

# **AILEY FORWARD**

**A PLAN FOR REOPENING  
THE JOAN WEILL CENTER FOR DANCE  
DURING THE COVID-19 PANDEMIC FY21**

**UPDATED February 9, 2021**

## EXECUTIVE SUMMARY

Alvin Ailey Dance Foundation, Inc., (Ailey) has developed a comprehensive plan, **Ailey Forward**, for reopening the Joan Weill Center for Dance (The Center) at 405 West 55th Street, New York, New York for the organization's fiscal year 2021. Careful planning to welcome dancers, students, teachers, musicians, and essential staff addresses public health concerns and outlines how the highest percent of Ailey's operations can be returned to The Center while reducing the risk of transmission of the COVID-19 virus. Ailey is committed to continually update and revise Ailey Forward in response to new guidance and regulation from state and federal sources as those should become available.

Ailey has long worked in concert with colleagues and advisors in New York's top health and medical facilities and provided best-in-class physical therapy and medical referrals for its professional dancers, students, and staff. Building on this history of commitment to health and well-being, Ailey has established methods of screening, contact tracing & isolation, modified operations, enhanced cleaning, and planned an education campaign around safe behaviors that optimize the safety of employees, students, as well as others who are permitted to enter the building (i.e., necessary independent contractors). **Ailey Forward** is fully compliant with the directives of the Governor's office, as communicated in [NY Forward](#).

To effectuate the plan, Ailey will:

1. Conform to the critical key metrics for reopening New York City developed by Governor Cuomo and other officials, including the local prevalence criterion, before commencing operations.
2. Maintain close contact with New York City's Department of Health.
3. Work closely with the American Guild of Musician Artists (AGMA).
4. Partner with Fordham University for its program to test and treat students enrolled in the Ailey/Fordham joint BFA Program.
5. Partner with the School of Visual Arts to isolate students as necessary residing at SVA's Ludlow residence hall located at 101 Ludlow Street, New York, New York, 10002.
6. Partner with the Professional Performing Arts School (PPAS) located at 328 W 48th St, New York, NY 10036 to comply with the New York State Department of Education Guidelines for Reopening.
7. Ensure the availability of screening and tracing, as well as recommending testing options in New York City to mitigate the spread of COVID-19 infection, including:
  - a. Require all employees and when possible, students, be tested five (5) days in advance of returning to 405 West 55th Street, NY, NY.
  - b. Put in place a screening program (Healthcheck) that is mandatory for Ailey employees and students. After completing all aspects of the mandatory screening program, a person will gain clearance to access The Center.
  - c. Put in place a screening program (Healthcheck or manual) for visitors who are deemed essential by pre-designated staff (i.e., Facilities Director), in order to gain access to The Center.

- d. Put in place a screening program (Healthcheck) that establishes protocols for tracing in accordance with Government guidelines and requirements.
8. Make available sufficient Personal Protective Equipment (PPE).
9. Encourage flu vaccinations to all community members.
10. Make its cleaning and disinfecting schedules available.
11. Provide access to the safety plans of AGMA, Fordham SVA, and NYDOE.
12. Articulate Ailey's plan for social distancing during all activities (conditioning, teaching whether live and/or recorded, office and administrative interactions, physical therapy operations in accordance with government regulations, hydration and nutrition, lavatory use, including facilities modification where appropriate.
13. Utilize a flexible hybrid model for instruction containing a mix of synchronous and asynchronous elements, thus allowing Ailey to pivot from partially to fully online learning if circumstances make that necessary.
14. Execute a methodical shut-down plan if the decision is made to ramp down activities. Have communication and education plans in place for employees, students, families, along with other community members.
15. Establish a no-visitor/no guardian policy with strict exception policy.
16. Retain a copy of **Ailey Forward** at Ailey's Front Security Desk and The Facility Manager's Office for a Department of Building's Inspector or New York State Health Official. Signage at The Center's entrance will identify these locations to refer where these copies can be accessed.

## 1 INTRODUCTION

On March 13, 2020, The Alvin Ailey Dance Foundation (Ailey) discontinued activities at The Joan Weill Center for Dance (The Center) as COVID-19 was rapidly spreading throughout the global community, although the Ailey organization pressed forward with its Dancers, The Ailey School, the Ailey Extension, AileyCamp, and so much more online, and thus, worldwide.

After New York successfully flattened the curve through strict social distancing efforts, Governor Cuomo turned his attention to restarting the economy through a phased opening approach. No sooner than these efforts began, so too did Ailey launch its reopening task force that directly involved representation from the entire organization.

Ailey Forward is fully consistent with New York Forward, the governor's plan for reopening the State of New York, and draws from the [Centers for Disease Control](#) guidelines. Ailey has assembled a COVID-19 Medical Task Force under the leadership of Dr. Donald J. Rose, M.D., FAAOS, an orthopedic surgeon and Director of the Harkness Center for Dance Injuries, New York University Langone Health, also including from NYU Langone Health: Elizabeth Barchi, M.D. (pediatric/adult sports/dance medicine and a former dancer), and Vinh Pham, M.D., Ph.D. (Section Chief- Infectious Diseases, Associate Director OCC Health Bio Safety), as well as Dr. Shaw Bronner, PT, OCS, Director, Physical Therapy Services Alvin Ailey Dance Foundation, Director ADAM Center, and co-founder Dance USA Medical Task Force, Dr. Sheyi Ojofeitimi, PT, DPT, OCS, CFMT, CIDN, and Dr. Marissa Schaeffer, PT, DPT, CSCS. Also consulting for Ailey is James W. Lytle, Senior Counsel, Gregory Pratt, Advisor, and Laura Manley, Advisor, Manatt, Phelps & Phillips, LLP, specialty practice New York State.

