



SCHOOL REGULATIONS 2020-2021
Royal Ballet School Antwerp





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Welcome to our school!

Dear student,

We are so pleased you have chosen our school. In these School Regulations, we will explain how our school functions. You will find information about your rights and obligations, and your parents will find information in these School Regulations about cooperation with the school and school fees.

These School Regulations constitute an important document. You and your parent(s) must agree to and sign these regulations. Only then will you be allowed to attend our school.

If the School Regulations change, the school will request your approval again.

- If you sign the new version, you can remain enrolled in school.
- If you don't sign the new version, the school will deregister you for the following school year. You will not be permitted to take any more classes.

If you prefer to read a paper copy of the School Regulations, you can always request a copy at school.

We look forward to working together. We greatly appreciate your confidence in our school!

Kind regards

The school team



Word of welcome from the management

Dear student,

Congratulations on your audition, acceptance and enrolment in the Royal Ballet School of Antwerp. You were accepted at the Royal Ballet School of Antwerp because you were assessed to possess talent and meet the requirements to enter our programme to train professional dancers.

Your success is our objective. We will be investing in your future and are carrying on an artistic and academic tradition that has produced great artists throughout ballet history. Our policies, curriculum and choice of performances are based on years of experience which work in your favour. We will be here to guide you on your journey to artistic excellence.

We strive for mastery of classical ballet, contemporary dance, performance experience, artistry, stage presence and academic knowledge with a view to successful auditions and permanent employment, which we hope is also your goal.

For 70 years now, the Royal Ballet School of Antwerp has been offering an illustrious tradition in ballet education. As a school, we have built up a sterling reputation in the ballet world and the medals we have won over the years fully illustrate this.

In our school, all the students, parents, teachers, pianists, members of the administrative staff and the directors form one big family. We wish to put you on the road to a successful dance career through encouragement and affirmation.

The secret to success is starting today. Invest your time and energy wisely. Strive mightily to reach the highest possible level of personal excellence every day; excellence is our guiding principle. Our teachers are here for you, but only you can make the commitment necessary to reach your goal and decide how you will spend your years here at school. You hold the key to your own success.

Besides the specialised dance education, the Royal Ballet School Antwerp wants to stimulate your skills and creativity for the future. As a school, we want to ensure that you can later take your place in the world as a socially engaged individual. It is therefore crucial that you also pass the academic education subjects, as they prepare you for a place in our current society. We also wish our school to be a place where you learn to take responsibility for your life and that of others.

We will do everything we can to develop your talents to the greatest extent and make them work for you.

These regulations are a guide to the administrative, artistic and academic standards and rules of the Royal Ballet School of Antwerp. For questions or explanations, please contact the administrative office. We wish you an exciting and inspiring journey through your educational trajectory at the Royal Ballet School of Antwerp.

The Management Board

Laura Baaijens (General Director) and Nadia Deferm (Artistic Director)



1 Introduction

Our school is a part of the Secondary City Education of Antwerp (Stedelijk Secundair Onderwijs Antwerpen). General School Regulations apply to all Secondary City schools. For the generally applicable agreements, we refer you to the **General School Regulations**.

<https://www.stedelijkonderwijs.be/schoolreglement-secundair-onderwijs-0>

This document is an **internal school regulation** and supplements the General School Regulations. These only contain those agreements and regulations that apply specifically to our school. Prior to enrolment, both the School Regulations and the school's Pedagogical Project will be at your disposal. You and your parents will need to sign these documents for approval before enrolment can take place. We therefore recommend that you read through all the documents thoroughly beforehand.

Whenever the regulations are changed, your parents will have to confirm their consent again in writing. If your parents do not agree with the changes, your registration will be terminated on 31 August of the current school year. The School Regulations are available for consultation on the school's website.

The entire team (management board, coordinators, teachers, supervisors, administrative and maintenance staff and other school employees) has the right to make agreements within the sphere of its own competence, insofar as these do not conflict with the General and internal School Regulations.

2 Who are we?

2.1 Contact

2.1.1 Secondary Education contact details

Royal Ballet School Antwerp
Address: Maria Pijpelincxstraat 1
Correspondence: Meistraat 2, 2000 Antwerpen
Phone: +32 (0)3 202 83 17
Phone: +32 (0)3 202 83 22
E-mail: info@koninklijkeballetschool.be

2.1.2 Primary Education contact details

City Education primary school – Prins Dries (Royal Ballet School Antwerp Junior)
Prinsstraat 24, 2000 Antwerpen
Phone: +32 (0)3 298 27 00
Fax: +32 (0)3 226 85 23
E-mail: prinsdries@so.antwerpen.be

2.1.3 Boarding school contact details

Boarding school
Jeanne Brabants Boarding School



Kleine Kauwenberg 27-31

2000 Antwerpen

Tel 03 202 83 17

info@koninklijkeballetschool.be

Director

Laura Baaijens

laura.baaijens@so.antwerpen.be

Boarding school Administrator

Mrs. Daniëlle Wellens

danielle.wellens@so.antwerpen.be

Boarding school of Gemeenschapsonderwijs

De Spits

Thonetlaan 106

2050 Antwerpen (Linkeroever)

Tel 03 219 59 30

Fax 03 219 47 21

info@de-spits.be

Director

Mr. Steven Bastiaensen

directie@de-spits.be

Boarding school Administrator

Mr. Bjorn Vanhoudt

beheerder@de-spits.be

2.1.4 Board of Directors

President of vzw BIF: Wim van Rompu

Head of Department, Royal Conservatoire Antwerp: Pascale De Groote

General Director of the Royal Ballet of Flanders and the Flemish Opera: Kiki Vervloesem

'Staff' Director of City Education: Jan Torfs

2.1.5 Executive management

General Director: Laura Baaijens

Artistic Director: Nadia Deferm

2.1.6 Administrative Office

Accounting: Karen Dupon

Student office: Sari Janssens

Staff administrative office: Sonja Jacobs, Lies Caslo, Selma Ameziane

Artistic administrative office: Martijn Meekers

2.1.7 Who's who?

2.1.7.1 Artistic teachers

Miho Akahane

Linda Baclaine

Minhee Bervoets

Dominique De Blauwer

Bart De Block

Laurence De Sloovere

Kirsten de Smet

Kristin De Walsche

Ine Dubois

Kevin Durwael (+ artistic assistant)

Kimmy Lauwens

Eva Moreno

Jee Eun Petitqueux

Geneviève Quaquebeke

Aki Saïto

Etsuko Sumii



Stefan Vodenitcharov

Ine Dubois

2.1.7.2 Musical accompanists

Dirk Baert
Annelies Moens
Mariana Molova
Emi Morishita
Thomas Peeters
Ellen Schepers

2.1.7.3 Academic teachers

Jan Duerinckx
Nadja Duijsters
Stefan Hautekiet
Katrien Vanderbiest
Dirk De Geest
Carine Gesquière
Arkady Stollman
Anais Gullotto

Ive Leemans
Stella Devolder
Brit Van Hoof
Saartje Vanhoof
Klaartje Goedemé
Anna Kwapisiewicz
Ann Reuling
August Rommens

2.1.7.4 Physiotherapists

Marjan Maldoy
Benjamin Vanthienen
Joerie Vercauteren

2.1.7.5 Student Guidance

Klaartje Goedemé
Saartje Vanhoof
Brit Van Hoof



3 Practical information

3.1 Contacts for help, guidance, questions or problems

	Contact persons	Phone or E-mail*
Emergencies, such as fire, ambulance calls, crime (call 112)	General Director	+32 (0)3 202 83 28
Artistic issues and related announcements on the bulletin board	Artistic administrative office	+32 (0)3 202 83 27
Auditions, admissions, enrolments, tuition fees, scholarships		
Determination of level, class schedule, dress code, exams, teachers		
Artistic issues, dance lessons, dance exams, coaching		
Nutrition advice, seminars, workshops		
Physiotherapy, guidance, seminars, workshops		
Casting, artistry, performances, competitions, costumes		
Assistance, coaching, supervision, mentorship on dance issues		
Artistic excursions or other school-sponsored events		
Academic issues and related announcements on the bulletin board	General administrative office	+32 (0)3 202 83 22
Academic class schedules, exams, teachers		
Academic excursions, lectures, seminars		
Academic supervision, such as during competitions and performances		
Assistance, coaching, supervision, mentorship on academic matters		
All matters relating to De Spits boarding school	Boarding school manager	+32 (0)3 328 04 70
Media interviews, radio, television, publications	Artistic administrative office	+32 (0)3 202 83 28
Royal Ballet School Antwerp five-year strategic plan 2011-2016		



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	Contact persons	Phone or E-mail*
Code of ethics, appeals, complaints, career planning and counselling		
Productions, performances, galas, national and international tours		
Guest artists, choreography, masters, workshops		
National and international competitions and audition tours		
Volunteers, fundraising, donations, grants, sponsorships, events	General administrative office	+32 (0)3 202 83 17
Media, advertising, marketing, public relations, website, brochures	General administrative office	+32 (0)3 202 83 17
School regulations, policies, evaluation, compliance, manuals		
School infrastructure, operation, staff, scheduling, budgets, reports		
Intruders, unauthorised persons at school		
Environment, fire, health, security and compliance		
Academic issues, regulations, policy, evaluation, compliance		
Academic infrastructure, staff, scheduling, budgets and reports		
City Education Academic Regulations, policies and reports		
Absences, medical care, illness, accident, injuries, insurance and reports		
Infrastructure maintenance, bathrooms, teachers' and students' locker rooms	General administrative office	+32 (0)3 202 83 17
Cafeteria, hydration and choice of natural food, patio		
Lost & found, maintenance, waste and recycling compliance		
Stairs, corridors, lifts, safety and maintenance of storage areas		
Studios, classrooms, teachers room and student infrastructure		
Organisation, maintenance and Open Learning Centre (OLC)		



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Royal Ballet School Antwerp		Contact persons	Phone or E-mail*
Scheduling, creation, cataloguing and organisation of archive resources			
Organisation, cataloguing and operation of the storage infrastructure			
Scheduling, setting up and organisation of an audio and video lab and editing studio			
Organisation, cataloguing, operation and maintenance of equipment			
External supervision			
* info@koninklijkeballetschool.be			

3.2 Enrolments

3.2.1 Admission only with audition

For students in compulsory education, enrolment at the Royal Ballet School of Antwerp is only possible with an audition. Participation in an audition is not a promise nor guarantee of acceptance, admission or enrolment.

Participation in the professional programme and the summer course is also only possible with an audition. These auditions are held in Antwerp and during national and international audition tours. Participation is also possible by sending in a video recording or DVD.

Information about the auditions can be found on the school website:
<https://www.stedelijkonderwijs.be/koninklijkeballetschoolantwerpen/audities-1>

3.2.2 Enrolment conditions

All information about admission and enrolment conditions can be found on this website
<https://www.stedelijkonderwijs.be/stedelijklyceum/inschrijven-110>

If you want to enrol in our school, you must

- have one of your parents present if you are a minor;
- consent to the Pedagogical Project and the General and internal School Regulations;
- bring a valid identity document and any certificates or attestations obtained at a previous school;
- participate in an audition and pass the audition.
-

3.2.3 Audition evaluation

The evaluation of the audition includes, but is not limited to, accepted international requirements in dance, age-related mastery of the classical ballet technique, possibly pointe technique, the strengths and weaknesses of the candidate, balance, position, flexibility, coordination, self-discipline, motivation, positive attitude, self-confidence, musicality and stage presence.



3.2.4 Audition decisions are final

The suitability test is a one-time thing and is valid for the entire duration of the training without prejudice to the possibility of one redo for a student who has been evaluated negatively.

The student must be positively evaluated by the admissions class committee.

Audition decisions are final and based solely on the candidate's meeting or exceeding internationally accepted requirements and mastery of classical ballet. This in accordance with the age, with the potential for international competitions and employment with professional top dance companies after successful training at the Royal Ballet School of Antwerp or another secondary education programme.

3.2.5 Denial of continued enrolment

Students who only follow the professional dance programme, choose knowingly for the Royal Ballet School Antwerp and agree with the regulations and policies of the school. If a student fails to abide by the agreements in the School Regulations, continued enrolment may be denied.

Students who only follow the professional dance programme can also be permanently excluded from the Royal Ballet School Antwerp if they do not make progress and/or do not meet the artistic requirements of excellence or do not respect the conditions of the School Regulations and policies, cause problems or inflict harm on others or the school.

3.3 School fees

3.3.1 School fees for regular students

Attending our school comes with a cost. The school is committed to keeping these costs as low as possible for all students in all school years while still providing a top-flight education.

The school invoice is given to the students in an enclosed envelope addressed to the parents. A message via Smartschool will inform parents of this.

We ask that you review and settle the account as soon as possible before the indicated due date. If a particular item on the invoice is not clear or there are doubts about this item, we ask that you pay the other sums already and contact the school in writing or by phone. Payment arrangements can be discussed with parents with temporary payment issues. Each case is always handled discreetly.

In addition to the didactic material and the provision fee, you should also take into account the additional expenses listed in the table below. These expenses are charged separately and invoiced over the course of the school year.

