
July 20, 2020

Educational Dance Advisory

Considerations for the Reopening of Educational Dance Programs



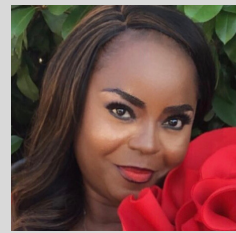
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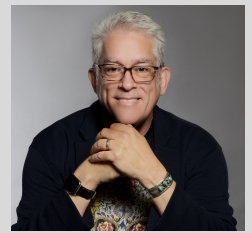
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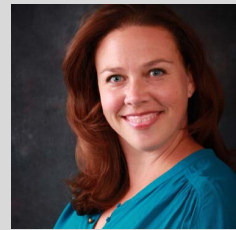
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Educational Dance Advisory Purpose

This committee of educators, district fine arts educators, and state and national dance organizations was created in response to the COVID-19 health crisis and the demand for guidance necessary to reopen dance education. In response, dance educational leaders from various backgrounds gathered to share expertise and make considerations for application.

In this document, we present a comparison of instructional models for various scenarios of PK-12 instruction in which dance educators and administrators may find themselves. Given that planning at this stage is based on considerations, as empirical data is not yet available, our committee focused on three instructional model scenarios. The first instructional model is **face-to-face** instruction with dance educators, while maintaining appropriate safety precautions and social distancing. The second instructional model is a **hybrid** model that includes some face-to-face instruction and some virtual instruction. The third and final instructional model is a **distance learning** model with completely virtual instruction. All models are developed with the knowledge that the current situation is ever evolving and dance educators may be prepared to be flexible and move between models as necessary.

Although we cannot consider every possible scenario, it is the hope of this committee that the considerations made can be applied to individual situations with assistance from administrators, educators, current data and information. Likewise, it is our hope to remain general enough in our considerations so campuses may have the autonomy and flexibility to apply this information as is appropriate in their individual settings and in conjunction with additional resources, information and support.

Advocacy Statement

Will you do what is necessary to provide access to opportunities in order for students to create, cultivate personal experiences, and connect with others in a meaningful way?

SEL (Social and Emotional Learning)

Due to the pandemic, we realize many students may return to school having experienced the trauma of being out of school, missed opportunities, and the lost milestones most adolescents have the privilege to experience. Therefore, to assist students with a smooth transition from distance learning back into the traditional school environment, our advisory provides considerations to meet their social and emotional learning needs. For instance, dance educators build an inclusive environment that turns the dance studio into a laboratory that engages the whole dance student: physically, emotionally, and intellectually. Through this training ground, students are provided a safe haven where mistakes are treated as discoveries and expression through movement is celebrated. As a result, students with all types of learning styles may have a positive and equitable chance to succeed.

Curriculum

The Texas Education Agency has not waived their requirements for Fine Arts TEKS to be taught by certified educators. Creative methods for learning are developed and aligned to the intrinsic values and beliefs within a school setting. In the wake of the global pandemic, dance educators stepped up to the challenge and provided innovative solutions that ensured all students receive a high-quality dance education. It is now time for all educators to challenge themselves further by reinventing their dance pedagogy and teaching philosophy.

Equity

For dance educators, this is not the new normal for students who need to connect to dance, their fellow dancers, their dance educator, or their dance studio which provides a safe space for expressive language and communication through dance. This is, rather, an opportunity to do better and focus on equity for all student-dancers. We need to champion meeting student-dancers where they and their parents are, without sacrificing programs. Online programs prove we can be excellent and expect excellence in any environment. However, it is important to note that educational dance programs cannot become after-school “activities” or “clubs.”

Consider approaching equity through a lens that includes culturally responsive pedagogy, social justice education, and multicultural education. Lessons can cater to artistic experiences and reflect learning opportunities that are relevant to all students. Dance Educators are encouraged to explore and incorporate diverse work, historical connections, literature, and performance styles.

** This committee has provided considerations in order to accompany guidance from the Texas Education Agency, the Center for Disease Control, district decisions, as well as any local or county ordinance.*

Each district will make the most reasonable and appropriate decisions for their Fine Arts programs, regardless of these considerations.

Instructional Model Comparison

Elementary Dance

	Face-to-Face Model	Hybrid Model	Distance Learning Model	Special Considerations
Campus Status	100% Face-to-Face.	Some Face-to-Face Some Distance Learning.	Campus is closed and 100% of all students are involved in Distance Learning.	All campuses regardless of learning model are encouraged to consider social emotional learning and equity considerations for all students.
Learning Environment	<p>All students will receive specialized instruction from a certified dance educator, held in the dance studio, gym, or large ensemble spaces.</p> <p>Schools may limit indoor space for appropriate distance between students and staff.</p> <p>Determine capacity space based on sq. ft. of instruction space and CDC guidelines for social distancing. Some outdoor spaces may be utilized when available/appropriate for instruction.</p> <p>Entrance pathways and flooring may be marked with gaffer tape for student spacing to adhere to recommended social distancing guidelines.</p>	<p>All students will receive specialized instruction from a certified dance educator, held in the dance studio, gym, or large ensemble spaces.</p> <p>Schools may limit indoor space for appropriate distance between students and staff.</p> <p>Determine capacity space based on sq. ft. of instruction space and CDC guidelines for social distancing. Some outdoor spaces may be utilized when available/appropriate for instruction.</p> <p>Entrance pathways and flooring may be marked with gaffer tape for student spacing to adhere to recommended social distancing guidelines.</p>	<p>All students will receive specialized instruction from a certified dance educator.</p> <p>Distance learning occurs digitally through weekly lessons in an online learning platform for dance. Each course may have a separate online learning platform page.</p> <p>Teachers may survey student home environments: floor, shoes, distractions, technique type, level of skill, accessibility to music, etc.</p>	<p>The goal is for all students to be taught in a manner and space that is designed for health and safety physically, mentally, and emotionally.</p>