## 2 PLANS FOR REPOPULATING THE CENTER

Ailey will proceed cautiously with repopulating The Center while minimizing risks to the health and well-being of each member of our community. The Center will operate at lower density, institute social distancing standards, undertake enhanced cleaning measures, require the use of appropriate personal protective equipment (PPE), and pursue daily health screenings to monitor, trace as necessary, and assure the isolation of potential infections.

Ailey will designate a COVID-19 Coordinator, Marion Koltun, as a single point of contact who will lead policy development, compliance issues, and management of information to external and internal stakeholders and agencies. Marion Koltun works in concert with Ailey's General Counsel, Elena Paul, and Ailey's Chief Financial Officer, Pamela Robinson as well as Ailey's Director of Human Resources, Toronda Miller; Ailey's Director of Facilities, Mike Canarozzi; Ailey's Director of Studio Operations, Alaric Hahn; Ailey School Representative, Rod Hines; and Alvin Ailey American Dance Theater's Company Manager, Gregory Stuart.

## 2.1 Phased Approach to Bringing People Back to The Center

The plan to reopen Ailey has and will continue to follow the governor's four phases of reopening, spanning from a phase where all but essential employees work remotely, to a phase where the institution's standard operations can once again occur at The Center, albeit with social distancing measures in place. It is not possible to predict on what dates Ailey will be authorized by the governor's guidelines to proceed from one phase to the next; nor can Ailey anticipate how those guidelines are modified by the governor's office. However, Ailey stands ready to implement the measures outlined in this plan to successfully reopen the Center in FY21 according to Governor Cuomo's directives.

When authorized by the governor's office to move to the next phase, Ailey will cautiously proceed accordingly. If there is a decline in the health metrics, suggesting that we are reopening too quickly, Ailey may need to pause at the more restrictive phase until we are confident, upon receiving confirmation from the governor's office, that we may once again proceed with our phased plan to reopen Ailey.

Management will provide directives to department leaders that allow employees who, by the nature of their work, can perform their duties remotely to continue to do so. Similarly, employees may be directed to return to work at The Center under different staffing options if and when staff are determined as essential; here are examples that department heads may be directed by Management to deploy:

- Divide employees of a department or departmental area into cohorts.
- Stagger employee arrival and departure times to reduce density at points of entry and egress.
- Create multiple shifts beyond the traditional workday.
- Prepare a "COVID-19 Work-Schedule" i.e. each cohort works at The Center one week, and then works remotely for at least two weeks.

These are examples. See the attached Occupancy Schedule and Floor plan which will change according to government directives.

Similarly, Management will provide directives to The Ailey School to create modified class cohorts to reduce density of class sizes.

Employees permitted to work remotely must continue to perform the essential duties and responsibilities of their jobs, which may be adjusted as the circumstances warrant as per the Addendum to the Ailey Personnel Manual, which will be distributed before employees return to The Center.

## 2.2 High Risk Populations

Employees who self-identify as high-risk pursuant to CDC Guidelines should consult the Personnel Manual. All students have been encouraged to discuss with their doctor the risks and benefits of college life prior to coming to campus. Public School students will follow guidelines as determined by the New York State Department of Education and distributed through PPAS. Professional Division Student requests for accommodations will be evaluated by Fordham Student Affairs and The Ailey School Co-Directors prior to enrollment. Public School students attending PPAS must follow guidelines iterated in the PPAS safety plan.

## 2.3 Screening and contact tracing of Individuals Returning to The Center

Ailey will institute a rigorous screening program, daily symptoms self-monitoring, and guidance for testing of those who are symptomatic or have been exposed to a COVID-positive individual. All information is kept confidential and follows privacy laws. Screening and contact tracing protocol will be made available in multiple educational formats prior to return to The Center.

## 2.4 Hygiene, Cleaning and Disinfection

Each member of the Ailey community is responsible for maintaining safe and hygienic conditions. The New York State Department of Health has issued the following directives:

- Cover your nose and mouth with an acceptable face covering.
- Properly store and, when necessary, discard PPE.
- Adhere to physical distancing instructions.
- Report symptoms of, or exposure to, COVID-19 through the Ailey and Fordham University's screening program.
- Follow hand hygiene and cleaning and disinfection guidelines.
- Follow appropriate respiratory hygiene and cough etiquette.

Ailey will post signage throughout The Center and engage in education/prevention campaigns to remind the Ailey community of these important practices. Cleaning Logs will be kept onsite as per the NY Forward Safety Plan (See Appendix F.) in part to track personnel, times, location of all cleaning activity to assist with contact tracing.

- All Employees and students will be required to complete public health training and will be expected to conform to a set of public health measures.
- Ailey will make face coverings available for all employees, students, and essential visitors, and will provide personal protective equipment as needed for specific areas and modes of work.
- Employees and students will be instructed to come to The Center with their own face coverings, but face coverings will be provided as needed.
- Proper hygiene is critical, including cleaning and disinfecting protocols.

- Additional waste baskets and tissues at high-touch areas, like common area doors and elevators will be provided.

Training of staff and students is CRITICAL and will be provided to all employees, students, and independent contractors, with an additional focus on Supervisors/Managers. In order to ensure that all employees have an equal opportunity to access the content, training will be delivered via multiple formats using various learning and collaboration technologies. Training will include the following three categories:

- **Mandatory Training:** Topics will include, but are not limited to, public health, how to wear PPE, washing one's hands, return to The Center orientation for all employees, supervisory and independent contractors
- **Soft Skills Training:** Topics will include, but are not limited to, establishing psychological safety, how to lead during times of uncertainty, how to communicate with each other while working remotely, and mental wellness.
- **Technology Training:** In partnership with the Ailey's IT department, employees will be provided additional resources on how to work remotely (e.g., how to use Teams, Zoom).