	B1	B2	B3	B4	B5	B6
Didactic material photocopies workbooks digital calendar	150	150	150	150	150	150
Provision fee lockers	130	130	130	130	130	130



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badge						
physiotherapy						
performance productions costs						
3 uniforms girls	75	75	75	75	75	75
Spanish skirt girls	80	80	80	80	80	80
3 uniforms boys	150	150	150	150	150	150
School excursions (domestically and internationally)	175	240	240	260	260	
TOTAL boys	680	745	745	765	765	430
TOTAL girls	610	675	675	695	695	435

* The amounts in red are estimates. The amounts indicated are subject to price fluctuations and, with regard to clothing, variable due to recycling.

3.3.2 Enrolment fee for students who only follow the professional dance programme

Students who only enrol in the professional dance programme pay 8,500 euros. Accommodation costs come on top of this.

3.3.3 What kind of payment is accepted?

At the end of the studies, a final statement is prepared and either a debit or credit note is issued. In case of loss of books, reports, badges, etc., these items will only be replaced upon payment of the outstanding expenses.

If the student departs the school prematurely (before the end of the school year(s)), the already expended costs will be charged.

In case of unpaid excursions, vandalism, etc., these will be invoiced separately.

3.3.3.1 Info for payment of school fees (regular students) and the boarding school

- Payable to: Schoolgeld Koninklijke Balletschool Antwerpen
- BE37 0910 1734 3528

3.3.3.2 Info for payment of enrolment fee (dance programme only)

- Payable to: Ballet Institute Flanders
- BE48 0910 1735 3127

3.3.4 What if you have difficulty paying the invoices?

Are you unable to pay your invoice, or can't pay it on time? Please contact Karen Dupon (karen.dupon@so.antwerpen.be). You will make a payment plan together to settle the invoices in instalments. Do you not agree with this plan or are you unable to afford it? Please contact the Social Service of City Education of Antwerp. The school itself can also ask for help from the Social Service. City Education also cooperates with the OCMW (service X-tra).



3.3.5 What if you fail to pay?

Have you not paid the invoice? Or are you not following the plan we set out together? Then we will send you a letter to talk to the director or the Social Service. If, after this, you still do not pay or contact the school to arrange an alternative scheme, City Education can request payment through the court. So be sure to always contact the school as soon as possible.

3.4 Annual calendar

A lot happens at school, both inside and outside school hours. To keep an overview of all the school's important dates and activities, we use the calendar feature in Smartschool.

Here you will find the following information:

- information evenings, extracurricular activities,
- parent-teacher meetings, announcements,
- holiday periods, leave days, pedagogical study days,
- suspension of classes by class councils or other consultative bodies,
- projects, theme weeks.

3.4.1 Days off and holidays

The school year begins on Tuesday, 1 September 2020 and ends on Wednesday, 30 June 2021. Days off and holidays:

- | | |
|---------------------|---|
| • Autumn holiday | from 2 to 8 November 2020 |
| • Armistice Day | 11 November 2020 |
| • Christmas holiday | from 21 December 2020 to 3 January 2021 |
| • Spring holiday | from 15 to 21 February 2021 |
| • Easter holiday | from 5 to 18 April 2021 |
| • Optional holiday | 3 May 2021 |
| • Ascension Day | 13 and 14 May 2021 |
| • Whit Monday | 24 May 2021 |
| • Summer holiday | from 1 July to 31 August 2021 |

The school also organises pedagogical study days. These are intended for the school's staff. You shouldn't come to school on those days. No childcare is provided by the school on those days.

3.4.2 When does the school cancel classes?

The school will inform you in time if classes cannot be held.

Force majeure

Force majeure is a sudden unexpected event. Examples of force majeure include the heating system not working in winter, a flood, a bomb scare, a fire, etc.

Administration and reception

The school may cancel classes for up to 1 half day at the beginning of the school year. In such cases, the school prepares the administration and reception of the school.

Strike

Classes may be cancelled if members of the school staff go on strike. Childcare is always provided in such instances. This care may be outside the school.



Elections

During elections, classrooms at the school may be used as polling stations. In such a case, no classes will be held on the half day after the election. The director will notify your parents about this by letter.

Evaluation

The school may decide that, during exam periods, you only need to be present at school during the exams.

3.5 Smartschool

The school works with the software program Smartschool. At the start of the school year, you and your parents will receive all the information you need to use Smartschool.

The school uses Smartschool for:

communicating with parents and students, handing out assignments, the student monitoring system and the digital calendar. As a school, we prefer to communicate digitally as much as possible to save time and costs. Announcements appear on Smartschool, our digital learning environment, as well as the annual schedule and the adapted class schedules.

What do we expect from you?

- Check daily to see if there are any new posts.
- Keep your password secret. Never disclose it to anyone.
- Never try to log in with someone else's password.



4 Designing school together

4.1 Mission and vision

4.1.1 Mission of the school

The mission of the Royal Ballet School of Antwerp is to educate and train high quality dancers and artists, perfectly suited and equipped for a professional career in the world of classical ballet and contemporary dance. We strive to offer our students the most diverse and well-rounded programme to set a new global standard for excellence in dance.

Besides the dance education, students at the Royal Ballet School of Antwerp also receive a solid academic education. Students are encouraged to develop their knowledge, skills and creativity to take up their place in society in the future. The school encourages its students to continually act as socially engaged individuals.

4.1.2 Vision of the school

The Royal Ballet School of Antwerp was born from the dream and vision of our founder, Jeanne Brabants. A vision to establish a ballet school and a ballet company where children and young people who want to dance and envision dance as their future have the opportunity to make that dream come true. A vision to put ballet in Flanders on the map in the cultural landscape both nationally and internationally. With this vision in mind, the education at Prins Dries, the Royal Ballet School Antwerp and later the Royal Ballet of Flanders came into being. It is our goal to pursue this dream in the present and contribute to the cultural preservation of ballet in Belgium.

Our objective

1. National and international status of the Royal Ballet School Antwerp

The Royal Ballet School of Antwerp is a well-known and respected ballet school both nationally and internationally, with an image and reputation for excellence. The entire programme track (Prins Dries/Royal Ballet School Antwerp), with its direct link to the professional field (Royal Ballet of Flanders) is well recognised.

2. Partnerships

There is fundamental collaboration and coordination between the components of the programme track and the professional field. The Royal Ballet School Antwerp is part of a broad network where contacts with national and international ballet schools/ballet companies and art schools are lovingly maintained. We strive to create a broad community of stakeholders with a commitment to the programme, the field and its history. The partnerships and contacts lead to a large network of involved parties we can offer our students, in addition to stage experience at home and abroad.

3. Excellence

We train our students to excel in the field of dance. We train them with the aim of creating professional dancers at a world-class level. Furthermore, we equip our students with a thorough secondary education with the aim of obtaining a Arts Secondary Education (KSO) diploma. We give our students all the tools (cognitive, physical, mental) to succeed as ballet dancers or succeed in continued studies. We strive to educate young adults who possess enough gravity as individuals to succeed in today's world.

4. World citizens



We teach our students citizenship skills to enable them to be socially engaged in the world and contribute to something greater than themselves. As a team, we create an atmosphere of empathy, self-awareness, commitment and team spirit in our school to inspire our students.

Pedagogical methods and objectives for dance

The main objective of the artistic and academic teaching methods of the Royal Ballet School Antwerp is to offer as many opportunities as possible to its graduates by training professional dancers who are prepared for employment with top professional companies.

In order to maintain its top position, the Royal Ballet School Antwerp's approach to professional development evolves according to the changing practices in the dance world. It is our goal to offer as much stage experience as possible with national and international productions during competitions and festivals.

Pedagogical methods in our school include the vocabulary and history of dance, the various techniques, placement, posture, coordination, quality of movement, adaptability, musicality, the science of pas-de-deux, the ability to work as part of a team, and support of the success of each individual student in class, in a competition, production and/or performance.

Once a strong foundation in classical ballet is established, we add contemporary and modern dance, the form, movement, style, approach, choreography and repertoire to develop range, diversity, creativity, innovation and adaptability in the dancer's mind and body.

4.1.3 Pedagogical Project of City Education

The City Education aims to provide quality education in all its schools, academies and centres as set out in the Pedagogical Project of City Education. The Pedagogical Project expresses the essence and the expansive values of City Education and forms a reference point against which every kind of upbringing and education is measured.

1. City Education is the dynamic meeting place of all education networks set up by the city of Antwerp.
2. City Education meets all the conditions set for Flemish education and makes additional efforts to meet the challenges of the metropolis.
3. Providing optimum development opportunities for everyone is the shared objective of City Education.
4. The City Education school communities agree on how to achieve this goal.
5. City Education is open to all, and respects everyone's background and attributes. We see this diversity as a constructive force that can be actively built upon.
6. People have many different reasons for wanting to learn something. City Education responds to this by offering a broad platform of learning opportunities.
7. With expertise, dedication, care and commitment, City Education guides all its learners. After all, learners have the right to optimal development opportunities, but also the duty to seize these opportunities.
8. When choices must be made between individual and group interests, rights and obligations apply both ways. Everyone has a right to respect to their person. The limits to each person's behaviour start and end with the freedom of others.
9. City Education works to maximise the involvement of parents, pupils, students, course participants, and staff.



10. To achieve this ideal, we strive to be a welcoming, open community, where solidarity is experienced and developed every day.
11. Learning is investing in the future. City Education aims to contribute to the participation of all its learners in a democratic and pluralistic society. By offering each individual optimal development opportunities, City Education contributes to the future of the city and society.

4.1.4 Mission and vision of City Education

Talent development and active citizenship

By order of the City of Antwerp and within the framework of its Pedagogical Project, City Education organises quality education in an open, city-wide learning environment. We guide the learning process of children, adolescents and adults. We do this in our kindergartens, primary and secondary schools, academies and adult education centres. Everyone is welcome, bar none. We believe in the development opportunities of each learner and realise maximum learning gains together. We develop talents and active citizenship. In this way, every student or course participant successfully grows towards a valued place in society. We are committed to help shape the city of tomorrow together with all our stakeholders.

City Education is helping build the city of tomorrow.

Maximum learning gains for each learner is the key to qualification. We set the bar high here. Each teacher possesses expertise and leadership and shares them with others. Strong teams deliver excellent education. Our offering is broad and aimed at those who want to learn or continue learning or working. Our learning and working environments are inspiring and sustainable. Learning at City Education is also about learning to discover yourself and being given the space to practice and participate as an active citizen in society. Together we learn to deal with a rapidly changing and unknown future. We support our students and course participants in finding their place in society. We inspire them for life. This is how we help build the city of tomorrow.

We will do our utmost to achieve these principles between 2020 and 2025 on the basis of five priority areas:

- Action 1: Maximising learning gains
- Action 2: Strong teams delivering excellent education
- Action 3: Broad offering in terms of learning and working
- Action 4: Sufficient, sustainable and inspiring learning and working environments
- Action 5: Active citizenship

4.2 Mutual commitments

4.2.1 Programmes offered

4.2.1.1 Full-time Professional dance and academic programme

Pupils aged 8 to 12 years follow the primary education programme, while students aged 12 to 18 years follow the secondary education programme. Students graduate with either a primary education certificate or a secondary education diploma (ballet option). There is no registration fee, but a school fee does apply.



4.2.1.2 Professional dance programme only

Students who follow the academic part elsewhere or who already have a secondary school diploma, can register for the dance-only programme offered by the Royal Ballet School Antwerp. Upon completion, they will receive a certificate from the top-quality professional dance programme. Unlike students following full-time secondary education, a registration fee does apply. Entry requirements and language requirements apply for enrolment.

4.2.2 Communication with parents

4.2.2.1 The parent-teacher meeting

The school organises formal parent-teacher meetings after the first, second and fourth reports. Parents are invited via the parent-teacher meeting module on Smartschool. One-on-one appointments with teachers can also be made via Smartschool.

The dates of the parent-teacher meetings can be found on the annual calendar in Smartschool. Given that a parent-teacher meeting is an important consultation and information session, we expect parents to commit to attending. The school will look for an alternative consultation time if parents are unable to attend. If the presence of the parents at the parent-teacher meeting is explicitly desired, they will be contacted by the school by phone or e-mail.

4.2.2.2 School calendar

Parents can stay abreast of the course of their child's classes with the digital school calendar on Smartschool, as well as follow the announcement of assignments and tests.

4.2.2.3 Smartschool

Smartschool is our communication tool par excellence. We expect you to check your school calendar and your messages on Smartschool on a daily basis.

What is Smartschool used for?

- Following up on school work using the digital calendar. Class topics and specified tasks and tests are listed here.
- Consult the annual calendar. It includes the exam periods and the dates of school trips and activities.
- Access to the online points book. A digital report is also available after each reporting period.
- Receive information and communicate with the school via the messaging system.
- Organising parent-teacher meetings

Smartschool accounts are private. Abuse, illegal logins and attempts to do so are a violation of privacy and are considered serious offences by the school. All violations will be penalised. If the school's trust has been irreparably damaged, disciplinary proceedings may be initiated, possibly resulting in permanent expulsion.

4.2.2.4 Report

The academic instruction is reported with a report evaluating daily work/continuous assessment 4 times a year. The dance programme has 3 dance reports and 1 exam report. The students also receive 2 competence/CKV reports.

4.2.3 Commitments regarding the language of instruction

We speak Dutch in our school. Students who speak a language other than Dutch at home will have additional lessons in Dutch during one school year.



The choice for a Dutch-speaking school implies a positive commitment to the Dutch language from both parents and students.

