student Orientation Days
- 5 Harkness Nutrition Workshops for Middle School Students
- 8 First Day of Regular Dance Classes
- 11 Meet the Teachers Night, 5:30pm
- 23-24 Rosh Hashanah – School Closed
- 25 Harkness Nutrition Workshop for Families on Zoom, 5:30

OCTOBER 2025

- 2 Yom Kippur – School Closed
- 10 Ballet Hispánico Workshops
- 13 Italian Heritage / Indigenous Peoples’ Day – School Closed
- 16 PTA Meeting, 6pm: “Dance Curriculum Night & Family Dance Classes”
- 17 Mid-Fall Assessments Distributed
- 20 Diwali – School Closed
- 21-24 Paul Taylor Dance Workshop (7th & 8th Grades)
- 21-24 Week in the Life of a BT MS Student (5th Grade)
- 22 First Day of Fall “Introduction to Ballet” Program
- 31 Halloween – 3:15pm Middle School Dismissal

NOVEMBER 2025

- 4 Election Day – No Classes
- 4 Parent-Teacher Conferences, 11:30am-2:30pm
- 5 Parent-Teacher Conferences, 4pm – 7pm
- 6 Early Dismissal / Parent-Teacher Conferences, 1pm – 4pm
- 11 Veterans Day – School Closed
- 27-28 Thanksgiving Recess – School Closed

DECEMBER 2025

- 5 End of Fall Term
- 10 4th & 5th Grades Open Classes & Sharecase
- 10-11 Middle School Open Classes & Sharecases
- TBD Kids Dance Auditions
- 24-Jan 2 Winter Recess – School Closed

JANUARY 2026

- 5 Classes Resume
- 14 - 26 Parsons Playscape Workshop (Elementary School)
- 19 Rev. Dr. Martin Luther King, Jr. Day – School Closed
- 26 First Day of Winter “Introduction to Ballet” Program

FEBRUARY 2026

- 16-20 Mid-Winter Recess – School Closed
- 27 Mid-Winter Assessments Distributed

MARCH 2026

- 3 Parent-Teacher Conferences, Time TBD
- 4 Parent-Teacher Conferences, 4pm – 7pm
- 5 Early Dismissal / Parent-Teacher Conferences, 1pm – 4pm
- 9-13 Open Class Week
- 18 PTA Meeting, 6pm: “Family Dance Classes”
- 19 End of Winter Term
- 20 Eid al-Fitr – School Closed

APRIL 2026

- 2-10 Spring Recess – School Closed
- 13 Classes Resume

MAY 2026

- 14 Playscape Performs Tech Rehearsal at The Battery
- 15 Playscape Performs, 2pm and 3pm
- 16 Playscape Performs, 2pm and 3pm
- 17 *Playscape Performs, 2pm and 3pm (Rain Date)*
- 21 Night of the Arts (Visual Art & Poetry), 5:30pm
- 25 Memorial Day – School Closed
- 27 Eid al-Adha – School Closed

JUNE 2026

- 1-3 Kids Dance Tech Rehearsals at The Joyce Theater
- 4 Kids Dance, 7pm
- 5 Kids Dance, 7pm
- 6 Kids Dance, 2pm and 7pm
- 7 Kids Dance, 2pm
- 19 Juneteenth – School Closed
- 24 8th Grade Graduation, 5pm
- 26 End of Spring Term / Last Day of School, 2025-26

JULY 6 - 31: 2026 SUMMER SESSION

Please visit ballettech.org/schedule for the most up-to-date version of the school calendar, including academic and PTA events.