When using public transportation, employees, students, and independent contractors should:

- wear a face covering
- avoid touching surfaces with their hands to the maximum extent possible
- stay in a train car or section of a bus with fewer riders as possible
- choose to sit/stand as far as possible from other riders
- upon exiting, wash their hands or use hand sanitizer
- avoid wait times for public transportation by considering using alternate commuting methods, such as biking, rental cars, Zip cars, etc.

As much as possible, individuals must limit in-person gatherings at The Center and use other methods such as video or teleconferencing whenever possible. When videoconferencing or teleconferencing is not possible, meetings should be restricted to open, well-ventilated spaces where individuals can maintain six feet of social distance between one another such as near the elevator lobbies, NOT the open office areas. For example, when an independent contractor meets with the Facilities Director to execute a necessary repair, such a meeting, socially distanced, is acceptable. A meeting between two workers in a department should happen via Ailey's technology "Teams" to conduct business.

Existing custodial support will provide all major sanitizing and cleaning services on a more frequent basis depending on the contact risks associated with the particular area. Ailey's building cleaning schedule will be included on the Ailey Occupancy Schedule.

- Contact surface treating technologies such as electrostatic equipment with CDC approved disinfectants will be deployed throughout The Center.
- Ailey will supply employees and students with disinfecting wipes and access to hand sanitizers at The Center.

## 2.5 Personal Protective Equipment

Ailey will acquire and distribute Personal Protective Equipment (PPE) in the following way:

- Material Sourcing and Reordering Procedures will be managed by Facilities for face coverings and hygiene products such as hand sanitizer stations and wipes dispensers, which will be deployed throughout The Center. Soaps and other sanitizing/disinfection materials will be procured by Facilities with quantities as recommended by Management.
- Each employee of the Ailey community will be provided with a reusable face covering by Ailey.
- Ailey will maintain an adequate supply of face coverings, gloves, and hand sanitizer material, as well as CDC-approved PPE should an employee or student need a replacement, or should an essential visitor be in need.
- Every person at The Center is required to wear an acceptable face covering while interacting with anyone else at The Center without exception. The requirement that each individual wear a face covering is for their own personal health and the health of those around them.
- Gloves will be supplied to public safety, custodial services, physical therapy, studio and security operations.
- Gloves must be worn (and properly taken off and disposed of) by public safety, custodial service, studio, physical therapy, and security staff. Glove usage is not required by other employees but recommended for videographers in studios.
- Everyone should properly wash their hands frequently (for at least 20 seconds) and personally wipe off surfaces after touching them.

## 2.6 Modified Use of Conditioning and Learning Spaces (Studios and Classrooms)

The judicious and safe use of learning spaces (classrooms, studios), at a time when the COVID-19 virus is active in our region, requires attention to social distancing standards and other health and safety policies and protocols set forth by the CDC, New York State (including the New York Professional Sports Training Facilities (see resources), City, Ailey, and other regulatory and advisory bodies including Dance USA and the American Guild of Musical Artists (AGMA).

Ailey will:

- Establish a minimum of 6-foot social distance standard between all individuals within a studio and/or classroom.
- Reduce seating capacity within each of the above to approximately one-third of original occupancy, as dictated by the 6-foot social distance standard.

- Adjust the quantity and placement of furniture (desks, podia, etc.) to achieve social distancing standard throughout The Center.
- Upgrade technology in learning spaces as needed.
- Assign course sections to individual learning spaces (learning “pods”).
- Limit offices to single occupancy.
- Limit use of Ailey’s physical therapy facility according to New York State regulatory guidelines.
- Analyze and model traffic patterns (e.g., hallways, stairways, elevators) to develop protocols to de-densify buildings around the times when classes/dancers change. Potential mitigation includes:
  - Designating up and down stairways.
  - Ensuring learning space transitions between classes comply with mandated cleaning (30 minutes between classes).
  - Scheduling The Ailey School on lower floors of buildings, when possible, to reduce traffic pattern; restrict other employees to floors to minimize movement patterns while at The Center.
  - Provide appropriate sanitizing wipes and hand sanitizers in all learning spaces.

### 2.6.1 Technology-Enhanced Teaching and Learning

Ailey has chosen to transition to a Flexible Hybrid Learning Environment (FHLE) for instructional delivery in response to the lingering public health challenges and conditions posed by the COVID-19 pandemic. In addition, all program divisions of Ailey will enjoy best in class technology support throughout The Center. Ailey’s Floor Plans indicate Studio technology equipment.

## 2.7 Residential Life for students

Please see the attached safety plans for Fordham University and School of Visual Arts

## 2.8 Dining

- Currently, Ailey is closing off the use of most shared spaces and appliances, including kitchens, refrigerators and microwaves. No vending machines or water fountains will be available. Kitchen sinks will remain available for hand washing. Bottled water will be provided, although employees and students will be asked to bring beverages to the building. Employees will be asked to not bring food requiring refrigeration or heating for their meals and to return reusable containers to their homes or to dispose of containers in the trash. Food deliveries will be permitted on a no-touch basis outside of the building with supervisor’s permission. Leaving the Ailey building to acquire food and bring food back into the building is only allowed under essential circumstances and with Supervisor’s permission.