		<p>Distance learning occurs digitally through weekly lessons in an online learning platform for dance. Each course may have a separate online learning platform page.</p> <p>Teachers may survey students' home environment: floor, shoes, distractions, technique type, level of skill, accessibility to music, etc.</p>		
Teacher Communication	<p>With Students Traditional teacher communication methods with students include: verbal, face to face, visuals, demonstration, one on one, small group and large group.</p> <p>Use of technology is encouraged. Use of a face shield instead of a mask may be considered so that students can see the teacher's face for comfort.</p> <p>With Parents Dance educators can communicate with parents through email, phone and campus specific communication tools. Face-to-face meetings must follow CDC guidelines.</p>	<p>With Students Traditional teacher communication methods with students include: verbal, face to face, visuals, demonstration, one on one, small group and large group.</p> <p>Use of technology is encouraged. Use of a face shield instead of a mask may be considered so that students can see the teacher's face for comfort.</p> <p>With Parents Dance educators can communicate with parents through email, phone and campus specific communication tools. Face-to-face meetings must follow CDC guidelines.</p>	<p>With Students Traditional teacher communication methods with students via technology include: verbal, visuals, demonstration (via live video chat or pre recorded videos), small group and large group. Dance educators can conference with students via phone or video chat, if necessary.</p> <p>With Parents Dance educators can communicate with parents through email, phone and campus specific communication tools.</p>	<p>Teachers may communicate with empathy and understanding, consider language used, and consider home situations being experienced by students and parents/guardians whenever communicating.</p>
Student Experience	<p>Students may experience a traditional dance</p>	<p>Students may experience a traditional and/or</p>	<p>Students may experience a digital curriculum with a</p>	<p>Dance educators may survey students for the level of support</p>

	<p>curriculum including masterclasses, lecture series, somatic practice, and performance review.</p> <p>Unit sequencing may be flexible. Group choreography, collaborative dance works, partner work, floor work, any lifts, stunts, or acrobatic movements are discouraged until social distancing guidelines are lifted.</p> <p>Performance opportunities following social distancing guidelines to include: small ensembles, more than one performance.</p>	<p>digital dance curriculum including masterclasses, lecture series, somatic practice, and performance review.</p> <p>Unit sequencing may be flexible. Group choreography, collaborative dance works, partner work, floor work, any lifts, stunts, or acrobatic movements are discouraged until social distancing guidelines are lifted.</p> <p>Performance opportunities following social distancing guidelines to include: small ensembles, more than one performance.</p>	<p>focus on personal growth.</p> <p>Unit sequencing may be adapted to include master classes, lecture series, performance review, and project-based learning.</p> <p>Dance somatic practices such as yoga, pilates, strength and conditioning, dance theory courses, and individual skill building may be incorporated into this model.</p> <p>Performance opportunities may include digital performances broadcast or live stream.</p>	<p>being received in the home environment.</p> <p>Dance educators may develop meaningful relationships with students in order to create trust and rapport. This may allow a safe space in which students and teachers can discuss their emotional needs.</p> <p>Instructional opportunities include journaling, one on one check ins, student and parent/guardian surveys, group discussions, etc.</p>
<p>Student Work Feedback</p>	<p>Students may be given feedback from the dance teacher through observation, peer review, individual conferences, gallery walks, critiques and rubrics.</p>	<p>Students may be given feedback from the teacher through observation, individual conference, peer review and rubrics face to face or digitally.</p>	<p>Students may be given feedback from the dance teacher through observation, peer review, individual conferences, gallery walks, critiques and rubrics via district email, online learning platforms, approved apps, and virtual meeting platforms.</p>	<p>Feedback may be given with empathy and understanding instead of judgement. When possible, provide higher-order thinking questions to assist students with self-evaluation and processing feedback and critiques.</p>
<p>Student Interventions</p>	<p>Dance educators can differentiate tasks by modifying individual expectations and outcomes. This approach develops individual growth and development,</p>	<p>Dance educators can differentiate tasks by modifying individual expectations and outcomes. This approach develops individual growth and development,</p>	<p>Dance educators can differentiate tasks by modifying individual expectations and outcomes. This approach develops individual growth and development,</p>	<p>Interventions may be created and implemented with empathy and understanding. Student support and home situations may be taken into consideration as interventions are</p>