Everyone newly admitted to secondary education must take a language proficiency test at the start of the school year. In this way, the school can assess, both at the group and individual level, the new students' scholastic language proficiency. The results of the language test can be an indication and a motivation for the school to pay special attention to the stimulation of scholastic language skills of students requiring extra attention in this area, and take the time to reflect on a strong school language policy.

4.2.4 Homework, assignments and tests

Homework aims to promote student independence. Providing additional exercises, practice in writing reports and book reviews, conducting research and studying seen or unseen material is intended to improve students' learning outcomes.

When administering assignments and tests, teachers take the limited time students have into account due to the many additional ballet hours. We target no more than 2 assignments or tests per day. This includes extra exercises, assignments, lessons and research.

Homework is evaluated in a comprehensive manner. After absences due to national and international competitions and study trips, a student must hand in any homework, reports, assignments and exercises on the agreed day, unless this has been adjusted or revised, and arrangements will be made to make up for any missed tests. The student is expected to take the initiative in this regard. Unwarranted absence during a test or failure to hand in a assignment on time will result in a **zero** for this work.

Students must meet all course requirements for artistic and academic classes even after an absence, rehearsal, performance, extra class activity and event, as well as national and international competitions.

If a student has problems meeting these requirements, the teacher will report this situation to the artistic director and the managing director as soon as possible in order to find a fitting solution.

4.2.5 Open Learning Centre (OLC)

The Open Learning Centre (OLC) gives students access to the Internet, educational applications, and office software. The key to the Open Learning Centre is available from the administrative office. Make sure all computers and screens are turned off when you are finished, turn off the lights, close the windows, lock the door and return the key to the office.

You only have access to the programs and websites you need to complete your schoolwork.

Students are responsible for the computers and associated appliances. Do not eat or drink or use cell phones in the Open Learning Centre (OLC). Students may not configure the computers or change the settings, such as desktops, toolbars, and other options. No components should ever be added or removed, such as a mouse, keyboard or speakers. Do not print directly from the internet, but copy what you need into a PDF or Word document. If something is wrong with the computer or screen, please notify the administrative office immediately.

4.2.6 Individual student guidance

If you need extra support or guidance, we are committed to developing a customised support plan with and for you. We will clearly inform you and your parents about what the school offers and what



the school expects of you. We expect your parents to respond to our request for consultation and to help support the agreements in a productive way. A constructive dialogue and an honest look at what is feasible for all concerned are crucial. You can read more about the care and guidance offered at our school in Chapter 6.

4.2.7 School participation

We are a school that values the opinions of parents and students. Parents and students can contribute to the school policy in an advisory capacity through the **parent council** and the **student council**.

4.2.7.1 The parent council

Would you, as a parent, like to be part of the parent council or do you want to propose an agenda item for the next meeting? You are welcome to contact the chair of the parent council by e-mail.

4.2.7.2 The student council

The Royal Ballet School Antwerp has an autonomous student council. This means that the student council stands alone. They decide who attends their meetings. They are also allowed to decide how often they meet and, with the permission of the management, may decide when they meet.

4.3 The curriculum

The Royal Ballet School of Antwerp offers a full-time Arts Secondary Education (KSO) (September-June), consisting of a dance and an academic programme. This programme trains dancers with a solid classical foundation, who are also adept at handling the modern dance repertoire. This programme has been specifically designed for students between the ages of 12-18 who have chosen to pursue a career in dance and want to combine a diploma in classical ballet with a secondary diploma to maximise their future opportunities for employment and higher studies. This programme is open to both national and international students.

1st grade - A-stream

Basic education

Like all regular A-stream secondary education programmes, we offer the following hours and subjects in our basic education:

-1st year: 27 hours

-2nd year: 25 hours

Modernisation of secondary education

Thanks to the modernisation of secondary education, we now offer the following extra hours in addition to the basic education curriculum. This is to support our students and especially allows them to explore and sample our offering and see if this is the direction the student wants to pursue in his/her future.

-1st year: 5 hours of exploring, deepening and reinforcing (or the 3 V's: 'verkennen', 'verdiepen' and 'versterken')

-2nd year: 5 hours of art and creation basic option

Extracurricular programme

Because our education offers a specialised programme, extracurricular hours, which include the dance hours, are in place, in addition to the above hours.

-1st year of dance: 15 hours

-2nd year of dance: 17 hours



^{2nd} grade – Arts Secondary Education (KSO)-stream

In the second grade, the emphasis is even more on dance practice. From the ^{3rd} year onwards, we are part of the Arts Secondary Education (KSO), which means that the hours of dance can be increased to 24 hours for B3 and 26 hours for B4. The lesson tables are made up of the basic education, the specific part of our training in which the dance subjects also have a place, and a complementary part with an additional offering of dance subjects and supporting subjects that are important for the future of our students in the professional dance world.

^{3rd} grade – K-stream

The actual dancer is moulded in the third grade. You will be intensively prepared for a professional start in the classical and contemporary dance repertoire. B5 students dance 26 hours per week, while B6 students dance 27 hours per week. The lesson tables are made up of the basic education, the specific part of our training in which the dance subjects also have a place, and a complementary part with an additional offering of dance subjects and supporting subjects that are important for the future of our students in the professional dance world. Some room is also left in the lesson table for possible projects, internships or independent GIP (Belgian integrated project; hereinafter referred to as 'GIP') hours in supplement to the lesson schedule.

Extra dance year: special dance training in B7

Do you feel you are not yet ready to make your way in the culture labour market? In this follow-up year, you will acquire additional dance skills. The seventh year is intended for both young people with a classical education and students specialising in contemporary dance.

4.4 Academic curriculum

The academic classes at the Royal Ballet School Antwerp are only given in Dutch, the official language in Flanders. The curriculum includes the following subjects: history, biology, art history, mathematics, informatics, geography, technology education, art education, natural sciences, music education and religious or non-confessional ethics, as well as Dutch, French and English language classes. Maximum care will be taken to accommodate and support non-native speakers.

4.5 Artistic curriculum

The education at the Royal Ballet School Antwerp is based on the Vaganova syllabus, which was used to train the greatest artists of the 20th century and which is used by top professional schools all over the world. Moreover, exceptional elements of the French School (Paris Opera), the Danish School (Bournonville), the American School (Balanchine) and the English School (Royal Ballet) add facets to this education.

A preparatory dance programme is taught in the 3rd and 4th year of primary school. The curriculum includes but is not limited to classical ballet technique, pointe technique, pas-de-deux, character dance, Spanish Dance, contemporary dance, body conditioning, choreographic workshops, introduction to a diverse repertoire, roles and characterisation, stagecraft, stage construction, costumes, rehearsals and productions with highly individual coaching for performances, and national and international competitions. In addition, master classes are given with professional guest artists and other special programmes.



4.6 The Vaganova Syllabus

The Vaganova Syllabus offered by the Royal Ballet School of Antwerp consists of a programme for primary education offered in the Prinsstraat and a programme for secondary education. The artistic director, in consultation with the teachers, determines the level of the student. Age and maturity are certainly a determining factor, but the most decisive element is the physical, technical and artistic skills of the student. We try to place students in the right dance group whenever possible for them to be able to develop further. It is our priority to place students at their appropriate dance level by achieving maximum technical and artistic progress during the school year.

4.7 Dance programme

4.7.1 Repertoire

The repertoire at the Royal Ballet School Antwerp is chosen from the full range of classical, contemporary and modern choreographic works in order to best showcase the student's talents.

4.7.2 Pas-de-Deux

The Pas-de-Deux is taught in various styles, classical, contemporary and modern, with the wide range of technical skills and adaptability demanded by contemporary choreographers. Classical pas de deux is taught in classes B4 - B5 - B6.

4.7.3 Pointes

Pointes training requires mastery of age-appropriate general body strength and classical ballet technique, and in particular, foot strength, ankle position, flexibility, balance and coordination to avoid injury. Lessons in pointes technique are only introduced at the Royal Ballet School Antwerp at a time when a successful, injury-free transition to pointes is possible, in accordance with the appropriate age-appropriate classical techniques.

4.7.4 Allegro

Allegro consists of the synthesis, dynamics, nuance, control and refinement of traditional classical technique. This is combined with daring and athletic ability to form a lexicon of movements designed to produce dancers for particularly stylistic and specialised roles in the classical ballet repertoire.

Male dancers follow a different training path due to the physical demands of their role in ballet.

4.7.5 Spanish dance, folk dance and character dance

The specialised training and conservation of Spanish dance, folk dance and character dance is an important part of the Royal Ballet School's training programme seeing as they are based on myth, folkloric and national traditions.

4.7.6 Body training

Body conditioning/warming up are exercises to improve the performance of the body or to repair or rebuild important body structures. This process is supported by physiotherapy and the Spartanova programme. Additionally, the lessons will pay attention to anatomy and nutrition.



4.8 Student portfolio in connection with extra activities and excursions

The students are assessed a number of times each school year on the 'Cultural Artistic Education' (Cultureel Kunstzinnige Vorming, CKV) component. This is done using a portfolio and the accompanying dance reports.

The portfolio is a collection of information about everything to do with culture and art. This collection of information may include the following items: visits to a museum and exhibitions by artists such as painting, sculpture, photography, cultural excursions, performances of theatre, cabaret, musical or other artistic orientations.

Everything to do with dance, including documentaries about dancers and choreographers, films about dance, exercises from ballet class, newspaper articles and interviews. Ideas about your own choreography or a dance diary are also part of this.

Reports on extracurricular activities and excursions are also incorporated and may include, but are not limited to, museums, theatre, film, opera, symphony, day trips to other cities and schools, and performances of classical ballet or contemporary dance by dance companies.

Students will be assessed on portfolio and dance reports. The evaluation data can be found on Smartschool.



5 Clear agreements

5.1 Lesson schedule

As a result of projects, performances, school trips or teacher absences it may be that the class hours differ from the regular lesson schedule. The school will inform you of this via Smartschool.

The school cannot always be prepared for lesson cancellations, for instance, in the case of teacher illness. In case of unforeseen lesson cancellations, we will accommodate you in the study. We hope for everyone's understanding and cooperation.

If you are unexpectedly allowed to leave school early, this will also be reported via Smartschool.

The lesson schedule is published weekly on Smartschool.

5.2 Daily schedule

Each class has a personalised lesson schedule.

For organisational reasons, a lesson day does not necessarily start with the first hour of lessons. A lesson day may also end earlier than the eighth or ninth hour.

Given the extensive curriculum, lessons are also held on Wednesday afternoons. Students in B4 through B6 also have a 10th class period, from 17:00 to 17:50.

There is no break on Friday afternoons so that the lessons end 15 minutes earlier than usual in the evening.

7:40: The school gates open		
8.05: Everybody present!		
Morning	1 st lesson period	8:10 – 9:00
	2 nd lesson period	9:00 – 9:50
	Break	9:50 – 10:05
	3 rd lesson period	10:05 - 10:55
	4 th lesson period	10:55 - 11:45
Lunch break or 5 th lesson period		11:45 - 12:35
Lunch break or 5 th lesson period		12:35 - 13:25
Afternoon	6 th lesson period	13:25 - 14:15
	7 th lesson period	14:15 - 15:05
	Break	15:05 - 15:20
	8 th lesson period	15:20 - 16:10
	9 th lesson period	16:10 - 17:00



5.3 School hours

The doors of the Royal Ballet School Antwerp open for the first lesson of the day at 7:40, and lessons commence at 8:10 at the earliest. Depending on the individual lesson schedule, the last class will end at 17:00, except for required scheduled additional sessions, including, but not limited to, rehearsals, demonstrations and performances. The morning break and the afternoon break are 15 minutes apiece. The lunch break depends on the student's dance schedule and lesson schedule, but is between 11:45 and 12:35 or 12:35 and 13:25.

Students may not leave the school building without permission during school hours. The school's insurance does not cover students outside of school unless they are participating in school-admitted, supervised and sponsored events and activities. The insurance covers the students during excursions, school trips, performances and rehearsals under the supervision of a teacher after school hours, etc. The insurance does not cover students when they audition by themselves or during rehearsals with no teacher present, nor when students leave the school grounds during their lunch break and without permission. In the preparation phase for performances and competitions, rehearsals will take place at the weekend and during the school holidays if required.

5.4 Arriving at school on time

The school does not use a bell signal. For the orderly and optimal running of classes, we expect you to be at school on time and return to class as soon as possible during class changes and after breaks. First thing in the morning, after lunch and after the breaks, you will be picked up by your teacher in the dining hall. The transition to the classroom is calm and orderly.

5.4.1 Too late - what are the consequences?

You are late if you do not arrive to class on time. Only in exceptional cases of force majeure can tardiness be justified.

Students who are late to school must sign in at the student office before proceeding to class. Frequent tardiness may result in penalties.

- You will receive a proof of registration. You must show this to your teacher when you enter the classroom.
- If you are more than 2 hours late, this is considered a half-day of unwarranted absence.
- Arriving late 3 times = one extra assignment.

5.4.2 Lunch break

All students remain on school grounds during lunchtime and other lesson-free periods. In exceptional circumstances, permission may be given to leave the school during school hours, either with a written declaration from the parents, or with the permission of the management or the person in charge of the student office, or for medical reasons.

Students who temporarily leave the school with permission must always present themselves again at the student office on their return to the school.