## 2.9 General Facilities and Operations

Facilities Management and Maintenance will:

- Change foot traffic flows with associated floor markings and directional signage.
- Use of “up” and “down” signage on stairways with schedules to minimize the “face to face” potential for building occupants. Individuals will be required to manage their ability to social distance while they are in the stairways. Building entrances and exits will be marked for normal one-way egress/ingress.
- Reduce elevator loading to 50% full capacity occupants per elevator cab (NYS Guidelines for Commercial Buildings) with the requirement that all wear face coverings. Prohibit elevator use to lower floors except for those with mobility challenges or health issues.
- All building ventilation systems will utilize a minimum Merv 8 or higher filters.
- The maximum capacity in each office space is based on a minimum of a 50% reduction in staffing.
- Measures have been put into place to physically separate and increase distance between employees and independent contractors and other co-workers. Office sharing is prohibited unless the required minimum 6 ft. of distance can be maintained.
- Package and mail distribution have been minimized to electronic management.

## 3 MONITORING STUDENT AND EMPLOYEE HEALTH

The health and safety of Ailey’s employees and students remain the highest priority in developing plans in alignment with NYS guidelines. In reopening The Center, four factors underlie the protocols: Testing; Screening/Monitoring; Contact Tracing; and Isolation/ Quarantine. Each of these factors will ensure that we can closely gauge the health of members of the Ailey community as well as create a safe and immediate response in the event of illness.

### 3.1 Daily Screening

Ailey will use Healthcheck, a digital screening app and coordinate with apps used by partner institutions. All employees and students will be required to be tested five (5) days prior to returning to The Center. In the event a person without access to the HealthCheck app needs access to the Center, a manual entry method (with temperature check) is in place at the building’s entrance.

- Independent contractors will be required to deploy this app prior to entering The Center.
- Fordham students will utilize Vitalcheck, which is managed by Fordham University.
- Ailey School students residing at the School of Visual Arts/Ludlow will utilize AppArmor, which is managed by the School of Visual Arts as well as Healthcheck.
- Ailey will work with PPAS’ safety plan for returning public school students.

All these individuals will deploy screening prior to entering The Center. Once individuals enter The Center, individuals will not be re-admitted to The Center that day without prior permission and these students must receive temperature checks to re-enter The Center.

### 3.2 Contact Tracing

When Ailey is informed that an individual who has been at The Center has tested positive for COVID-19, Ailey will identify anyone who might have been exposed to the infected individual while at The Center for long enough to have put them at risk of infection. In coordination with the NYC and NYS contact tracing programs, Ailey will implement a contact tracing tool via its app deployment and/or through its above-mentioned partnerships to assist personnel in the notification of members of the Ailey community who have been exposed to an individual who has tested positive while at The Center. Should an individual feel ill while at The Center, that individual will be isolated until they can be safely exited The Center with compliant instructions for testing; should that individual test positive for COVID-19, the above contact tracing protocol will be deployed.

### 3.3 Quarantine

Ailey's policy is that anyone who has tested positive for COVID-19 will be required immediately to self-isolate for the optimum amount of time recommended by the CDC, currently 14 days. Close contacts to the infected individual will be directed to quarantine themselves to prevent further spread. Provisions for self-isolation and quarantine are as follows:

- Employees and Independent contractors will be directed to self-isolate or quarantine at their residences.
- Fordham students will be directed to the Fordham Health Center to follow Fordham University protocol.
- Students residing at SVA will be directed to self-isolate at Ludlow.
- Parents of Junior Division students will have been previously notified and expected to isolate and quarantine at their residences.
- PPAS students will follow the protocol outlined in the PPAS Safety Plan.

### 3.4 Communication of Protocols

Communication is paramount in order to achieve the best results for keeping the Ailey community as safe as possible. Prior to returning to The Center, all students and employees will be provided with appropriate information and guidance as to what to expect prior to and upon their arrival at The Center. This information will include Ailey's expectations, policies, procedures and requirements for sound public health practices. Specific details will be provided about the screening apps (VitalCheck-Fordham, Healthcheck for Ailey employees, AppArmor-Ludlow), contact tracing, social distancing protocols, facial coverings, gloves, health and hygiene best practices, nutrition, and bathroom etiquette.

Additionally, the Ailey community will be kept informed of current and relevant information through message campaigns delivered on various platforms with weekly, or bi-weekly communications that reinforce policy reflect effective results that the plan is working, and/or that course correction is addressed immediately.

## 4 SHUTDOWN OF THE CENTER

### 4.1 Coordination with External Agencies

Ailey will stay in close contact with several offices at the federal, state, and local level to ensure that we have the most up-to-date information on the COVID pandemic, are compliant with all health department directives, and are coordinating closely with partner institutions. Valued sources of information include:

- COVID-related guidelines issued by federal agencies:
  - Centers for Disease Control and Prevention (CDC)
  - National Institutes of Health (NIH)
  - Occupational Safety and Health Administration (OSHA)
  - U.S. Department of Education (DOE)
  - Federal Emergency Management Agency (FEMA)
  - U.S. Department of State
  - Equal Employment Opportunity Commission (EEOC)
- COVID-related guidelines issued by state and regional agencies:
  - “New York Forward” issued from the governor’s office
  - New York State Department of Health
  - New York City Department of Health
  - New York State Education Department (NYSED)

Additionally, the Metropolitan Transportation Authority (MTA) has adopted an aggressive operational plan to require face coverings and keep regional trains, subways and stations plus buses cleaned and disinfected every day for our employees and commuter students using public transportation to travel to and from our campuses.

If the decision is made to reduce activities at or close The Center, Ailey will promptly execute any one or all of the following actions:

- Inform Dancers that studio work is suspended effective immediately.
- Inform faculty and students that face-to-face instruction is suspended effective immediately.
- Inform residential students at SVA of any closure of the residence hall rooms.