	<p>resulting in increased student engagement.</p> <p>Educators with students who have IEPs should continue to follow all protocol and guidance to ensure all services and accommodations are met with fidelity.</p>	<p>resulting in increased student engagement.</p> <p>Educators with students who have IEPs should continue to follow all protocol and guidance to ensure all services and accommodations are met with fidelity.</p>	<p>resulting in increased student engagement.</p> <p>In a virtual mode, educators with students who have IEPs should continue to follow all protocol and guidance to ensure all services and accommodations are met with fidelity.</p>	<p>developed. The goal of student interventions for student success may be defined and differentiated by the student's needs.</p>
<p>Formative Assessment</p>	<p>Observation of students while creating/performing; class rehearsal observations, think-pair-share with peers; exit tickets; thumbs up/thumbs down to check for understanding; gallery walks; reflection journals; skills test, and student interviews.</p> <p>Rehearsal and Performance Performance opportunities following social distancing guidelines to include: small ensembles, more than one performance.</p>	<p>Observation of students while creating/performing; class rehearsal observations, think-pair-share with peers; exit tickets; thumbs up/thumbs down to check for understanding; gallery walks; reflection journals; skills test, and student interviews.</p> <p>Rehearsal and Performance Performance opportunities following social distancing guidelines to include: small ensembles, more than one performance, digital performances broadcast or live stream.</p>	<p>Observation of students while creating/performing; class rehearsal observations, think-pair-share with peers; exit tickets; thumbs up/thumbs down to check for understanding; gallery walks; reflection journals; skills test, and student interviews.</p> <p>Rehearsal and Performance Performance opportunities may include digital performances broadcast or live stream.</p>	<p>Assessments may be created and scored with the goal of supporting student growth and success.</p>
<p>Summative Assessment</p>	<p>A combination of performance and authentic assessments including but not</p>	<p>A combination of performance and authentic assessments including but not</p>	<p>A combination of performance and authentic assessments including but not</p>	<p>Assessments may be created and scored with the goal of supporting student growth and success.</p>

	limited to: portfolios of student work, student reflective journals, teach back methods, rubrics, quizzes and research projects, when applicable.	limited to: portfolios of student work, student reflective journals, teach back methods, and rubrics, quizzes and research projects, when applicable.	limited to: portfolios of student work, student reflective journals, teach back methods, and rubrics, quizzes and research projects, when applicable.	
Schedule	<p>Considerations may include that students go to the dance room daily for 45 minutes or every other day for 90 minutes.</p> <p>An additional 15 minutes is needed between classes to disinfect spaces and equipment.</p>	<p>Considerations may include that students go to the dance studio at a minimum of once per week for 45 minutes.</p> <p>An additional 15 minutes is needed between classes to disinfect spaces and equipment.</p>	<p>Considerations may include that students go to their appropriate grade level dance room once per day for 45 minutes or every other day for 90 minutes.</p>	<p>Consider that any schedule includes appropriate breaks during which students and educators can practice strategies that support emotional and mental health.</p> <p>Strategies may include mindfulness practices, meditative practices, journaling, etc.</p>
Instructional Materials	<p>Students may dress in appropriate attire, including footwear that allows for movement.</p> <p>Students may receive access if available to CLI Studios and other online platforms.</p> <p>Cleaning supplies for sanitizing and disinfecting spaces and equipment may be provided per teacher, per room.</p>	<p>Students may bring a personal towel, water bottle labeled with their name, and appropriate shoes or socks kept in their homeroom cubby, when available.</p> <p>Students may wear either a ballet or jazz shoe. When the footwear is not available, a tennis shoe is sufficient.</p> <p>Towels, water bottles, and shoes may not be shared.</p> <p>At the end of class, students may put their towel in their bag to take home and wash every day.</p>	<p>Students may dress in appropriate attire, including footwear that allows for movement.</p> <p>Students may do their best to define a safe, open space in which to move. Outdoor areas are recommended, when available.</p> <p>All dance students may receive access if available to CLI Studios and other online platforms.</p> <p>All students are assigned WiFi hotspots, personal devices, district Zoom accounts, and CLI Studio accounts, when available.</p>	<p>Instructional materials may include culturally responsive materials appropriate to the lessons being offered.</p> <p>Materials can include lessons on empathy, self-awareness assessments regarding identity and bias, surveys of students and parents/guardians, and community based service learning opportunities.</p>

<p>Professional Development</p>	<p>Dance educators may be offered Professional Development sessions through one hour biweekly Zoom Instructional Update meetings.</p> <p>Instructional exemplars may be taped throughout the year to develop self-paced modules for more in depth training.</p> <p>Only when required, teachers may be put into pods for face-to-face professional development sessions in order to abide my social distancing measures.</p> <p>Frequent digital dance PLC's are encouraged for collaborative lesson planning and problem solving.</p>	<p>Dance educators may be offered Professional Development sessions through one hour biweekly Zoom Instructional Update meetings.</p> <p>Instructional exemplars may be taped throughout the year to develop self-paced modules for more in depth training.</p> <p>Only when required, teachers may be put into pods for face-to-face professional development sessions in order to abide by social distancing measures.</p> <p>Frequent digital dance PLC's are encouraged for collaborative lesson planning and problem solving.</p>	<p>All Professional Development may be conducted online.</p> <p>Dance educators may be offered Professional Development sessions on all topics through one hour weekly Zoom Instructional Update meetings.</p> <p>Instructional exemplars may be taped throughout the year to develop self-paced modules for more in depth training.</p> <p>Frequent digital dance PLC's are encouraged for collaborative lesson planning and problem solving.</p>	<p>Dance Educators may receive training on SEL and equity in culturally responsive teaching practices.</p> <p>Dance Educators may take part in self-awareness assessments and recognizing personal biases in order to improve and adapt their teaching for all students.</p>
<p>Parent Training & Support</p>	<p>A dashboard on the district fine arts website.</p> <p>Any specific dance question regarding assignments, best practices, or concerns may be directed to the campus dance teacher.</p>	<p>A dashboard on the district fine arts website.</p> <p>Any specific dance question regarding assignments, best practices, or concerns may be directed to the campus dance teacher.</p>	<p>A dashboard on the district fine arts website.</p> <p>Any specific dance question regarding assignments, best practices, or concerns may be directed to the campus dance teacher.</p> <p>Technology FAQ's are suggested as well as student/parent training modules that can be found on the district platform.</p>	<p>Regular surveys can be conducted of students and parents/guardians regarding home situations in order to help address needs proactively.</p>