5.5 Absence

If you are to be absent, your parents must inform the school before 9:00 on the number 03 202 83 22 or by e-mail to Sari Janssens via Smartschool. You must bring a valid proof of absence on the first school



day following your absence. This could be a statement from your parents or a dated doctor's certificate. You should submit your proof to the person in charge of the student office. A questionable absence slip or one turned in late may result in an unwarranted absence.

If a student is absent too often, he/she runs the risk of not having the necessary skills to advance at the end of the school year.

Unwarranted absence will lead to disciplinary measures, as set out in the official General Regulations of Antwerp's Secondary City Education.

During the school day, students must notify the student office if they are ill or have suffered an accident or injury. Students requiring transfer to hospital will be accompanied by a parent or staff member. Parents will be contacted so they can visit the student at the hospital. Parents must keep the school informed of the student's condition and progress with a certificate from the doctor or other medical specialist. This certificate is submitted to the student office.

If a student's class participation in any subject during a report period is below 60%, the teacher will not have sufficient evaluation data to assign a grade. Insufficient evaluation data at the end of the school year may result in a deferred decision and one or more additional tests.

5.5.1 Absence with permission

Your absence may be permitted in certain situations, for example, to take part in auditions.

- You are expected to request permission from the director **in writing in advance** (via Smartschool). Bring the official invitation as proof.
- Be sure to inform your teachers (via Smartschool) of your absence.
- Your absence is only legitimate on the day of the event itself.
- Legal documents will be delivered to the student office as soon as possible after the absence.

5.5.2 Students with injuries

All injuries, no matter how minor, must be treated by a physician. The Royal Ballet School Antwerp needs a certificate from the doctor about the injury, the duration of the recovery, when the student can reasonably be expected to return to class and what kind of rehabilitation is required, if any. Students may need special classes, counselling or physical therapy so they can once again reach their optimal level, safely resume dance lessons, regain their former abilities and once again progress in their dance training and academic studies. Agreements about this are made in consultation with parents and physiotherapists associated with the school.

Injured students must attend and observe dance classes until they have sufficiently recovered and have received medical approval to return to active class attendance.

5.5.3 Missed lessons, tasks and tests

Lessons missed due to absence must always be made up for independently and on your own initiative. You will also have to catch up on certain assignments and tests. The teachers will make specific agreements with you about this. You should also make sure you are up with what the teacher has assigned for the next lesson. The digital calendar is a useful tool for this. Unauthorised missed lessons, assignments and tests may result in a zero mark.

Important note:

- Come to agreements with your teacher about what tests, exercises and personal work you still need to hand in after a legitimate period of absence. Take the initiative yourself and don't wait for the teacher to give you the assignment or test again.



- If you had an unwarranted absence, the teacher may give you a **zero** for that day's test. Also, if you don't hand in an assignment or your homework on time you will get a **zero** for that work.
- Major tests are administered periodically, either written or oral. This way we can check if you can handle larger parts of the class material. Not all subjects are necessarily evaluated in the same period. You must participate in all major tests unless otherwise decided.

If you are unable to take part in one or more exams due to illness (certificate required), you must inform the subject teacher and the student office immediately. The decision regarding whether you must resit the tests you missed will be taken by the management in consultation with your subject teacher. This decision will be communicated to you in writing via Smartschool.

5.5.4 Integrated project, projects, school trips and excursions

We count on you to do your best to avoid absences during the integrated project, projects and school trips. As, in some cases, it is very difficult to make up for missed experience.

If the director agrees to you not participating in an activity, you must be present in school during the regular lesson hours. The school will provide an alternative activity for you. This may involve assignments or tasks. After all, you will need to be able to demonstrate that you are achieving the same learning objectives as your classmates. Failure to perform these tasks may result in an unfavourable evaluation. Staying home is considered an unwarranted absence by the school unless you have a doctor's certificate attesting illness.

5.6 Participating in the dance lessons

5.6.1 General guidelines

If you choose a dance programme, it is critical that you are able to participate in all the classes. If you miss too many classes due to absence or injuries, a positive evaluation may be in jeopardy. In order to avoid problems, we would like to set out a number of agreements.

- If a student's dance class participation during a report period is below 60%, the teacher will not have sufficient evaluation data to assign a grade. Insufficient evaluation data at the end of the school year may result in a deferred decision and one or more additional tests.
- In case of absence, you should follow the guidelines that apply to the other classes.
- You are expected to have the right dancewear for each class.
- If you are unable to participate in the class due to an injury or other valid reason, you will need a sports disability certificate from your doctor. Be sure to hand in this document at the student office.

Sports disability certificates only exempt you from those dance classes or lesson components that relate to your injury. We are counting on your willingness to participate in as many class components as possible. You make agreements with your teacher beforehand about the parts of the lesson you can or cannot participate in. The decision to participate in class is never your own. Abuse of trust can lead to disciplinary measures.

5.6.2 Participation in competitions

From the very first lesson, students will be carefully trained and prepared for top-level performances. Only the students selected by the team will be allowed and accompanied to national or international competitions.



The artistic director decides if a student is mentally, physically, technically and artistically ready to participate. Competitions and coaches are chosen for the student. The repertoire is chosen according to the unique talent and abilities of this student.

Training schedules will be adjusted individually for the upcoming competition. Preparation for competitions takes place during repertoire lessons, after lessons, on Saturdays and during agreed times during school holidays. Adjustments are also made to the academic programme on an individual basis.

The artistic director must always give permission for the students to take part in competitions. Permission is therefore a strict requirement.

A student may therefore not independently register for and participate in a national or international competition during studies at the Royal Ballet School Antwerp.

5.6.3 Restriction on competitions during studies

A student may not represent the Royal Ballet School Antwerp without the express permission of the artistic director.

The artistic director reserves the right to grant a student admission to other national and/or international competitions, to prepare a student for national and/or international competitions. The cost of this participation will be communicated to parents in a timely manner and their approval will be sought. The artistic director reserves the right under specific circumstances to exclude or withdraw a student who has been selected for participation in a national or international competition at any time or during any part of the competition procedure. All decisions will be motivated in writing. The artistic director's decision in this regard is final.

5.6.4 Restriction on participation in dance activities not organised by the school

To avoid overwork and injury, the artistic director must always grant permission for students to take part in dance performances or other dance activities not organised by the school. Permission is therefore also a strict requirement here.

5.7 Participation in performances

5.7.1 Performing is a privilege – not a right

Performances at the Royal Ballet School Antwerp are a privilege, not a right. It is the school team who decides who can participate in performances.

During national and international performances, the students always remain under the supervision of the accompanying teachers.

We do our best to give everyone a chance to perform, but some may get more stage time than others due to repertoire requirements. All dancers must be present during rehearsals and performances to learn the choreography and requirements of each role.

Once cast, no one can be excused from performing for any reason, except for medical reasons supported by a doctor's certificate.

Students who are cast in a performance are required to maintain a good academic standard. They must continue their daily classes for the duration of rehearsals and performances for productions.



5.7.2 Casting

Roles are cast based on merit, technique, stage talent (if required), stage presence, discipline, work ethic, motivation, responsibility, professional conduct and ethics, punctuality and reliability during classes, rehearsals and performances.

Each member of the cast is important to the performance. The combination of the whole is the foundation of any production's success.

Even though we don't like to remove a member of the cast, sometimes we are required to follow all the rules to ensure the best possible production and that the experience of each member of the cast is enriching.

Cast members, family members and guests should be respectful of the artistic staff, production staff and volunteers. Excessive chatter, tardiness, disruption of rehearsals or failure to comply with instructions given by authorised persons is unacceptable and may result in removal from the cast or production.

Cast members should be appreciative and respectful of stage staff and volunteers who provide valuable services.

Casting lists and rehearsal and performance schedules are communicated through Smartschool. Failure to comply with these rules may result in removal from performances. This includes but is not limited to tardiness, any kind of disruption, such as talking instead of listening and learning during rehearsals, mise-en-scène and performances.

5.7.3 Professional expectations

- Dancing as well as possible during rehearsals and performances.
- Demonstrating artistic commitment to the role and choreography.
- Following the choreography as closely as possible.
- Attending all classes and rehearsals and being on time.
- Compulsory participation in lessons, rehearsals and performances.
- Demonstrating the right motivation and attitude at all times.
- Paying due care and attention to the costumes.
- Warming up for lessons, rehearsals and performances.
- Respect the etiquette backstage and in the dressing rooms at all times.

5.7.4 Costumes

- If you are wearing a costume, you should not sit, lie or rest in a chair, seat or on the floor. Eating or drinking is also not allowed.
- Every dancer is responsible for all costume pieces and must check that the costume stays in good condition when it is worn or is in a student's possession.
- Costumes must be properly hung at all times when not being worn for a performance.
- Hair and headdresses must be fastened to avoid accidents while dancing.
- Shoes must be broken in. Pointes should not make any noise. Ribbons should be professionally fastened with the correct matching colour and sewn in place to avoid loose pieces and, if necessary, correctly and safely lightened.

Questions about costumes should be directed to the costume manager.



Attendance at all fitting times is required and is a very important responsibility. Compliance with agreements is particularly appreciated by the staff of the costume department.

Missing a fitting time, disrespect or non-compliance with these important production rules can result in removal from the cast and performances.

5.7.5 Preparatory rehearsals, general rehearsals, technical rehearsals

- All rehearsals are closed to the public unless otherwise noted. There are no exceptions.
- Attendance at rehearsals is mandatory. Please arrive on time and wear appropriate clothing.
- If possible, warm up at least one hour before rehearsal.
- Check schedules often for changes to cast or rehearsals. Every effort will be made to inform students of changes in advance if necessary and where possible.
- You must immediately report any event that may affect rehearsals so that the necessary arrangements can be made to take action and maintain an excellent production.
- (Unwarranted) missing of a rehearsal may result in removal from the cast and production.
- A member of the cast or crew may not leave the rehearsal without being authorised to do so, unless the artistic director has given permission before the rehearsal starts.
- Cast and crew members must maintain complete silence during times when they are not on stage, both backstage and in the theatre.
- Cast members may not interrupt the director after rehearsal has begun unless he/she requests or grants an interruption or stops the rehearsal.
- Cast and crew members are expected to be on standby at all times for any and all cues.
- No one should be called for a cue unless it was agreed beforehand. Cast and crew members should not automatically assume that a scene they have just finished will not be repeated, even if the next scene has already begun.
- Full attention and good cooperation with the director, management staff and stage manager is expected at all times. Complete concentration during the rehearsal process is mandatory.
- Never talk to cast members about to make an entrance; never distract or disturb them.

Failure to comply with these rules may result in dismissal from the cast or production.

The Royal Ballet School Antwerp reserves the right to schedule additional rehearsals or cancel rehearsals.

5.7.6 Backstage rules

Each theatre has its own rules that must be followed explicitly by the dancers. Unauthorised persons are not allowed backstage during rehearsals and performances. Parents must accompany their cast member to the artist entrance to drop them off and pick them up. All rehearsals in studios and theatre halls are closed unless otherwise ordered.

5.8 Rules of Conduct

5.8.1 Artistic and academic classes

You abide by the rules of the school. Students who break the rules will receive a warning. Three warnings may result in a suspension from participation in a ballet class. If the student continues to violate rules, a monitor card may be assigned and the school may decide not to allow the student to participate in a performance.



5.8.2 Respect

- You are polite at all times.
- You show the necessary respect towards your classmates, teachers, management and school staff.
- You show respect for your own property and the school's property.
- You are ready in dance uniform and warmed up to start the lesson when your teacher walks in.
- No disturbing noises, conversations or activities in or near the studios or classrooms.

5.8.3 Discipline

- Warming up is preferably done in empty ballet halls.
- You should wear footwear outside the dance halls.
- You should keep your personal belongings in good order. Lost property will be placed in Lost & Found and can be retrieved at the administrative office.
- Make sure your clothing and teaching material are labelled with your name.
- All classrooms in the school are left neat and tidy. At the end of the day, windows are closed and lights turned off.
- You are only permitted on the floor where the Royal Ballet School Antwerp premises are located.
- You are always on time for the lessons in the classroom listed on your lesson schedule. You check the schedule on the board daily for any changes.
- After the breaks, the students from the first grade wait in the dining hall for their teacher.
- No cell phones are to be used during class except for didactic use and upon teacher approval.

5.8.4 Responsibility

Students at the Royal Ballet School Antwerp are trained to be professionals in an exceptionally competitive international career. Only those who act in a mature, organised, independent, motivated and responsible way will have a chance of success in their career.

We expect our students to keep our infrastructure, studios, classrooms, locker rooms, cafeteria, restrooms and other areas clean and tidy, free of anything that could cause injuries.

5.8.5 Involvement

Enrolled students are ambassadors of the Royal Ballet School Antwerp. Students represent themselves, their parents, the school, the country and the art of dance in the best possible way at all times. The Royal Ballet School Antwerp reserves the right to take the measures provided for in the Procedural and Disciplinary Regulations of Antwerp's Secondary City Education in the event of any unacceptable behaviour, regardless of the place or time.

5.8.6 Mobile phones and electronic devices

We place great importance as a school on students keeping up with modern media. The use of mobile phones, smartphones and tablets in our school is not prohibited during the breaks, but during class. Mobile phones or other devices are stored in one's bookbag and always switched to silent mode. Specific guidelines apply to tests and examinations.

Failure to comply with these rules will result in the confiscation of the device and its return at the end of the day.



Making videos of fellow students, members of the school team and members of the public without the consent of the persons filmed is a breach of the law governing personal privacy. There are penalties attached to this.