Work in partnership with Fordham University regarding face-to-face instruction being suspended effective immediately.

- Work in partnership with PPAS regarding in person instruction being suspending effective immediately.
- Inform employees to work from home until further notice.

## 4.2 Communications

AILEY is committed to communicate frequently with ITS community on all things related to COVID-19. Of great importance, AILEY will promptly inform employees and students of the following:

- Any new actions or policy changes Ailey is introducing to impede transmission of the virus.
- Regular updates on the number of new COVID-positive cases within our community.
- Advance notice of when Ailey is transitioning from one phase to another.
- Specific directions for vacating the premises in the event of a closure.

## 5 CONCLUSION

The **AILEY Forward** plan conforms to the New York Forward Plan.

This plan has been reviewed by Ailey's Board of Trustees, legal counsel, Ailey's COVID-19 Medical Task Force, AGMA, Ailey's Insurance advisors, and other regulatory bodies. The successful execution of the Ailey Forward plan is the responsibility of the administration, led by Executive Director, Bennett Rink. Ailey's COVID-19 Task Force will manage policy development, daily monitoring of health screening information, and compliance with all federal, state, and city regulations/guidelines. Each division of Ailey will work in a coordinated and collaborative fashion to achieve the institution's objectives under this plan.

## 6 LINKS

[NY Forward](#)

[NYS - Mandatory Guidance on Professional Sports Training Facilities](#)

[NY Forward Phase 4 Industries](#)

[MTA Coronavirus Guidelines & Information](#)

[Fordham Forward](#)

[New York State Education Department](#)

[AGMA/SDC Return to Stage Playbook](#)

## **7 APPENDIX**

- A. Dance/USA Return to Dancing & Training
- B. School of Visual Arts Recovery and Reoccupancy Plan
- C. NYS Business Plan Reopening Template
- D. NYC Dept of Education-Considerations for Blended and Remote Learning in Dance

NOTE: In the event of inconsistencies between Ailey Forward and other safety plans, Ailey Forward will apply.

## Return to Dancing and Training Considerations Due to-COVID-19

*The Task Force on Dancer Health is dedicated to protecting the health and safety of dancers and their company settings. The purpose of this paper is to provide resources and information companies can use to help them develop return-to-studio protocols in the context of COVID-19. The information contained in this document is not meant to substitute for medical diagnosis and treatment and should be used for informational purposes only. These considerations are not meant to be prescriptive, but rather informative to help individual companies create their own return-to-studio protocol based on their situation and the stipulations put in place by their local public health authorities and governments. Governments may be making decisions for reopening based on weighing economics, politics and health. **However, as the Task Force on Dancer Health, we strongly recommend making these decisions based on medical advice. As a result, your studio phase may lag behind the local government phase in reopening.** You may need to adhere to stricter protocols to keep your company healthy and safe so they can perform when appropriate. The links provided in this document should also be referred to as the information on COVID-19 continues to change rapidly.*

### Basic Concepts:

*Dancers and staff with medical conditions that place them at higher risk should not participate during this transition period.*

- *Be aware of COVID-19 symptoms (Appendix A) and check the CDC website for updates <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>*
- *Dancers who have traveled back to their company city should quarantine in isolation for 14 days before coming to the studios.*
- *Dancers and staff should continue to limit exposure outside of the home to essential needs such as grocery shopping, healthcare, and dance*
- *Dancers and staff should only be at the studios if feeling completely well with no symptoms of illness.*
- *Temperature checks using a no-touch forehead thermometer must be conducted daily for every individual before entering the studio. Review Appendix A for of signs and symptoms of COVID-19*
- *If a dancer or staff member has had COVID-19, they will need a clearance note from a doctor to return to the studios*
- *Social distancing recommendations in general become significantly greater when dancers and athletes are exercising indoors. Being in an enclosed, indoor space, sharing the same air for a prolonged period of time (> than 10 minutes) increases the chances of exposure and infection. Standard social distancing guidelines of 6 feet are not as effective as the time of exposure is increased and even a low dose of virus is within the air.*
- *All dancers and staff need to behave as if they are an asymptomatic carrier of COVID-19 to help reduce risk that asymptomatic individuals are infecting an enclosed environment.*
- *Companies need to be prepared with the appropriate PPE supplies and staffing for multiple cleanings per day of common spaces. Touch areas need to be specifically attended to such as elevator buttons, door handles, ballet barres, copy and fax machines, stair railings, and bathrooms/dressing room areas. Cleaning supplies and hand sanitizer must be sufficient to maintain a safe working environment with cleanings multiple times/day.*

- Bleach solutions or alcohol solutions with at least 70% isopropyl alcohol or 60% ethanol can be used. Refer to the CDC cleaning recommendations for further details and other cleaning and disinfecting guidelines: <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Please see TFODH informational paper on COVID-19 FAQ for dancers and dance companies returning to the studios for suggestions on cleaning vinyl dance floors because bleach should not be used on marley.