Digital Learning	For elementary dance students, the focus may be centered on physical practice in the studio.	For elementary dance students, the focus may be centered on physical practice in the studio.	For elementary dance students, the focus may be centered on physical practice in a safe environment.	Learning may include culturally responsive materials appropriate to the lessons.
	Dance educators may incorporate a flipped classroom model for dance students or other online learning platforms. Where available, students may bring their device to each dance class to use for portfolio documentation and other possible activities.	Dance educators may incorporate a flipped classroom model for PK-2 dance students or other online platforms. Where available, students may bring their device to each dance class to use for portfolio documentation and other possible activities.	Dance educators may utilize a flipped classroom model for dance students or other online platform.	Learning may include lessons on empathy, self-awareness assessments regarding identity and bias, community based service learning opportunities, project based learning, etc.

Secondary Dance

	Face-to-Face Model	Hybrid Model	Distance Learning Model	Special Considerations
Campus Status	100% Face-to-Face.	Some Face-to-Face Some Distance Learning.	Campus is closed and 100% of all students are involved in Distance Learning.	All campuses regardless of learning model are encouraged to consider social emotional learning and equity considerations for all students.
Learning Environment	All students will receive specialized instruction from a certified dance educator, held in the dance studio, gym, or large ensemble spaces. Schools may limit indoor space for appropriate distance between students	All students will receive specialized instruction from a certified dance educator held in the dance studio, gym, or large ensemble spaces. Schools may limit indoor space for appropriate distance between students	All students will receive specialized instruction from a certified dance educator. Distance learning occurs digitally, through weekly lessons in an online learning platform for dance. Each course may have a separate online learning	The goal is for all students to be taught in a manner and space that is designed for health and safety physically, mentally, and emotionally.

	<p>and staff.</p> <p>Determine capacity space based on sq. ft. of instruction space and CDC guidelines for social distancing. Some outdoor spaces may be utilized when available/appropriate for instruction.</p> <p>Entrance pathways and flooring may be marked with gaffer tape for student spacing to adhere to recommended social distancing guidelines.</p>	<p>and staff.</p> <p>Determine capacity space based on sq. ft. of instruction space and CDC guidelines for social distancing. Some outdoor spaces may be utilized when available/appropriate for instruction.</p> <p>Entrance pathways and flooring may be marked with gaffer tape for student spacing to adhere to recommended social distancing guidelines.</p> <p>Distance learning occurs digitally through weekly lessons in an online learning platform for dance. Each course may have a separate online learning platform page.</p> <p>Teachers may survey students' home environment: floor, shoes, distractions, technique type, level of skill, accessibility to music, etc.</p>	<p>platform page.</p> <p>Teachers may survey students' home environment: floor, shoes, distractions, technique type, level of skill, accessibility to music, etc.</p>	
<p>Teacher Communication</p>	<p>With Students Traditional teacher communication methods with students may include: verbal, face-to-face, visuals,</p>	<p>With Students Traditional teacher communication methods with students include: verbal, face to face, visuals, demonstration, one on one, small group and large group.</p>	<p>With Students Traditional teacher communication methods with students via technology include: verbal, visuals, demonstration (via live video chat or pre recorded videos), small group and large</p>	<p>Teachers may communicate with empathy, consider language used, and consider home situations being experienced by</p>

	<p>demonstration, one on one, small group and large group.</p> <p>Use of technology is encouraged. It is recommended that educators use a face shield instead of a mask so that students can see the teacher's face for comfort.</p> <p>With Parents Dance educators can communicate with parents through email, phone and campus specific communication tools. Face-to-face meetings may follow CDC guidelines.</p>	<p>Use of technology is encouraged. It is recommended that educators use a face shield instead of a mask so that students can see the teacher's face for comfort.</p> <p>With Parents Dance educators can communicate with parents through email, phone and campus specific communication tools. Face-to-face meetings may follow CDC guidelines.</p>	<p>group. Dance educators can conference with students via phone or video chat, if necessary.</p> <p>With Parents Dance educators can communicate with parents through email, phone and campus specific communication tools.</p>	<p>students and parents/guardians whenever communicating.</p>
<p>Student Experience</p>	<p>Students may experience a traditional dance curriculum including masterclasses, lecture series, somatic practice, and performance review.</p> <p>Unit sequencing may be flexible. Group choreography, collaborative dance works, partner work, floor work, any lifts, stunts, or acrobatic movements are discouraged until social distancing guidelines are lifted.</p> <p>Performance opportunities following social distancing guidelines to include: small ensembles, more than one performance.</p>	<p>Students may experience a traditional and/or digital dance curriculum including masterclasses, lecture series, somatic practice, and performance review.</p> <p>Unit sequencing may be flexible. Group choreography, collaborative dance works, partner work, floor work, any lifts, stunts, or acrobatic movements are discouraged until social distancing guidelines are lifted.</p> <p>Performance opportunities following social distancing guidelines to include: small</p>	<p>Students may experience a digital curriculum with a focus on personal growth.</p> <p>Unit sequencing may be adapted to include master classes, lecture series, performance review, and project-based learnings.</p> <p>Dance somatic practices such as yoga and pilates, strength and conditioning, dance history, and individual skill building may be incorporated into this model.</p> <p>Performance opportunities may include digital performances broadcast or live</p>	<p>Dance educators may survey students for the level of support being received in the home environment..</p> <p>Dance educators may develop meaningful relationships with students in order to create trust and rapport. This may allow a safe space in which students and teachers can discuss their emotional needs.</p> <p>Instructional opportunities include journaling, one on one check ins, student and parent/guardian surveys, group discussions, etc.</p>