5.8.7 Dress code

In a school context, **school clothing** is appropriate. Therefore, we expect you to come to school looking presentable. Our school values personal taste and beliefs, and thus, it should in no way be one's intention to provoke or infringe upon one's sense of decency or to impede the freedom of others. Religious symbols are not allowed at school or during school activities. Headgear (hats, caps, hoods, etc) are removed as soon as one enters the school. Hats are allowed in winter temperatures. The school team can decide at any time whether or not a new fashion trend is appropriate at our school.

Some specific rules:

- For safety reasons, do not wear flip-flops, but shoes in which your heel is fixed, for instance, with a strap.
- **Never come to school in dance clothes.** Sports and dance attire is only allowed during physical education and dance classes.
- No jewellery or body piercings.
- No coloured nail polish or tattoos. No unnatural or outlandish hair cuts or colours

5.8.7.1 Uniform

A uniform is required for dance classes. This differs for boys and girls. The uniform also varies by type of class (classical, contemporary, Spanish, character dance). At the start of the school year, we will communicate via Smartschool and by letter what the uniform should look like.

5.8.7.2 Ballet shoes and pointes

Students (their parents) must buy their own dance shoes. There are many different manufacturers and a wide variety of ballet shoes and pointes. In professional dance companies, a dancer is given the company's shoes for classes, rehearsals and performances.

5.8.7.3 Leotards, tights and legwarmers

A list of suitable leotards, tights, colours, styles and retail outlets will be given to students at the beginning of each school year. The staff at a dancewear store can help students and provide the colour appropriate to the dance level. Wash and keep your dancewear clean and ready for use daily.

5.8.7.4 Royal Ballet School tracksuits

The school provides tracksuits from the Royal Ballet School Antwerp to keep the students warm before and after dance classes. Tracksuits may not be worn during class unless the student is only observing. Plastic sweatpants are not allowed during class and your teacher needs to give permission for legwarmers.

5.8.7.5 Protect your feet

Protect your feet to avoid accidents, injuries or illness. Let your shoes dry after each use to reduce odour nuisance and avoid developing a fungus on your feet or nails and thus reduce the life of your ballet shoes and pointes. Wear closed, breathable, protective and comfortable shoes inside and outside of school. Wear slippers while showering at school to avoid injury or the spread of infection. Washing your hands regularly is also very important to avoid infection, illness or disease.



5.8.7.6 Hair

The boys' hair should be short, groomed and out of their eyes. The girls' hair should be pulled tightly into a high bun or French roll for all classical ballet, pas de deux and repertoire classes using hairspray and hair pins to ensure there is no messy or loose hair. Fringes and top or side pieces are allowed. For modern dance and contemporary dance, girls may wear a ponytail.

5.8.7.7 Jewellery, money and valuables

Never wear jewellery or a watch during dance classes. Avoid losing jewellery or valuables by leaving them at home or put them safely in a locked cabinet or keep them in your ballet bag. Report losses to the administrative office. The school wishes to be notified of any loss but cannot be held responsible or liable.

5.8.8 Food and drink

Eating in the studios or classrooms is strictly forbidden. Eating is only allowed in the dining hall. Water is allowed in the classrooms because dancers must remain hydrated. All foods and beverages with artificial additives, sweeteners, colourants, chemicals and caffeine should be avoided as they are known to be harmful to health. Serious dancers fuel their bodies with healthy food and drinks to meet their individual nutrition and hydration needs to optimise mental and physical strength and endurance for training and performance.

5.8.9 (Image) recordings of and by students

The school may use images and sound recordings of students for brochures, leaflets, the school website, videos and other media.

We differentiate between 2 types of recordings:

- Targeted recordings: these are recordings in which you can clearly recognise a student or in which a student is posing. Examples include the class photo or an individual photo. Our school always asks you and your parents for permission to take and use such recordings.
- Non-targeted recordings: these are general, spontaneous, non-posed atmosphere recordings of a group of students without one or more of the students being in the spotlight. Examples include a photo of the class on a walk or an activity. Our school does not ask permission to use these images. If you and/or your parents do not want the school to use these images, you must let the school know by letter or e-mail.

We want to protect not only the privacy of our students, but also that of the teachers and other employees of our school. The making of recordings and visual footage by students within the school building is not permitted unless permission has been granted by those involved.

5.9 Learning attitude

A successful school career starts with a good learning attitude. This involves a great responsibility on your part!

A proper learning attitude includes participating in all classes and always keeping up with assignments and studying for tests. Your teachers believe in your abilities and will give you every opportunity to achieve good results. However, if assignments or tests are missed or not taken without a valid reason, you may receive a **zero** for that curriculum component. After all, you have not been able to



demonstrate that you have mastered the subject matter. Your teachers will make specific agreements about this at the start of the school year.

Checklist for a good learning attitude

- You always have the right course materials with you.
- You hand in homework in a timely manner.
- You complete assigned exercises.
- You repeat your lessons daily.
- You indicate in a timely manner where help is needed.
- You are attentive and participate in the class in a positive way.
- You take notes as per the agreements and you keep up with all your courses.
- You are on time.
- You show impeccable behaviour suited to the lesson.
- You use Smartschool to communicate correctly and plan your learning path.
- You help keep the classroom in good order.
- You attend remedial classes if invited to do so.

5.10 Code of Ethics

5.10.1 Discipline

Self-discipline is definitely one of the most important duties and responsibilities you owe to yourself and others. Don't follow the crowd, but chart your own path and goals to make your own dreams a reality. Make sure you are alert, prompt and eager to learn, and finish your work on time. Only by being disciplined can you become the best dancer and artist you can be.

5.10.2 Dedication

Behave in a responsible manner. Commit everything you have to the art you have chosen as a career. Live, breathe and cherish your art. Give it your all. Don't let others distract you from your goals.

5.10.3 Focus

Give 200% during your studies. Enrich your mind and take good care of your body. Never settle for anything less than your best. Only you know when you have done your utmost. Always strive for personal excellence. Always demand the most from yourself and continue until you have really done everything possible.

Stay focused and you will achieve your personal and professional goals.

5.10.4 Patience

It takes time to become a great dancer and artist. For some it comes easier than others, but make no mistake, it always demands hard, focused work from everyone. Be tough on yourself and set your goals, but be realistic and patient about how long it may take to reach them. The road to excellence is a day-by-day process.



5.10.5 Honesty

First, to your own self be true, and honesty towards your family, friends and colleagues should follow. Do not tolerate dishonesty from others and speak the truth, because dishonesty can cause serious harm to all who are affected by it.

5.10.6 Theft, damage and vandalism

The school tries to provide you with optimal learning and development opportunities in all areas. We do this by investing in infrastructure and didactic material, among many other things. It is important that we all treat the school building and all materials in a careful manner. You should also treat other people's belongings in a careful and respectful way. Theft, damage and vandalism are always the responsibility of the student concerned.

5.10.7 Bullying, harassment, discrimination and the infliction of harm

Do not bully, intimidate or discriminate against others or cause harm based on gender, race, colour, creed, nationality, language, sexual orientation, culture, religion or for any other reason. It is your ethical duty to report any such instances and to notify management immediately of any such harmful behaviour.

Harassment, intimidation, discrimination and the infliction of harm includes, but is not limited to, gestures, body language, words or physical contact. It also includes written or electronic texts, showing photographs or making drawings.

Bullying can be physical (such as hitting, stomping, spitting, pushing, pulling, snatching something and/or damaging personal property or extorting money) but also verbal or written (such as taunting, malicious teasing, insulting, swearing, sexual harassment, religious or racist remarks or threats), electronically transmitted, psychological (such as emotional abuse, spreading rumours, manipulating social relationships, extorting or engaging in social exclusion/avoidance, coercion or intimidation, degrading gestures or public humiliation), attacking someone else's property, blocking or preventing movement, and unwanted physical contact.

Cyberbullying is the use of information and communication technology such as e-mail, mobile technology, pager, text messaging, instant messaging, personal websites and online personal pooling websites, at or outside of school to intentionally, repeatedly and with hostile intent and demeanour bully others, as an individual or a group, to threaten, harm or cause emotional distress to someone or to significantly disturb or disrupt the operation of a school or a student's sense of safety and ability to obtain an education.

A cyberbully commits an act for which a procedural or disciplinary measure may be imposed, as provided in the official General School Regulations of City Education.

Harassment includes: Abusive or demeaning actions toward an individual or group that: (1) demean an individual; (2) cause a student or employee to fear violence or harm to his/her property; (3) interfere with a student's educational achievements, opportunities, or benefits; or (4) disrupt the orderly operation of a school.

More on this in the school's Code of Conduct.

Someone who violates the School Regulations and the ethical code and chooses to engage in malicious and destructive behaviour will not be permitted to stay at the Royal Ballet School Antwerp. We are always obliged to respond and ensure the general welfare, safety and security of all our students.



5.10.8 Unwelcome intimacy at school

Unwelcome intimacy is defined as the verbal or physical contact of a sexual nature, imposed on the basis of gender by an employee or student, that is unwelcome, hostile or intimidating. Such conduct may include but is not limited to: insults of a sexual nature, swearing, dirty jokes, harassment through words or actions, offensive touching, pressuring for sexual activity, unwelcome sexual advances, requests for sexual favours and other unwelcome verbal, visual or physical contact of a sexual nature and which produce a negative impact on performance and create an intimidating, hostile, degrading, or aggressive educational or work environment.

Students of the Royal Ballet School Antwerp are prominent representatives of the school. No form of physical intimacy such as deep kissing, fondling, or intercourse is allowed at school or at any school-sponsored event, performance, or competition. Intimate activities are private and inappropriate in any professional artistic and academic setting. The school's Code of Conduct provides further clarification on this item.

More on this in the school's Code of Conduct.

5.11 Lunch break

Our school offers you the possibility to stay at school for lunch. Students in B1 - B3 must stay in the school during the lunch break. Students in B5 - B6 may leave school at lunchtime subject to formal parental permission granted at the start of the school year.

If, in exceptional circumstance, you cannot stay for lunchtime study, your parents will report this via Smartschool or via a written statement delivered to the student office.

5.12 Media requests, photos, films and videos

Students, parents, visitors and others are not authorised and do not have permission to take photographs, film or record video in the school or on the school grounds or during a performance or event. All photos, films and videos authorised or used by the school will be made available on request.

Media requests for interviews, photographs, films or videos from any source, such as individuals, newspapers, weeklies, radio or television, should be made directly to the management.

Using the permission form for media, photo and video of the Royal Ballet School Antwerp, the students and their parents or guardians can give permission for the use of visual material. See also the 'General School Regulations'.

Photos, films and videos of students, rehearsals, performances, competitions, coaching, lessons or progress evaluations may only be taken for use by the Royal Ballet School Antwerp.

If necessary, the Royal Ballet School Antwerp will hire professional photographers and videographers for photos and DVDs for brochures, posters, public relations and media publications, and/or items for sale.

The Royal Ballet School Antwerp prohibits the uploading or posting of photos, films, videos, comments or publications, in whole or in part, on the Internet in any form or on social networking sites (such as Twitter, Facebook, YouTube) by persons not affiliated with the school, at school or during school rehearsals, performances or events.



The Royal Ballet School Antwerp holds the exclusive right to post material about the school, students, programmes and performances on the Internet. Action will be taken against anyone who fails to comply with the provisions of this policy.

Photos, films or videos of any kind (including recording with a mobile phone camera) must never be taken by anyone in the showers or changing rooms of the school or theatre.

The Royal Ballet School Antwerp retains exclusive ownership and user rights to all photos, films and videos depicting the students, artistic and academic programmes, events, activities and performances, with appropriate mentions of music and choreography credits, copyrights and licenses.

6 Liveability, safety and hygiene

6.1 General points of attention

The school invests in both a strong learning environment and a healthy living environment. We believe it is important that these two aspects go hand in hand. We want to give everyone the best possible opportunities in a safe and healthy environment.

- Chewing gum is prohibited throughout the school.
- Hanging out in the locker rooms or in the hallways is not allowed.
- Soft drinks, energy drinks, chips and other high calorie snacks are not part of a healthy lifestyle.
- Caps, hoods or other headgear must be removed in the school building.
- Store your bookbag and sports bags in the space provided. Do not block any passageways.
- Pay daily attention to your personal hygiene.
- Wear neat and presentable clothes.

On the way to and from school and when moving from one location to another, observe all traffic rules.

6.2 Safety

6.2.1 Approach

The Royal Ballet School Antwerp aims to achieve its health and safety objectives through:

- environmentally safe and well maintained infrastructure and equipment;
- a minimum of risk at all possible levels;
- the organisation of expert health and safety seminars to minimise risks;
- preparatory drills for the actions required in the event of an emergency such as a fire, accident or injury;
- immediate response to health and safety problems with appropriate actions;
- safety inspections of infrastructure and lifts, preparations in case of emergencies and evacuations, exercises in preparation for fire, flooding or power cuts;
- the organisation of seminars and demonstrations on first aid, accidents, injuries, illnesses and emergencies.

6.2.2 Evacuation drill

The fire alarm is sounded in our school with a siren. An evacuation drill is held at least twice every school year. There is a floor plan in the classrooms and corridors showing the evacuation routes. It is



important you review this in advance in order to carry it out correctly. The evacuation procedure is also discussed and 'practiced' at the start of the school year.

What to do in case of fire?