## Phases for returning to the studios:

**Phase 1:** Public health authorities mandate shelter in place and studios are closed.

- Dancers train at home (see TFODH informational paper on Ideas for staying in shape during social isolation restrictions)
- Classes occur virtually
- Dancers and staff leave home only for essential work or errands and always follow infection prevention protocols (Appendix B)

**Phase 2:** Public health authorities begin to lift shelter-in-place requirements, but continue to prohibit group activities. Public training facilities remain closed

- Dancers continue training at home (see TFODH informational paper on Ideas for staying in shape during social isolation restrictions)
- Classes occur virtually
- Dancers and staff leave home only for essential work or errands and always follow infection prevention protocols (Appendix B)

**Phase 3:** Public health authorities allow small group activities (< 10 people), but public training facilities remain closed

- Dancers continue with some training at home, but small groups may be allowed in the studio with social distancing measures in place
- Criteria for participation in group training sessions
  - No signs or symptoms of COVID-19 (Appendix A) in the past 14 days
  - If a dancer or staff member has had COVID-19, then they will need a clearance note from their doctor to return to the studios
  - Dancers who have traveled back to their company city should quarantine in isolation for 14 days before coming to the studios. Training should continue in the home.
  - No close or sustained contact with anyone who is sick within 14 days of starting group training
  - Temperature check and symptom check outside of the studio both recorded for each dancer and staff member in a log
    - Use no-touch thermometer and if temperature is > than 100.4 degrees Fahrenheit, the individual must go home, monitor symptoms, and contact a physician
    - Ask about symptoms from Appendix A and record in log. If any symptoms are present, then the individual must return home and contact a physician
- Dancers should maintain a distance of at least 6 feet apart, but preferably 10 feet apart if possible, as there is some research showing that the breath from exercise can carry the virus greater distances. Safe distances have not been determined for a dancer in a studio.
- Masks are required at all times inside the studio

- Minimize changes in small group participants
- No activities should be allowed that require direct or indirect contact including: partnering, tactile cueing, direct floor work, touching the same equipment or travelling across the floor.
- Frequent cleaning of studios and common spaces
  - Barres should be cleaned immediately after use
  - Floors and any other areas touched by anyone should be cleaned before the next class at a minimum. *Please see TFODH informational paper on COVID-19 FAQ for dancers and dance companies returning to the studios for suggestions on cleaning vinyl dance floors. Bleach should not be used on marley floors.*
  - Refer to the CDC cleaning recommendations for further details and other cleaning and disinfecting guidelines: <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Dancers need to maintain social distancing in the dressing rooms. Showers on site should be discouraged. Dancers should try to enter and leave the studios with dance clothes under street clothes. The number of people in restrooms and dressing rooms needs to be limited to allow for social distancing and frequent cleaning.

**Phase 4:** Public health authorities allow larger groups up to 50 people to congregate **NOTE: NYS Guidelines supersede this section. Large groups are not congregating as of 8/3/2020.**

- Criteria for participation in group training sessions
  - No signs or symptoms of COVID-19 (Appendix A) in the past 14 days
  - If a dancer or staff member has had COVID-19, then they need a clearance note from their doctor to return to the studios
  - Dancers who have traveled back to their company city should quarantine in isolation for 14 days before coming to the studios and continue with training in their home.
  - No close or sustained contact with anyone who is sick within 14 days of starting group training
  - Temperature check and symptom check outside of the studio both recorded for each dancer and staff member in a log
    - Use no-touch thermometer and if temperature is > than 100.4 degrees Fahrenheit then the individual must go home and monitor symptoms and contact a physician
    - Ask about symptoms from Appendix A and record in log. If any symptoms are present, then the individual must return home and contact a physician
- Dancers should maintain a distance of at least 6 feet apart, but preferably 10 feet apart if possible, as there is some research showing that the breath from exercise can carry the virus further. Safe distances have not been determined for a dancer in a studio.
- No activities that require direct or indirect contact including: partnering, tactile cueing, direct floor work or touching of the same equipment
- Precautions in place during phase 3 should continue except now movement across the room can occur. Dancers should maintain 6 feet distance apart from each other standing side by side in one line and allow each group to complete the combination to the end of the room prior to the next group starting.
- Common spaces such as rest rooms and dressing rooms still need to have distancing and frequent cleaning measures in place.

**Phase 5:** Public health authorities allow gyms and larger facilities to be open. No limitations on group size. Ideally, a vaccine is available.

- Continue educating staff and dancers regarding COVID-19 symptoms and if anyone has symptoms, he/she should not come to the studio

- Standard infection prevention measures continue such as frequent and effective hand washing, avoiding touching of the face
- Social distancing measures are no longer required
- Activities with direct and indirect contact are permitted including partnering

### Considerations for Social Distancing

- **Barre**
  - Dancers need to stand at least 6 feet (2 meters) apart or 43 square feet (4 square meters)
    - May want to mark this with tape
  - Wipe down the barre before and after each use
  - Dynamic exercises with larger movement should be avoided to minimize air turbulence in the room
- **Center Work**
  - For stationary center work, dancers should be able to maintain 8-10 feet distance
  - Normal breathing should be encouraged over forced breath cues, as forced exhalation spreads larger droplets farther distances
- **Across the Floor**
  - Dancers should avoid following right behind each other; it is safer to work next to each other. If dancers travel directly behind each other, they are in the slipstream where droplets remain suspended. To avoid contact, dancers need to allow even further distance.
  - Dancers should maintain 6 feet distance apart standing side by side in one line and allow each group to complete the combination to the end of the room before the next group starts.
  - Dancers should be reminded to maintain a distance of at least 6 feet when waiting to go across the floor and after completing the combination.
- **Air exchange & quality**
  - Open windows and doors to try to maximize improved air circulation
  - Consider a delay of at least 10 minutes between classes to allow for cleaning
  - As the virus is thought to be less virulent in humid conditions, monitor air conditioning and encourage a more humid environment
  - Avoid dancers exiting and entering the studios at the same time
- **Music**
  - Live musicians should be assigned to a consistent studio since disinfecting instruments may be difficult. Stationary instruments should be cleaned appropriately between musicians.
  - Sound equipment should be cleaned before and after use.
  - Consider the volume of music. The louder the music, the louder the instructor will have to project, potentially causing droplets to travel further.