		ensembles, more than one performance.	stream.	
Student Work Feedback	Students may be given feedback from the dance teacher through observation, peer review, individual conferences, gallery walks, critiques and rubrics.	Students may be given feedback from the teacher through observation, peer review, individual conference, gallery walks, critiques and rubrics face-to-face or online learning platforms.	Students may be given feedback from the dance teacher through observation, peer review, individual conference, gallery walks, critiques and rubrics via district email, online learning platforms, approved apps, and virtual meeting platforms.	Feedback may be given with empathy and understanding instead of judgement. When possible provide higher level questions to assist students with self-evaluation and processing feedback and critiques.
Student Interventions	<p>Dance educators can differentiate tasks by modifying individual expectations and outcomes. This approach develops individual growth and development, resulting in increased student engagement.</p> <p>Educators with students who have IEP's should continue to follow all protocol and guidance to ensure all services and accommodations are met with fidelity.</p>	<p>Dance educators can differentiate tasks by modifying individual expectations and outcomes. This approach develops individual growth and development, resulting in increased student engagement.</p> <p>In a virtual mode, educators with students who have IEP's should continue to follow all protocol and guidance to ensure all services and accommodations are met with fidelity.</p>	<p>Dance educators can differentiate tasks by modifying individual expectations and outcomes. This approach develops individual growth and development, resulting in increased student engagement.</p> <p>In a virtual mode, educators with students who have IEP's should continue to follow all protocol and guidance to ensure all services and accommodations are met with fidelity.</p>	Interventions may be created and implemented with empathy and understanding. Student support and home situations may be taken into consideration as interventions are developed. The goal of student interventions or student success are defined and differentiated by the student's needs.
Formative Assessment	Observation of students while creating/performing; class rehearsal observations, think-pair-share with peers; exit tickets; thumbs up/thumbs down to check for understanding;	Observation of students while creating/performing; class rehearsal observations; think-pair-share with peers; exit tickets; thumbs up/thumbs down to check for understanding;	Observation of students while creating/performing; class rehearsal observations, think-pair-share with peers; exit tickets; thumbs up/thumbs down to check for understanding;	Assessments may be created and scored with the goal of supporting student growth and success.

	<p>gallery walks; reflection journals; skills test, and student interviews.</p> <p>Rehearsal and Performance Performance opportunities following social distancing guidelines to include: small ensembles, more than one performance, digital performances broadcast or live stream.</p>	<p>gallery walks; reflection journals; skills test, and student interviews.</p> <p>Rehearsal and Performance Performance opportunities following social distancing guidelines to include: small ensembles, more than one performance, digital performances broadcast or live stream.</p>	<p>gallery walks; reflection journals; skills test, and student interviews.</p> <p>Rehearsal and Performance Performance opportunities may include digital performances broadcast or live stream.</p>	
Summative Assessment	<p>A combination of performance and authentic assessments including but not limited to: portfolios of student work, student reflective journals, teach back methods, rubrics, quizzes and research projects, when applicable.</p>	<p>A combination of performance and authentic assessments including but not limited to: portfolios of student work, student reflective journals, teach back methods, rubrics, quizzes and research projects, when applicable.</p>	<p>A combination of performance and authentic assessments including but not limited to: portfolios of student work, student reflective journals, teach back methods, rubrics, quizzes and research projects, when applicable.</p>	<p>Assessments may be created and scored with the goal of supporting student growth and success.</p>
Schedule	<p>Considerations may include that students go to the dance room daily for 45 minutes or every other day for 90 minutes.</p> <p>An additional 15 minutes is needed between classes to disinfect spaces and equipment.</p>	<p>Considerations may include that students go to their appropriate grade level online room once per day for 45 minutes or every other day for 90 minutes.</p> <p>An additional 15 minutes is needed between classes to disinfect spaces and equipment.</p> <p>Additionally,</p>	<p>Considerations may include that students go to their appropriate grade level online room once per day for 45 minutes or every other day for 90 minutes.</p> <p>Considerations may include students to attend virtual class on</p>	<p>Consider that any schedule includes appropriate breaks during which students and educators can practice strategies that support emotional and mental health.</p> <p>Strategies may include mindfulness practices, meditative practices, journaling, etc.</p>