- Carefully follow your teacher's instructions.
- Windows and doors must be closed but not locked.
- Lights must stay on or be turned on.
- All your belongings must be left in the classroom.
- Evacuate the room quickly but calmly.
- Stay with the teacher leading the class and make sure no one is left behind.
- Follow the prescribed route to the theatre square.
- Register at the theatre square with your teacher.
- Stay with your class group to await further instructions.

6.3 Smoking, drugs and alcohol

6.3.1 Smoking

In Belgium, there has been a general smoking ban in public buildings since 1 September 2008. The following rules apply to students, teachers and visitors to the school:

- Smoking is prohibited in all open and enclosed areas of the school and throughout the school environs.
- Smoking is prohibited during all activities outside the school walls (school excursions). The public trading and supply of tobacco is prohibited at the school and around its immediate vicinity.
- Parents are liable for any damage caused by their child.

The Royal Ballet School Antwerp is not responsible for damage caused by arson in violation of the general smoking ban. If you want to stop smoking or are struggling with other addictions, you can always contact the Student Guidance Service (CLB) for a discussion or referral for specialised help.

6.3.2 Alcohol and drugs

Alcohol, illegal drugs, and the abuse of prescription medication have a particularly negative impact on cognitive and physical abilities. The possession, sale or use of alcohol or illegal drugs are strictly prohibited. This prohibition applies at school, on school grounds, in the boarding school, at events sponsored by the school or in the vicinity of the school. Any violation will be reported to law enforcement and action will be taken to protect others.

6.4 Hygiene

Keep your clothes, shoes and equipment clean and in good condition at all times. Use deodorant and shower regularly. Bring a small towel for when you might need one. Your clothes will be washed after use.



6.5 Sustainability and environment

6.5.1 Philosophy

We want everyone to take responsibility for reducing their carbon footprint and waste. Small adaptations can really make a difference.

We are actively committed to a healthy, environmentally conscious lifestyle to protect and maintain personal health.

6.5.2 Waste and recycling

We ask everyone at school to work together to make our school a clean, safe and professional environment. We ask you to limit the amount of waste you produce, always throw waste into the bin and take care of the environment.

Try to reduce waste as much as possible, for instance, by using reusable packaging or a thermos instead of plastic water bottles. Use a lunch box instead of tin foil to carry your sandwiches and snacks. Take fruit instead of pre-packaged candy for snacks and carry a paper or cloth tote bag over a disposable plastic one. Small hazardous waste, such as batteries, can be delivered to the administrative office for safe and proper disposal.

6.6 Nutrition and health

6.6.1 Choosing a healthy lifestyle

A healthy body weight is conducive to dancing and must be maintained to ensure health, safety and full participation in the programme. Students and their parents are responsible for their health, well-being and safety, including making sure they get adequate rest and proper nutrition, arrive on time for classes, rehearsals and events, warm up properly and avoid dehydration. If it is determined that a student is suffering from an eating disorder, the parents will be contacted and referred to outside assistance. The school will work closely with parents, counsellors and doctors in the treatment of the eating disorder. The Royal Ballet School Antwerp engages the services of a dietician for nutritional advice.

6.6.2 Medical assessment and medical approval

The Royal Ballet School Antwerp requires a medical assessment for enrolment and participation in the dance lessons.

Good health is a fundamental requirement for quality training, endurance, flexibility, balance and coordination - qualities demanded in the dance world.

It is therefore appropriate that the school be kept informed of each student's health status, diagnosis, prognosis, preventive measures, proposed medical interventions, risks, benefits and alternatives to proposed interventions, and the possible consequences of treatment or no treatment, progress and rehabilitation measures.

The voluntary and informed consent of the students and parents is required for medical care and enrolment, with the Royal Ballet School Antwerp being appointed and authorised to receive full medical information and act on behalf of the student in the event of an emergency, incapacity, accident due to illness, or injury in the physical absence of the parents.



Each student and his/her parent(s) give their permission upon enrolment and agree that the Royal Ballet School Antwerp and the authorised healthcare providers may perform all medical interventions for which they are competent.

6.6.3 Healthcare and right to treatment

When the health of a student is at risk, the Royal Ballet School Antwerp may not continue the teaching or competition. In the event of serious risk to a student or in the event of a transferable health risk to others, the school and/or healthcare providers as provided by law or in the interests of the general health, welfare and safety of the school will, even against the will or protest of the student and parents, notify the appropriate authorities of the unfitness of a student to participate in the training programme or competition.

Research is not permitted or should not be conducted in a manner or context that could damage the student's health or diminish, alter, or jeopardise artistic and academic achievement. Participation in a research study requires the voluntary and informed consent of each participant.

Researchers, physicians, specialists and other healthcare providers remain bound by the ethical rules, regulations, policies, codes and laws that apply to their profession, in addition to Belgian law and the regulations and policies of the Royal Ballet School Antwerp and City Education. In the event of a dispute, the more favourable provision of this law or rule protecting the health, rights or interests of our students and employees will apply.

6.6.4 Insurance

Students are insured against accidents and incidents during all school activities, on the way from home to school (at the start of the school day) or vice versa (at the end of the school day), provided that students take the normal and shortest route to and from school and home.

If you are involved in an accident, you must inform the administrative office as soon as possible. In the event of an accident during a school activity (in or outside the school), the student must be immediately accompanied by the teacher for the necessary care and notifying the administrative office.

The administrative office will provide the student, teacher, and/or parent with a notification form. The fully completed form should be handed in to the administrative office for settlement with the insurance company.

The injured student and teacher will go to the administrative office for all arrangements and coordination. If the student is seriously hurt, they will go to the hospital, along with a member of staff. Once in the hospital, the parents or the boarding school administrator will be informed.

On the basis of the medical certificates and declarations, the health insurance company will reimburse the parents. The insurance only covers medical and pharmaceutical costs, not property damage. There is only limited coverage for eyeglass lenses and dental damage.

6.6.5 Prescription medication

The school counts on parents, students and family doctors to avoid the consequences of medication at school and the dangers of abusing prescription drugs. A doctor's approval must always be present in the student's file for him/her to attend a dance class. Parents and students are requested to keep the Royal Ballet School Antwerp informed of any prescribed medication taken by a student. The school must be informed of the physician's written instructions. These ensure the health, security and safety



of a student. These instructions often list any side effects or other medical problems that may impact health or cause an accident, illness or injury resulting from the strain of physical dance classes.

6.6.6 Injury prevention

To prevent injuries, keep the following in mind:

Daily stretching, care and technical training regimes and programmes.

- Check the floor, surfaces, equipment and your personal belongings to prevent any safety issues.
- Stop recurring illnesses or injuries by preventing this illness or injury in the first place.
- Choose nutrition and hydration that aids physical and mental strength and endurance.
- Do your best to achieve and maintain cardiovascular health, flexibility, coordination and balance.

Warm up the main muscle groups and carefully follow the planned training regime.

- Improve posture/techniques to avoid stress on muscles, bones and joints.
- Dance, jump up or forward on properly designed shock-absorbing floor surfaces.
- Use properly fitting, good quality shoes during and after dance activities.

Make sure you have plenty of rest to allow your mind and body to recuperate.

6.6.7 Food is not your enemy – there are only unwise food choices.

Listen to your body's needs and carefully consider how different foods impact your body. Make an appointment with our nutritionist if you have any questions or concerns.

Food is not an enemy to dancers. It is the unwise choices and improper nutrition that causes problems.

It is important for students to talk to their parents and teachers if they have any health concerns so they can be examined medically and nutritionally to determine any mental or physical problems, sensitivities, or allergies that could seriously impact the student's artistic and academic progress and achievement.

6.6.8 Sport-friendly and healthy snacks

Our school strives to be a healthy school. We therefore want to encourage all students to maintain a healthy lifestyle. This includes sufficient exercise, a healthy diet, sufficient sleep and a good balance between schoolwork and relaxation.

You can buy **healthy, reasonably priced snacks and drinks** at school. Energy drinks are prohibited and soft drinks are not recommended. Chips and other high calorie snacks are not part of a healthy lifestyle.

The breaks in the dining hall are for eating, which is not allowed in hallways and classrooms.

6.6.9 Toilet visits

You may use the restroom facilities only during breaks and class changes, except in special situations and with the permission of the teacher. If you have difficulty bridging two hours of class, hand in a note from the doctor to the student office.

We want to avoid loss of class time with this rule.



6.6.10 Bag racks and lockers

In the dining hall, you will find **bag racks** where you can stow away your book bag or sports bag. Never use the passageways for this. You are responsible for your own belongings, the school is in no way responsible for damage or theft.

The school does not take possession of students' belongings for safekeeping. For this reason and for safety reasons, we strongly recommend using a **student locker**. Management reserve the right to check students' lockers at any time.

6.6.11 Valuables

You have no need for valuables at school. The school does not safeguard any personal items and is not responsible for any property you bring from home. It is best to leave valuables at home and never leave your personal belongings unattended. Please also be discreet about the amount of money you have in your pocket.

6.6.12 Bicycle parking station

You must lock your bicycle in the space reserved for it. Make sure you leave enough room for others. The school is never responsible for damage or theft.



7 What are the consequences for breaking the rules?

7.1 Customised support

You are closely monitored at school. Not only your learning performance and learning process, but also your learning attitude and behaviour are charted. We use the student monitoring system in Smartschool for this.

If you break the school rules, the school (meaning any member of the school staff) may take action. The goal of such measures is always to get you back on track. We take your personal traits into account and choose for a measure that will best lead to the desired behaviour. We think it is important to always involve your parents in this. After all, all those involved bear a shared responsibility in the educational process.

If you prove to be a stubborn learner, if you jeopardise the safety or learning opportunities of others, or if you and/or your parents refuse to accept guidance, the school may be forced to initiate disciplinary procedures resulting in possible expulsion from the school.

7.2 Possible procedural measures

The measures that the school can take if you do not keep to the agreements are varied. We look for the most appropriate solution for each individual problem. The school does not use rigid step-by-step plans, but looks for a measure that will benefit you most. You and your parents are obliged to comply with the measures imposed by the school. There is no process of appeals.

- Potential measures
- Your parents are informed by phone or e-mail.
- An agreement (contract) or mandatory guidance plan is established; for example, for truancy or tardiness.
- You get a monitor card; to track your learning attitude or behaviour, among other things.
- Your cell phone is confiscated for the day.
- You are asked to leave the class.
- A remedial discussion follows; for example, with the teacher, a staff member, the student guidance staff, or with the director.
- You receive an extra assignment or task.
- You must redo a task.
- You have to do a task at school at a time when the other students in your class have time off or are engaged in another activity.
- You lose access to the tutoring sessions; for example, if you disturb the tutoring sessions or show insufficient commitment.
- You do not receive extra guidance; for example, because you missed instruction due to tardiness.
- You are not given additional time for a task or test; for example, if you arrive late to class.
- You may not make up for a test, task or lesson component; for example, if you missed it due to unauthorised absence or tardiness.
- You will receive a zero; for example, if tasks or tests are ignored or missed without valid grounds.
- You must work individually instead of in a group.



- You may not attend a performance.
- You are excluded from one or more classes.
- You may not attend a specific activity/project.
- You may not attend a multi-day school trip.
- You are sent home from an excursion/multi-day trip at your own expense (+18).
- You have to be picked up by your parents from an excursion/multi-day trip (-18).
- You have to copy course materials at your own expense; for example, if you do not have the assigned books due to ordering them late.
- You or your parents are responsible for any damage caused or costs incurred.
- You may get another penalty tailored to you.

7.3 What disciplinary measures can be imposed?

For serious or frequent violations of the Rules of Conduct, you may be subject to disciplinary action. Only the director or the representative of City Education of Antwerp can impose a disciplinary measure.

What disciplinary measures are possible?

- **Temporary expulsion:** you are not allowed to attend class or take part in activities for a period of 1 to 15 consecutive lesson days.
- **Permanent expulsion:** you are permanently banned from attending the school.

In the event of a permanent expulsion, the school and the Student Guidance Service (CLB) will help you look for a new school. The school will deregister you after you are enrolled in a new school. The school can also deregister you if you and/or your parents do not make sufficient effort to enrol you in a new school (latest 1 month after the permanent expulsion). If you are no longer subject to compulsory education, the school will deregister you after 10 days of lessons.

How does the school take a disciplinary measure?

The following procedure applies to this process:

1. The director (or the representative of City Education of Antwerp) decides to initiate a disciplinary procedure.
2. The director (or a representative) will inform you and your parents in writing that disciplinary proceedings have been initiated. The director will invite you to an interview. At least three workdays (i.e. not including Saturdays, Sundays or statutory or regulatory holidays) will transpire between the invitation and the interview.
3. The director (or a representative) will seek the advice of the class council prior to the interview. He/she records all relevant information about what happened in the disciplinary file.
4. Prior to the interview, you are welcome to consult the disciplinary file at the school or request a digital copy of the file.
5. During the interview, your parents can bring someone along to assist them.
6. 1 workday after the interview, the director (or a representative) will decide on the disciplinary action.
7. Your parents will receive the decision with an explanation in writing.
8. Will you be permanently expelled? Then the director will inform the Student Guidance Service (CLB).

Preventive suspension

The director (or a representative) may decide that you are not allowed to attend class or school during the disciplinary process. You will then be handed a preventive suspension because:



- an investigation is required as to the facts; and
- your presence at school is a danger to yourself, fellow students or school employees.