## Considerations for infection prevention at the studios

- Frequent hand washing and use of disinfectant is essential both upon arrival and departure
- Face masks should be worn when social distancing is difficult for logistical reasons (onsite medical and physical therapy care, live musician in a studio, staff cleaning surfaces)
- Only individual and personal training equipment should be used (mats, stretch bands, etc.)
- All physical therapy equipment must be disinfected between uses. Dancers should not congregate in the company physical therapy spaces and gyms. The number of dancers permitted in these spaces may need to be limited depending on the phase of reintegration. Further precautions need to be in place to allow for clinicians to use PPE. Additionally, time should be allotted for full cleaning of the clinic between patients for stages 3 and 4 as it is difficult to promote social distancing precautions with physical therapy. On-site physical therapy treatment should be conducted via telehealth prior to stage 3.
- Cleaning should follow CDC recommendations at all times. Any areas that are frequently touched such as barres, door handles, light switches, elevator buttons, stair railings, floors, music controls or instruments should be cleaned multiple times daily.

## Additional Considerations

Companies need to consider the timing of their end goal. Does it make sense to bring dancers back into the studios to help condition them if it is not possible and safe to perform for audiences for months? There will need to be a period of time to help dancers fully recondition after such an extended and unusual layoff. Since dancers have had to condition in smaller spaces, on different floor surfaces, and with varied instruction, there will need to be an appropriate and graded progression back to full dancing that will require a minimum of 4-6 weeks depending on the company and the ability of the dancers to work on jumps, pointe and the upper body strength necessary for partnering.

*The information and recommendations regarding COVID-19 are constantly changing. Please refer to the adjunct paper titled: **COVID-19 FAQ for Dancers and Dance Companies Returning to the Studios**. Please also continue to refer to the CDC, OSHA, WHO and your local public health authorities to make the safest and most prudent decisions for your company.*

## Additional Resources:

- Preparing the workplace
  - <https://www.osha.gov/Publications/OSHA3990.pdf>
  - <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/businesses-employers.html>
  - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/workplace-decision-tree.pdf>
- United State Olympic and paralympic committee- Guidance: Return to training and sport event planning
  - <https://www.teamusa.org/coronavirus>

- NCAA- Core Principles of Resocialization in Collegiate Sports
  - <http://www.ncaa.org/sport-science-institute/core-principles-resocialization-collegiate-sport>
- OSHA Standards in the workplace
  - <https://www.osha.gov/SLTC/covid-19/standards.html>
- CDC- Use of cloth face coverings
  - [https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html?fbclid=IwAR2miaZeJZU4DL69VlnKmCwgk0FjVuNLml\\_Xg8YSTCD1BucvtB67swmmt2k](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html?fbclid=IwAR2miaZeJZU4DL69VlnKmCwgk0FjVuNLml_Xg8YSTCD1BucvtB67swmmt2k)
- The Risks- Know Them- Avoid Them
  - <https://www.erinbromage.com/post/the-risks-know-them-avoid-them?fbclid=IwAR21FMRzwMH5is8XXff5dK4azOtz6B3wSIOXgZA3kDpuoqLw7G8su0vJ4j0>
  - <https://quillette.com/2020/04/23/covid-19-superspreader-events-in-28-countries-critical-patterns-and-lessons/>

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2. Blocken, B., Malizia, F., Van Druenen, T. and Marchal, T., 2020. [online] Urbanphysics.net. Available at: <[http://www.urbanphysics.net/COVID19\\_Aero\\_Paper.pdf](http://www.urbanphysics.net/COVID19_Aero_Paper.pdf)>

**Appendix A: COVID-19 signs and symptoms**

1. Fever > 100.4 degrees Fahrenheit or 38 degrees Celsius
2. Cough, usually dry
3. Shortness of Breath
4. Sore Throat
5. Headache
6. Chills
7. Congestion
8. Muscle and joint pain that are unexplained
9. Nausea or vomiting
10. Loss of sense of smell
11. Diarrhea
12. Oxygen saturation of < 93% with a reliable pulse oximeter taken by a health care provider

## Appendix B Infection prevention recommendations outside of the studio

1. Stay more than 6 feet away from people who do not live with you in your home
2. Avoid touching your face
3. Frequently wash hands for 20 seconds with soap and water or use alcohol-based hand sanitizer with a minimum of 70% isopropyl alcohol or 60% ethanol if your hands aren't soiled
  - a. Wash hands after returning home from activities outside of the home
  - b. Wash before handling food
  - c. Wash after using the restroom
  - d. Wash after touching your face for any reason
  - e. Clean hands before and after shopping
4. Clean purchased items with soap and water if possible or disinfect when possible with a bleach or alcohol based solution. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html>
5. Cover your mouth and nose with a tissue when coughing or sneezing dispose of tissue in trash, and then wash your hands or use hand sanitizer. If no tissue, sanitizer, or wash area is available then please cough or sneeze into elbow and avoid contacting the elbow until your shirt can be changed or the elbow can be washed
6. Frequently clean commonly touched surfaces (ie: doorknobs, keyboards, counters, telephones) with antiseptic cleaner
7. Wear a facemask outside of your home or if you have symptoms of respiratory illness such as cough, runny nose, or shortness of breath
8. Stay home if you are sick and call your healthcare provider for further recommendations

***Disclaimer: The information on returning to dance and training contained in this paper is intended to help guide and inform the dancer. It is not meant to take the place of the advice of a medical professional. This information is provided by Dance/USA Task Force on Dancer Health.***