	<p>Considerations may include students to attend class on campus at least once per week in alignment with UIL expectations for rehearsal and performance.</p>	<p>students are recommended to attend class on campus at least once per week in alignment with UIL expectations for rehearsal and performance.</p>	<p>campus at least once per week in alignment with UIL expectations for rehearsal and performance.</p>	
Instructional Materials	<p>Students may dress in appropriate attire, including footwear that allows for movement.</p> <p>Students may receive access if available to CLI Studios and other online platforms.</p> <p>Cleaning supplies for sanitizing and disinfecting spaces and equipment may be provided per teacher, per room.</p>	<p>Students may dress in appropriate attire, including footwear that allows for movement.</p> <p>Students may wear either a ballet or jazz shoe. When the footwear is not available, a tennis shoe is sufficient.</p> <p>Towels, water bottles, and shoes may not be shared.</p> <p>At the end of class, students may put their towel in their bag to take home and wash every day.</p> <p>Students may do their best to define a safe, open space in which to move. Outdoor areas are recommended, when available.</p> <p>All MS and HS dance students may receive access to CLI Studios and other online platforms.</p>	<p>Students may dress in appropriate attire, including footwear that allows for movement.</p> <p>Students may do their best to define a safe, open space in which to move. Outdoor areas are recommended, when available.</p> <p>All MS and HS dance students may receive access to CLI Studios and other online platforms.</p> <p>All students may be assigned WiFi hotspots, personal devices, district Zoom accounts, and CLI Studio accounts.</p>	<p>Instructional materials may include culturally responsive materials appropriate to the lessons.</p> <p>Materials can include lessons on empathy, self-awareness assessments regarding identity and bias, surveys of students and parents/guardians, and community based service-learning opportunities.</p>
Professional Development	<p>Dance educators may be offered Professional Development sessions through one</p>	<p>All Professional Development may be conducted online.</p> <p>Dance educators</p>	<p>All Professional Development may be conducted online.</p> <p>Dance educators may</p>	<p>Dance Educators may receive training on SEL and equity in culturally responsive teaching practices.</p>

	<p>hour biweekly Zoom Instructional Update meetings.</p> <p>Instructional exemplars may be taped throughout the year to develop self-paced modules for more in depth training.</p> <p>Only when required, teachers may be put into pods for face-to-face professional development sessions in order to abide by social distancing measures.</p> <p>Frequent digital dance PLC's are encouraged for collaborative lesson planning and problem solving.</p>	<p>may be offered Professional Development sessions through one hour weekly Zoom Instructional Update meetings.</p> <p>Instructional exemplars may be taped throughout the year to develop self-paced modules for more in depth training.</p> <p>Only when required, teachers may be put into pods for face-to-face professional development sessions in order to abide by social distancing measures.</p> <p>Frequent digital dance PLC's are encouraged for collaborative lesson planning and problem solving.</p>	<p>be offered Professional Development sessions on all topics through one hour weekly Zoom Instructional Update meetings.</p> <p>Instructional exemplars may be taped throughout the year to develop self-paced modules for more in depth training.</p> <p>Frequent digital dance PLC's are encouraged for collaborative lesson planning and problem solving.</p>	<p>Dance Educators may take part in self-awareness assessments and recognizing personal biases in order to improve and adapt their teaching for all students.</p>
<p>Parent Training & Support</p>	<p>A dashboard on the district fine arts website.</p> <p>Any specific dance question regarding assignments, best practices, or concerns can be directed to the campus dance teacher.</p>	<p>A dashboard on the district fine arts website.</p> <p>Any specific dance question regarding assignments, best practices, or concerns can be directed to the campus dance teacher.</p>	<p>A dashboard on the district fine arts website.</p> <p>Any specific dance question regarding assignments, best practices, or concerns can be directed to the campus dance teacher.</p> <p>Technology FAQ's as well as student/parent training modules can be found on the district platform.</p>	<p>Regular surveys can be conducted of students and parents/guardians regarding home situations in order to help address needs proactively.</p>

<p>Digital Learning</p>	<p>For secondary dance students, the focus is on physical practice in the studio.</p> <p>Dance educators may incorporate a flipped classroom model for dance students and other online platforms. Where available, students may bring their device to each dance class to use for portfolio documentation and other possible activities.</p>	<p>For secondary dance students, the focus is on physical practice in a safe environment.</p> <p>Dance educators may utilize a flipped classroom model for dance students and other online platforms. Where available, students may bring their device to each dance class to use for portfolio documentation and other possible activities.</p>	<p>For secondary dance students, the focus is on physical practice in a safe environment.</p> <p>Dance educators may utilize a flipped classroom model for dance students and other online platforms.</p>	<p>Learning may include culturally responsive materials appropriate to the lessons.</p> <p>Learning may include lessons on empathy, self-awareness assessments regarding identity and bias, community-based service-learning opportunities, project-based learning, etc.</p>
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Performance and Rehearsal Considerations

Choreography Considerations

- Design choreography with contactless movement sequencing.
- Create movements to maintain 10 ft social distant interactions.
- Consider entrances and exits carefully and the spatial design of the work.
- Avoid floor work in choreography.
- Consider structured improvisations to adhere to social distant practices.