The preventive suspension lasts a maximum of 10 consecutive lesson days. In exceptional circumstances, the school may extend the preventive suspension up to a further 10 consecutive lesson days.

Is childcare at school possible in case of expulsion or preventive suspension?

You may not attend school during an expulsion procedure or preventive suspension unless the school agrees to provide childcare. Your parents can also request childcare themselves. The school has the right to refuse this request. In that situation, the school will explain this decision to your parents. The school may impose conditions on the childcare. It will also decide what you should do during the childcare. The school may discontinue the childcare. If that happens, the school will explain this decision to your parents.

7.4 What if your parents do not agree with a disciplinary measure?

Then they can appeal to the Appeals Committee.

Please note! An appeal is only possible against a permanent expulsion.

Do your parents (or you, if you are 18 or older) disagree with the school's decision to expel you permanently? Then there are 2 ways to lodge an appeal with the Appeals Committee:

- Your parents will send a registered letter to the chair of the Appeals Committee. Or they can deliver the letter to the Appeals Committee and ask for proof of receipt.

The address is:

Stedelijk Onderwijs Antwerpen

Voorzitter van de beroepscommissie

Frankrijklei 71 - 73

2000 Antwerpen

- Your parents must file an appeal via the website of City Education of Antwerp:
<https://www.stedelijkonderwijs.be/content/beroep-indienen-tegen-uitsluiting>

Please note! Your parents must file the appeal within 3 workdays of receiving the decision on the permanent expulsion. If your parents do not file an appeal until after this deadline, the Appeals Committee cannot discuss the appeal. The Appeals Committee consists of internal and external members.

The internal members are:

- the company director of City Education of Antwerp or his/her replacement
- a secondary education network director

The external members are:

- an employee of Onderwijsnetwerk Antwerpen
- a former employee of City Education of Antwerp.

The employee of Onderwijsnetwerk Antwerpen is the chair of the Appeals Committee. An employee from the Student Guidance Service (CLB) advises the Appeals Committee.

How does the Appeals Committee work?

The Appeals Committee works independently and will thoroughly investigate your complaint:

- You and your parents will receive an invitation from the Appeals Committee for an interview. You can bring someone along to this interview to assist you.



- You may review the disciplinary file prior to the interview.
- Within 8 workdays of receiving the valid appeal, the Appeals Committee will meet with your parents, yourself and the school. Is the period of 8 workdays set to end between 10 July and 20 August, or during a school holiday? Then the deadline will be extended to 31 August or the 1st week after the school holiday.
- The Appeals Committee shall assess whether the appeal is admissible and well founded. If the appeal is admissible, you and your parents will be given the chance to state why you disagree with the decision.
- The Appeals Committee shall then render a decision. When voting, each member has 1 vote. In the event of a hung vote, the chairperson's vote shall be decisive.
- The chair of the Appeals Committee (or his/her representative) will send a registered letter to your parents and the school with the decision and motivation no later than 5 workdays after the hearing.

The permanent expulsion will remain in place while the Appeals Committee hears your appeal.

8 Guidance and care

8.1 Care policy

If the student needs more guidance/care/coaching (socio-emotional, psychological, physical, learning, a listening ear, etc.) within the school in addition to the classical educational guidance of the general subjects and dance teachers, the students can discuss this with:

1. The class secretary
2. The student guidance and/or Student Guidance Service (CLB)
3. The management
4. External support

Student guidance and the Student Guidance Service (CLB) have a designated room in the school. The hours during which they can be reached are listed.

If you have a question, you can also contact student guidance and the Student Guidance Service (CLB) by phone or e-mail. The student counsellor coordinates the different initiatives.

8.1.1 Phase 0: Good basic preventive care

Students' educational needs are met in the form of the school's daily educational and care offerings and participation in preventive healthcare in the form of medical school supervision.

8.1.2 Phase 1: Increased care

The school encourages teachers to respond to the first questions from students themselves and then to refer them to the student counsellor. If a request for support (related to e.g. bullying, fear of failure, learning disabilities, etc.) is received by student guidance, which falls outside the scope of educational and preventive care, the school team will first try to offer this within its regular operations and provide the additional support. The care team and teachers will search for a targeted approach or intervention and determine the subsequent steps.



8.1.3 Phase 2: Expansion of care

If a request for support cannot be dealt with within the scope of increased care by the school team and an expansion of care is required, the Student Guidance Service (CLB) and/or external parties will be called in. The school team requests student-specific, action-oriented advice and support from the Student Guidance Service (CLB). The CLB can serve as a hub for this. The support is maximally attuned to the learning and living context of the student. If further investigation is necessary after receipt and clarification of the question, this can be taken up by the CLB or an external service.

8.1.4 Phase 3: Transfer to a customised school system

If, despite best efforts, the current school is approaching its limits and the school's capacity is exceeded or soon to be exceeded, an appropriate pedagogical option will be sought.

8.2 Learning support

The school wants to focus on different domains to offer everyone optimal learning opportunities and prevent students from falling (further) behind. An important factor here is the wellbeing of each student. After all, wellbeing has a direct influence on your study motivation.

8.3 Basic care and preventive learning support

The following aspects are (among others) part of the broad basic care and preventive learning support at school:

- expertise of the school team (school as a learning organisation),
- open communication between teachers, students and parents,
- strongly developed student guidance and care policy,
- teaching of language skills in all subjects,
- transparent lesson objectives and evaluation criteria,
- conducive learning environment,
- stimulation of self-directed learning,
- attention to learning to learn in all subjects,
- differentiated, challenging lessons and tailored exercises,
- competence-based learning,
- support for learning disabilities and other functional disabilities,
- learning from an authentic context during lessons and projects,
- IT support
- digital courses and exercises in Smartschool,
- feedback culture during the lessons,
- culture of positive reinforcement, attention for what you are good at,
- Smartschool calendar as a scheduling tool,
- Smartschool as a communication and learning platform,
- Open Learning Centre (OLC).

8.4 Increased care and remediation

Sometimes, despite preventive measures, you may have difficulty following the lessons. Your teachers will then consider the best way to eliminate the deficits or difficulties and will draw up a **remedial plan** or **guidance plan**. This may include:



- independent work; for example, extra exercises,
- extra lessons with more explanation,
- extra tutoring for additional practice or to catch up,
- any other form in which the learning material is presented; for example, via audiovisual media, multimedia, books, etc.
- other reasonable accommodations.

Your teachers will notify you when extra classes or tutoring sessions are scheduled. If, due to the nature or extent of the problem, your subject teacher is unable to resolve the issue her/himself, you will be referred to our **student counsellor**. She will discuss with you which support measures are possible and whether an adapted learning track is necessary.

The decision for an adapted learning track is taken at the class council level and is done in consultation with all your teachers, student guidance and the management. If you or your parents request extra remedial lessons without a valid reason, the school is not obliged to accommodate your wish.

Remember, the greatest responsibility for eliminating learning deficits lies with you. Prevention is better than cure!

- Pay attention during regular classes and actively participate.
- Study your lesson material and complete all tasks and tests.
- Always be present at the agreed remedial sessions.
- Come prepared for the tutoring session.
- Actively work on your own improvement.

If you do not keep to the agreements, the school can refuse remedial support.

For serious problems that cannot be solved by the subject teachers or the student counsellor, the Student Guidance Service (CLB) will be called in.

The recommendations about guidance and remedial measures and the extent to which you follow them are recorded in the student monitoring system. Whether or not these guidance and/or remedial recommendations are followed, is taken into consideration during the class council's deliberations.

8.5 The class council

Your teachers consult with each other during a class council. They discuss your learning achievements, your attitudes towards learning, your behaviour and the factors that influence these. The class council can offer advice on salvaging your study results or adjusting your behaviour in the form of a study guidance plan, a remedial plan, a contract, tutoring, catch-up lessons, and so on. Depending on your individual needs, they determine which remediation or guidance is most appropriate for you. Following the class council's remedial or guidance recommendations will increase your chances of passing.

Important class council findings will be reported to your parents via your report, through parent-teacher evenings, or via phone contact.



9 Evaluation

9.1 Why do we evaluate

Evaluation has an **assessment function**. The government decree stipulates what you must know and be able to produce at a certain point in your educational path. We call these the learning objectives. These have been compiled in the form of curricula for each subject and grade. Our education and thus our evaluation is linked to these curricula and learning objectives. In other words, evaluation is how the school can ascertain whether you have actually achieved the learning objectives and have therefore earned a particular qualification.

On the other hand, evaluation also has a **guiding and corrective function**. After all, evaluation provides a lot of information about how your educational process is going. Where you need extra support, where you need to be challenged, what links you can already make, how you deal with the material, how you apply the material, where it still needs further explanation, and so on. All this information allows you to take more responsibility and become a stakeholder in your educational process.

Evaluation also has an **exploratory function**. Based on the available data, the school team can make well-considered pronouncements and give advice about your learning path and choice of study.

9.2 Level determination and progress in dance

A student's progress is assessed according to the international pedagogical standards for classical ballet. We would like to explicitly inform students and parents that there is no automatic transfer to the next level and that there is no guaranteed placement based on age or academic level. The only way to progress is to meet the curriculum requirements to move to the next level.

The school utilises a competence report for dance. It includes an assessment of physical elements, artistic and musical skills and an assessment of the various subject components. The competence report is a tool for the students to work with, through which they strive for self-reflection and clarity regarding the points they receive.

There are 4 report periods consisting of 2 process evaluations, an evaluation lesson and an exam lesson.

9.3 Evaluation and assessment system for Dance and Artistic and Cultural Education (CKV).

9.3.1 Evaluation and reporting in Dance

The **process evaluations** will be included with the October and April reports. The evaluation data are incorporated into a dance report with text. This report shows how the student deals with the material and what the points of improvement are. Both strengths and weaknesses are cited. The dance report provides a snapshot of where the student is in the educational process and whether sufficient progress is being made.

In the second period (December), students are evaluated during an **evaluation lesson**. This lesson is attended by the dance team and judged by a jury consisting of the artistic director and the dance teacher(s) of the previous, current and subsequent year. The evaluation of this lesson can lead to a **Pass** or **Fail** score. The score clearly indicates whether the student in question can adequately process



the subject matter, meets the technical, artistic, physical and mental requirements of the dance education programme and has a chance of achieving the curriculum objectives by the end of the school year. If the score is 'Fail', the student will be advised to choose another field of study.

In the last period (June), students are evaluated during an **exam lesson**. This lesson is attended by the dance team and judged by a jury consisting of the artistic director and the dance teacher(s) of the previous, current and subsequent year. The evaluation of this lesson can lead to a **Pass** or **fail** score. The score indicates whether the student in question has adequately processed the subject matter, has met the technical, artistic, physical and mental requirements of the dance education programme and has achieved the curriculum objectives. A student who received a 'Fail' score must choose another field of study.

Students who could not be evaluated, for medical reasons for instance, are given a '**No Evaluation**' score. At the end of the school year, the class council then decides whether the student in question has passed based on all the evaluation data.

9.3.2 Evaluation and reporting in Artistic and Cultural Education (CKV)

Twice a year students receive a competence/CKV report. This is an instrument that strives towards self-reflection and clarity regarding general (generic) competencies. We work across subjects and, in the last grade, we link this to the GIP.

This report is delivered digitally during the second and fourth report periods.

With the exception of:

- B1, these students get the first school year to get started with their portfolios and only need to present once, namely in the fourth report period.
- B5 and B6: the CKV is partly included in the Integrated Project (GIP). Taking the schedule of the GIP into account, B5 presents only in the second period and B6 only in the fourth period.

9.4 Academic evaluation: general subjects

The Royal Ballet School Antwerp has opted for the system of continuous assessment for the evaluation of the general subjects. Students receive a report 4x a year evaluating daily work/continuous assessment.

Evaluation of daily work/continuous assessment

The evaluation of the daily work delivers a mark between 0 and 10. If students receive a Fail mark (less than 5), they should contact the teacher to see what steps can already be taken to remedy the situation. A different method of study may be a solution.

Students' scores are based on what they can already do, what they understand and their study attitude. By study attitude, we mean perseverance, care, teamwork, intrinsic motivation for the subject, commitment and attention in class.

They will be graded on the basis of in-class tests, overview tests, exercises, homework, and tasks in class. Both the acquisition of knowledge and the performance of the corresponding assignments count. The teacher's comments indicate what students are good at or what still needs to be improved. They are always meant to assist in your development. Keep that in mind.

Important note:



Students come to agreements with their teachers which tests, exercises and personal work they still need to hand in after a legitimate period of absence.

Students who fail to hand in a task will get 0 for that task. Students who were absent for legitimate reasons must still catch up on all assignments. Students who were absent on unauthorised grounds may receive a 0 on tests and exercises.

9.5 Integrated Project (GIP)

Students are assessed in terms of general personal development, participation in social and vocational activities and practical, technical and artistic skills through an Integrated Project (GIP).

The GIP is compiled from the subjects from the basic education part and incorporated into the full programme. The project must not lead to an increase in the exam workload. At the beginning of the school year, an info session is held regarding the schedule and relationship between the subjects in the GIP and the research, and the relationship between the process evaluation (strategy evaluation) and product evaluation (the result) which always consists of a presentation and a dance component. The way in which the assessment is carried out (subject, design, criteria, evaluation intervals, solo, etc.) is also communicated in writing to the parents and the students.