Performance Considerations

- Dressing Rooms and Backstage Spaces
 - Consider the provision of an alternative changing area for student-dancers to change their costumes that are clearly marked for each student.
 - Assign Student-dancers to one room with ample space provided as per social distancing guidelines pertaining to active participants.
 - Student-dancers may not be allowed to go to the lobby after the performance.
 - Student-dancers are assigned a defined exit after the performance, separate from the audience.
 - Only student-dancers, directors, personnel, and crew members are allowed backstage before, during, or after a performance.
 - Student-dancers maintain social distancing practices in the wings.
 - Consider communication to the custodial staff regarding which spaces are being utilized for mandatory disinfection after each performance and use.
 - Avoid using open backstage spaces, such as hallways or wings, as potential changing areas.
- Materials
 - Consider the elimination of material sharing.
 - Student-dancers wear a mask unless they are performing a solo. Masks are worn immediately after the performance is completed. Consider the purchase of skin tone masks, as it may be less distracting.
 - Student-dancers bring their own reusable water bottle labeled with their entire name.
 - Student-dancers bring a personal towel.
- Live Performance Considerations
 - Performances may consider a time limit of 60 -70 minutes in length without an intermission.
 - Hold performances outdoors when possible.
 - Open the house early to allow for more seating time.

- Remove concessions due to the nature of having to remove the mask in order to consume food and/or beverage.
- Programs are suggested to be the center spread with a QR code to scan for more information.
- Programs may be taped to the assigned seat, so as to provide contactless distribution.
- Consider digital contactless ticketing options.
- Communicate with campus security and custodial staff regarding needs for entrances, exits, and all spaces that may require disinfecting and sanitizing.
 - Alternate Dressing rooms and Bathrooms
- Seating arrangements may comply with social distancing measures as dictated by state/local regulations.

Example of Audience Seating Considerations

Texas governance suggests groups of ten or less with two seats in between or 6 feet, as well as skipping every other row, when applicable.

Scenario 1: Rigid 6 ft between each student.

X	X	X	S	X	X	X	S	X	X	X	S	X	X	X	S	X	X	X	S
X	S	X	X	X	S	X	X	X	S	X	X	X	S	X	X	X	S	X	X
X	X	X	S	X	X	X	S	X	X	X	S	X	X	X	S	X	X	X	S
X	S	X	X	X	S	X	X	X	S	X	X	X	S	X	X	X	S	X	X

Scenario 2: Flexible, Assigned Seating with 6 ft between groups of 10 or less.

- Group 1: 10 People
- Group 2: 5 People
- Group 3: 3 People
- Group 4: 2 People
- Group 5: 6 People
- Group 6: 5 People
- Group 7: 3 People

1	1	1	1	1	1	1	1	1	1	X	X	X	X	X	2	2	2	2	2
X	X	X	X	X	X	X	X	X	X	X	3	3	3	X	X	X	X	X	X
4	4	X	X	5	5	5	5	5	5	X	X	X	X	X	6	6	6	6	6
X	X	X	X	X	X	X	X	X	X	X	7	7	7	X	X	X	X	X	X

- Audience Considerations
 - Masks may be required by district, local, or state ordinance to be worn into the auditorium, black box, lobby, or performance space.
 - If there is an audience member who is unable to comply with the mask guidelines, they may be assigned an alternative accommodation in order to provide equal access and still remain compliant with social distancing considerations.
 - Audience members may be screened and asked about symptoms before entering the building. Temperature checks may be provided, when practical.
 - Schools may elect for audience members to have limited or no access to any backstage areas, dressing rooms, or holding space.
 - Audience members may wait in their cars before and after a performance to avoid a stagnant cluster inside the building.
 - Audience members may be asked to adhere to a 6 ft distance while entering the performance space, a distance that may be clearly marked on the floor with gaffer tape.
 - Audience members may be released from their seats in an organized fashion. Below is an example of an announcement before the performance that notifies and describes this procedure.

Announcement Template

Thank you for joining us for [Event].

Due to COVID-19 precautions for the care and safety of our patrons, please be aware that at the conclusion of tonight's [event], we may be dismissing our audience by specific rows to ensure social distancing and logistical safety. At the conclusion of tonight's event, please remain seated until your [row/section/area] is announced and make your way to the exits of the [event location]. Parents and guardians, please note that you may not be able to meet your student immediately following the [event] due to our exit protocol.

Please exit the [event location] and plan to meet your student performer outside of the [event location] in the parking lot and avoid gathering in groups.

- (For elementary students, the teacher may escort the students to an outdoor space so the students remain monitored by an adult until collected by the parent/guardian).

We appreciate your patience and support in observing the safety of our participants and our patrons in [Name] ISD.

Rehearsal Considerations

Attire

- Student-dancers may wear appropriate dance shoes or clean socks.
- Any movement-specific clothing (including tights, leotards, etc.) that has been deemed appropriate by the local dress code may be considered for full-day attire, when possible, to avoid changing in dressing rooms.
- As per district, local, and state ordinance masks may be required to be worn and may be taken home and washed after every use.

Instructional Materials

- Instructors may choose to avoid shared supplies.
 - Student-dancers may bring their own reusable water bottle labeled with their entire name in permanent marker.
 - Student-dancers may bring a personal towel that may be sent home and washed daily.

Schedule

- Before and after school rehearsals may be limited to 2 hours with social distancing parameters.
- While dancers are utilizing masks, teachers may choose to monitor the health and well-being of the students performing the choreography.
- Staggered water breaks may be considered for student-dancers and educators.

Resources and Information

Covid-19 Resources and Information

[CDC Guidelines](#)

[UIL Covid-19 Information](#)

[Governor Abbot's Covid-19 Strikeforce](#)

[ESA Event Safety Guide](#)

[TEA NON-UIL Activities Guide](#)

[TEA Covid-19 Support and Guidance Communication - updated June 23](#)

[TDEA Summer Guidance](#)

[ACDA Covid-19 Response](#)

[DanceUSA Covid-19 Task Force on Dancer Health](#)

[Arts Education Partnership Covid-19 Resources](#)

[CDC Posters - Stop the Spread](#)

[Texas Health and Human Services Covid-19 Printable Signage](#)

[Minnesota Planning Guide for Schools](#)

[TEA Overview of Remote Instruction Guidance](#)

[Texas Courses with on-campus needs or supply needs for remote learning.](#)

Technology Resources

Streaming Services for Digital Performances

www.streamyard.com	www.onthestage.com	www.dacast.com
www.onthestage.com	www.vmix.com	https://www.wowza.com
www.crowdcast.io	www.obsproject.com	www.brand.live

Digital Ticket Services

www.ludus.com	www.Showtix4u.com	www.ticketor.com
www.booktix.com	www.anywhereseat.com	www.brownpapertickets.com
www.hometownticketing.com/	www.thundertix.com	www.seatyourself.biz

Dance Curriculum Resources

Advocacy Focus	Activity	Resource	Grade level
Curriculum	Language of Dance Curriculum	Language of Dance Curriculum	K-12
SEL	CASEL SEL Frameworks	https://measuringSEL.casel.org/frameworks/	K-12
Curriculum, Equity	Research Colleges and University dance programs, and what they require for admissions/auditions	https://getacceptd.com/	9-12
Curriculum	Go to CLI studios for a free classes and materials for students and teachers	www.clistudios.com/keepdancing	6-12
Curriculum	Learn new tap dancing moves	https://www.operationtap.com/	6-12
Curriculum	TedED	https://ed.ted.com/	6-12
Curriculum	Kennedy Center Lessons and Activities	https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/	K-12
Curriculum, Equity	Video conferencing for rehearsals	https://www.jamkazam.com/	9-12
Curriculum	Online discussion board, great tool to use for students to post questions.	https://padlet.com/	K-12
Curriculum	Students respond to prompts with videos	https://info.flipgrid.com/	6-12
Curriculum, Equity	Videoconferencing sites	https://zoom.us/ https://meet.google.com/ https://hangouts.google.com/	K-12
Curriculum	Videos (dance/how to)	https://www.youtube.com/	K-12
Curriculum, Equity	Google Classroom	https://edu.google.com/products/classroom/?modal_active=none	K-12
Curriculum	Dance Textbooks (request a	http://www.humankinetics.com/	K-12

	sample copy for review)		
Curriculum	Student Dance Resources	http://courses.humankinetics.com/shell.cfm?sitecourseid=727	K-12
Curriculum	How to make dance movies.	https://www.apple.com/imovie/ https://www.flexclip.com/create/dance-video.html	6-12
Curriculum, Equity	Dance, Opera and Theatre Performances	https://www.marquee.tv/	9-12
Curriculum, Equity	Communicate with students and parents	https://www.remind.com/	9-12
Curriculum	Provide meaningful feedback	https://www.coachseye.com/	9-12
Curriculum, Equity	Learning platform system	https://www.instructure.com/canvas/ https://www.swivl.com/	K-12
Curriculum, Equity	Audio Software	https://www.audacityteam.org/ https://www.apple.com/mac/garageband/	6-12
Equity, SEL	Mini-films for exploring race, bias, and identity with students	https://www.nytimes.com/2017/03/15/learning/lesson-plans/25-mini-films-for-exploring-race-bias-and-identity-with-students.html	6-12
SEL	Pure Edge, Inc	https://pureedgeinc.org/	K-12
Equity, SEL	Teaching Tolerance	https://www.tolerance.org/	K-12
Curriculum, Equity, SEL	Association for Supervision and Curriculum Development	http://www.ascd.org/	K-12
Equity	Dimensions of Equity	https://tamresource.weebly.com/uploads/3/9/8/3/39835565/dimensions_of_equity.pdf	K-12
Equity	Online Cultural Responsiveness Training	https://educationcloset.com/courses/cultural-responsiveness/ Code SAVE50 for \$50 discount	K-12
Equity, SEL	Professional Development Programing	https://destinyarts.org/programs/professional-development/	K-12

Dance Space and Equipment Considerations

[Personal Rosco Marley Mat](#)

[Individual Ballet Barres](#)

Health and Sanitization Considerations

Dance Studio Barres, Floors, and Mirrors

[CDC Recommendations for Cleaning and Disinfecting Schools](#)

Information	Optional Products
Cleaning & Maintenance for Harlequin Surfaces	Rosco All-Purpose Floor Cleaner
Cleaning & Maintenance – Vinyl Tiles	Products - Expendables - Tape - Gaff Tape
Cleaning & Maintenance – Glassless Mirrors Cleaning Instructions FAQ - Cleaning Glassless mirrors	Compressed Air such as Dust Off® Optical Grade 100% Cotton Cleaning Cloth Window Cleaner such as Windex

Health and Sanitization Considerations

Personal Protective Equipment

[TEA Covid-19 PPE](#)

Information	Suggested Products
CDC Guidelines: Face Masks	Sport mask with washable filters and breathing valves Bloch Skin Tone Masks
CDC Guidelines: Gloves	Latex Gloves
CDC Guidelines Reusable Face Shield Practices	Face Shields

Professional Development / Mentor List

Together with all of the local, state, and national Dance organizations, we have compiled a list of professional development providers who are able to provide you with digital PD offerings. This is a live link to a Google sheet.

[Professional Development Presenters](#)