Unlike conventional tests, which are only a snapshot of a student's progress, the GIP provides a fuller picture for evaluating the student's knowledge and abilities. The GIP requires the interpretation and assessment of external experts and greater personal engagement from the student.

Education must be geared to today's challenges and prepare students for future employment. Underperformance in the GIP will have a negative impact on the final results. A student who fails the GIP will have to retake part of the project.

9.6 Attitude report

In addition to knowledge and skills, attitudes are also evaluated in daily work, but not through a classic point system.

The eight attitudes we evaluate are based on the cross-curricular attainment levels (mainly social skills and civic responsibility):

- Respect
- Commitment and eagerness to learn
- Tolerance
- Abiding by rules and agreements
- Punctuality and sense of responsibility
- Order
- Helpfulness
- Independence

These attitudes are evaluated using the rating scale Very Good - Good - Getting there - Unsatisfactory. The attitude sheet is a learning tool. We give a student the opportunity to take responsibility and work to improve their attitudes.

Together with report 1 and 3, the class secretary fills in an attitude report. If one attitude has an Unsatisfactory score, the class council can propose a coaching track to adjust this attitude. If this does not lead to the desired result, procedural proceedings may be initiated.



9.7 Reporting

Reporting evaluation data includes a dance report, a competence report, an attitude report and a total grade report. The report data are linked to possible points for improvement and their concrete approach based on the learning and development objectives. There are 4 report periods. The different report intervals are listed in the yearly schedule in Smartschool.

- You will receive a paper report. You should return it with your parents' signatures to the person in charge of the student office. In special cases, we can also deliver the report digitally on request. You may keep this report at the end of the school year.
- Students and parents can consult the grade report via SKORE in Smartschool.
- The competence/CKV report and attitude report are available for review on Smartschool.

9.8 Deliberation criteria

The class council is officially authorised to decide on:

- the granting of certificates (A, B and C) and attestations
- the issuing of a recommendation on the pursuant choice of study.

During its deliberations, the class council shall consider:

- the obtained results as they appear in the reports: general subjects report, dance competence report and attitude report
- the development of the results over the course of the year,
- any medical, social and family reasons,
- learning difficulties and learning disabilities,
- The results of the integrated project (GIP).

Important criteria in the deliberation:

- each student is evaluated individually;
- marks are not added up, neither vertically nor horizontally

If you receive a recommendation for your choice of study, we strongly advise you to follow this recommendation. The teachers can best assess your chances of success.

In some cases, the deliberating class council can also issue a **certificate of regular attendance (ARL)** if the student obtains weak or unsatisfactory results for some subjects at the end of the **first, third or fifth year**.

This ARL is a **deferred decision**, only possible at the end of the first year of each grade. The student concerned may move on to the next grade provided he/she follows a **guidance plan** for the weak subjects. If he/she can demonstrate during or at the end of the guidance plan that the deficiencies have been eliminated, the class council can still grant an A certificate for the previous school year. If it appears that the student is not following the guidance plan or the deficiencies have not been eliminated, a B or C certificate may be awarded at the end of that school year. The student will receive an A certificate for the previous school year.



9.9 When have you passed?

B1-B5 students

You have PASSED by default if you
AE: have obtained a yearly total of at least 50% for ALL subjects Dance: have PASSED the examination class.
You have NOT passed by default if you
AE: have obtained a yearly total of less than 40% for several subjects Dance: have NOT PASSED the examination class.
You are eligible for a deliberation if you
have obtained a yearly total of between 40% and 50% for several subjects.

The yearly total is calculated as follows:

P1	P2	P3	P4	Yearly total
250	250	250	250	1000

Students who meet the conditions have passed.

Students who do not meet the conditions have not passed. They will receive a recommendation on their pursuant choice of study.

For the other students, the class council deliberates on the results and the student's chance of success in the upcoming school year.

B6 students

You have passed by default if you
AE: have obtained a yearly total of at least 50% for ALL subjects Dance: have PASSED the examination class. You <u>also</u> have scored at least 50% on the overall total for the GIP and at least 50% on each subject that is part of the GIP.
You have NOT passed by default if you
AE: have obtained a yearly total of less than 40% for several subjects Dance: have NOT PASSED the examination class. You have not passed the GIP if you have obtained less than 50% on 1 or more components.
You are eligible for a deliberation if you
have obtained a yearly total of between 40% and 50% for several subjects.

The yearly total is calculated as follows:

P1	P2	P3	P4	Yearly total
250	250	250	250	1000



Students who meet the conditions have passed.

Students who do not meet the conditions have not passed. They will receive a recommendation on their pursuant choice of study.

For the other students, the class council deliberates on the results and whether or not they are able to graduate.

9.9.1 Deferred decision

In the first and second grade, the deliberating class council can only decide at the end of the grade whether you have passed. At the end of the 1st year of the grade, you will not yet receive an orientation certificate, but only a certificate of regular class attendance (ARL).

If you switch schools or study focus during the school year, it is possible that the deliberating class council of the 1st year of the grade will meet again to award an orientation certificate. If your parents do not agree with this decision, they can utilise the procedure set out in the 'General School Regulations' for this purpose.

9.10 Disputes

Do your parents (or you, if you are 18 or older) disagree with an orientation certificate B or C? Then they can ask for a meeting with the director (or a representative). They must request this within 3 workdays of you receiving your final report (i.e. not Saturdays, Sundays and statutory or regulatory holidays).

Please note! If your parents do not request an interview until after this deadline, the director cannot respond to this request

During the interview, the director (or his/her representative) will explain the decision. Your parents in turn can explain why they don't agree with the decision.

After the interview, the director (or his/her representative) decides whether or not the class council will meet again. You will receive the result of this interview in writing. If a new class council is convened, your parents will receive the decision from this class council in writing.

Appeals Committee

Do your parents (or you, if you are 18 or older) disagree with:
the decision not to convene the class council,
or the new class council decision?

Then they can file an appeal with the Appeals Committee. They must do so within 3 workdays of receiving the report of the interview, or the class council's new decision.

Please note! If your parents do not file an appeal until after this deadline, the Appeals Committee cannot discuss the appeal.

Your parents can appeal in 2 ways:

- They can complete the form immediately after the interview with the director or his/her representative. The school will provide the form to the Appeals Committee.
- Your parents submit the appeal to the Appeals Committee in good time:
By registered letter to:
Stedelijk Onderwijs Antwerpen
Beroepscommissie evaluatie
Frankrijklei 71 - 73



2000 Antwerpen

With the online appeals form on the website of City Education of Antwerp (via 'Contact').

The Appeals Committee consists of internal and external members.

The internal members are:

- a secondary education network director
- the president of the class council or his/her deputy.

The external members are:

- a network director from another educational level
- an employee of Onderwijsnetwerk Antwerpen

The employee of Onderwijsnetwerk Antwerpen is the chair of the Appeals Committee. An employee from the Student Guidance Service (CLB) advises the Appeals Committee.

The Appeals Committee works independently and will thoroughly investigate the complaint:

- You and your parents will receive an invitation from the Appeals Committee for an interview. You can bring someone along to this interview to assist you.
- The Appeals Committee shall assess whether the appeal is admissible (valid) and well founded. If the appeal is admissible, you and your parents will be given the chance to state why you disagree with the decision.
- The Appeals Committee shall then render a decision. When voting, each member has 1 vote. In the event of a hung vote, the chairperson's vote shall be decisive.
- Your parents will receive the decision of the Appeals Committee by registered letter. The decision will be sent on 15 September at the latest.

9.11 Right of inspection

Students and parents have a right of inspection at all times, both for daily work and examinations.

School infrastructure

10.1 Theatre building

The Royal Ballet School Antwerp is located near the Meir, the main shopping street in the heart of Antwerp. The school is located in a twelve-story building commissioned in the 1980s. The building has two professional theatres: the Stadsschouwburg and Het Paleis.

The lift and stairs go up to the seventh floor on the Maria Pijpelinckstraat side and up to the twelfth floor on the Meistraat side. For safety and security reasons, students should not use the lift on the Meistraat side. They may only use it in the presence of a teacher, due to heavy use, and in the presence of third parties not associated with the school.

We ask students to use the stairs between floors as much as possible during school hours.

The toilets located on the seventh to eleventh floors may be used, but the toilets on the first to sixth floors may not be. The toilets next to the management and secretarial offices are reserved for staff.

10.2 Hallways and staircases

During recess, lunch, and free periods before and after school, students may not stretch, loiter, or lounge in the hallways and stairwells. At these times, students can use a free studio to stretch. Check



the class schedule to find a free studio. Be considerate of others in the classrooms and leave the studio clean. It's best to always be in the company of a fellow student at times when you are not in class. Make sure you are never isolated or alone in any part of the school and always let someone know where you are, where you are going, even if you are with a fellow student or in a group.

Visitors must report to the porter and register. The administrative office to the general or artistic director issues permission and ensures that they are accompanied in the complex. Notify the administrative office immediately if you encounter any problems in complying with this security policy.

10.3 Costume workplace

Students are not allowed to enter the costume workplace on the first floor, unless a fitting has been planned and arranged by the artistic director or someone from the school team. Preferably, they should be accompanied by a ballet teacher or coach. When you have finished your fitting, you should immediately return to your class or another scheduled activity. The costume workplace is not a gathering place, but only for the preparation of the costumes for the performances.

10.4 Info boards

There are info boards on the lift from the seventh floor on the Meistraat side and in the dining hall. Be sure to arrive early so you have time to check these signs in the morning. Please do this at the end of your day as well to see if any changes have been made to the schedule.

10.5 Lost items

Found items are placed in the basket on the seventh floor, in the hallway to the teacher's room. You must take responsibility and keep your belongings with you at all times. If you lose something, check the basket as soon as possible as these items are donated to charity. It's a good idea to write your name on all your belongings. Then if you lose something, hopefully a classmate will be kind enough to return your belonging.

10.6 Maintenance of the school

We need your full cooperation to ensure a clean, efficient and productive work environment with well functioning equipment to meet everyone's needs. Please notify the administrative office immediately of any items requiring maintenance such as broken showers, leaking taps, blocked drains in the showers, toilets not working or changing rooms in need of repair. Chewing gum and soft drinks are prohibited.

10.7 East side of the building (Maria Pijpelincxstraat)

The ONLY school entrance allowed for students is the entrance on the east side at Maria Pijpelincxstraat 1. Enrolled students receive an access badge to enter and exit the school. The badge may never be used by anyone other than the authorised student, including any other student. Take the necessary precautions and carefully consider the best way to protect yourself from the loss and misuse of the badge or unlawful access.



The lifts and stairs on the ground floor at the east entrance at Maria Pijpelincxstraat 1 give students access to the seventh floor of the school building. The first floor provides access to the costume workplace. The fifth floor provides access to the changing room for the female teachers. The sixth floor provides access to the B1-B3 changing room.

The seventh floor houses the Camargo Studio, the Taglioni Studio, the office of the artistic director, the office of the general director and the administrative staff.

10.8 West side of the building (Meistraat)

Students may only use the west entrance at Meistraat 2 to enter the school with the permission of the administrative office (the porter is always present for safety and security). This entrance is reserved for the staff of Het Paleis.

The second floor of the west building houses the backstage area and dressing rooms of Het Paleis. Access here is prohibited to students unless approved and pre-arranged by the management.

The fifth floor on the west side provides access to the AMT Studio. The seventh floor on the west side contains two academic classrooms, the dining hall, the kitchen, the student office, the teacher's room, sick room, conference room, Camargo Studio, the Taglioni Studio and the Open Learning Centre (OLC). On the eighth floor, you will find the B4-B6 girls' changing room, the Vestris Studio and an academic classroom. The boys' changing rooms and the Balon Studio are on the ninth floor. The Duncan Studio is on the tenth floor. Two academic classrooms, the Elssler Studio and the physiotherapy are located on the eleventh floor.



11 Complaints procedure

11.1 Foundation and philosophy

The school undertakes to observe the principles of good administration.

This means, among other things, that:

- any decision taken by the school must be made thoughtfully;
- any decision taken by the school must be reasonable;
- any decision taken by the school must be justified;
- every stakeholder has the right to information and clarification.

11.2 Submitting a complaint

If you do not agree with the operation of the school, compliance with regulations or a specific decision taken by a member of the school staff, you have the right to file a complaint.

You are welcome to report this complaint by phone, letter or e-mail directly to the general manager and/or artistic director. You should first try to resolve a complaint relating to the operation of the school or the actions of a member of staff directly with the director and/or the school team. If the complaint concerns the management team or if you cannot reach an agreement, you can submit your complaint via vraagenmeldpunt@so.antwerpen.be



SCHOOL REGULATIONS 2020-2021
Royal Ballet School Antwerp

Contact details

City Education of Antwerp
Frankrijklei 71 - 73
2000 Antwerp
tel. 0800 23 019
info@so.antwerpen.be
www.stedelijkonderwijs.be

Social service
Biekorfstraat 72
2060 Antwerp
tel. 03 338 50 90

Student Guidance Service (CLB)
Biekorfstraat 72
2060 Antwerp
tel. 03 338 44 88 clb@so.antwerpen.be
www.stedelijkonderwijs.be/clb

Appeals Committee City Education of Antwerp
Frankrijklei 71 - 73
2000 Antwerp

Contact Point
vraagenmeldpunt@so.antwerpen.be
www.vraagenmeldpunt.be