***Written by: Heather Southwick, PT, MSPT, Selina Shah, MD, FACP, FAMSSM, Kathleen Bower, PT, DPT (2020)***

# SVA Residence Life Housing Recovery & Readiness Plan



DRAFT: 7.22.20

## Table of Contents

<b>Intro</b>	<b>2</b>
<b>Check-in &amp; Moving-in Processes- Fall 2020</b>	<b>2</b>
<b>Cleaning &amp; Disinfecting Protocols</b>	<b>3</b>
<b>De-Densifying Efforts</b>	<b>4</b>
<b>Educational Campaigns (Residence Halls)</b>	<b>4</b>
<b>Guest Policy Changes- COVID-19</b>	<b>4</b>
<b>Group events and activity restrictions</b>	<b>5</b>
<b>Mask Policy</b>	<b>5</b>
<b>Quarantine/Isolation Policy</b>	<b>5</b>
<b>Testing/Attestation/Screening Software</b>	<b>6</b>
<b>Reporting: COVID-19 Positive Test Report or Notification of Exposure via a Contact Tracer (Procedures &amp; Resident Responsibility)</b>	<b>8</b>
<b>Testing</b>	<b>8</b>
<b>What To Bring (Changes to Guidelines)</b>	<b>8</b>

## Intro

In response to the current public health guidelines and recommendations related to COVID-19, the below policies and guidelines are incorporated into the SVA Residence Life policies in addition to other policies in the SVA student housing agreement and as outlined in the SVA Handbook. The policies below are subject to change in accordance with changes to public health guidelines and policies as outlined by the CDC and NYS Departments of Education and Health.

## Check-in & Moving-in Processes- Fall 2020

For Fall 2020, the residence hall check-in process has been adapted to an appointment schedule allocated by the first letter of the residential student's last name which will occur over the course of several weeks. The check-in appointment schedule ensures adequate distancing for the move-in process.

Move-ins 23 days prior to the start of the semester (September 28, 2020) to allow for social distancing and will include weekdays.

- Residence Life (responsible for the overall coordination of the process)
- Facilities and Security (provide support and direction to families and ensure compliance with social distancing requirements)
- Social Distancing markers have been placed outside of all SVA Residence Halls
- Revised occupancy limits for all common areas are in the process of being printed and posted by SVA Facilities/Communications offices in compliance with distancing guidance from New York State.

 <b>RESIDENTIAL STUDENT CHECK-IN SCHEDULE FOR FALL 2020</b>			
WEEKDAYS			
<b>TUESDAYS</b> (9/8) or (9/15) or (9/22)	<b>WEDNESDAYS</b> (9/9) or (9/16) or (9/23)	<b>THURSDAYS</b> (9/10) or (9/17) or (9/24)	<b>FRIDAYS</b> (9/11) or (9/18) or (9/25)
<b>Last Name (A-B)</b> 10:00–11:30AM	<b>Last Name (G-H)</b> 10:00–11:30AM	<b>Last Name (M)</b> 10:00–11:30AM	<b>Last Name (S)</b> 10:00–11:30AM
<b>Last Name (C)</b> 12:00–1:30PM	<b>Last Name (I-K)</b> 12:00–1:30PM	<b>Last Name (N-Q)</b> 12:00–1:30PM	<b>Last Name (T-V)</b> 2:00–3:00PM
<b>Last Name (D-F)</b> 2:00–3:30PM	<b>Last Name (L)</b> 2:00–3:30PM	<b>Last Name (R)</b> 2:00–3:30PM	<b>Last Name (W-Z)</b> 3:30–4:30PM
WEEKENDS			
<b>ONLY FOR STUDENTS</b> arriving from outside NY, NJ, or CT who cannot adhere to the weekday schedule.			
<b>SATURDAYS</b> (9/12) or (9/19) or (9/26)		<b>SUNDAYS</b> (9/13) or (9/20) or (9/27)	
<b>Last Name (A-B):</b> 8:00–9:00AM		<b>Last Name (M):</b> 8:00–9:00AM	
<b>Last Name (C):</b> 9:30–10:30AM		<b>Last Name (N-Q):</b> 9:30–10:30AM	
<b>Last Name (D-F):</b> 11:00AM–12:00PM		<b>Last Name (R):</b> 11:00AM–12:00PM	
<b>Last Name (G-H):</b> 12:30–1:30PM		<b>Last Name (S):</b> 12:30–1:30PM	
<b>Last Name (I-K):</b> 2:00–3:00PM		<b>Last Name (T-V):</b> 2:00–3:00PM	
<b>Last Name (L):</b> 3:30–4:30PM		<b>Last Name (W-Z):</b> 3:30–4:30PM	

## Cleaning & Disinfecting Protocols

SVA Facilities will consistently disinfect “high touch surfaces and areas” within Residence Hall common areas including, but not limited to the below list:

- Door handles, push bars and knobs
- Light switches
- Handrails
- Elevator buttons
- Common restroom stalls, sinks, faucets and dispensers
- Vending machines

- Common kitchens: refrigerators, stoves/ovens, appliance handles, cabinets and file drawer handles
- Security desks

Students will be expected to:

- Wipe down surfaces within their private bathrooms and kitchen/kitchenettes after each use as well as surfaces and appliances in common area kitchens and lounges
- Follow public guidance regarding proper and frequent hand washing upon returning to their rooms/suites.

## De-Densifying Efforts

### *Living Spaces*

The housing placement process has been adapted to ensure that no more than 4 students are allocated to any bathroom or kitchen/cooking area per living unit.

All housing assignments are subject to change and reassignments may occur in the interest of de-densifying spaces prior to check-in. Please note that roommates and suitemates within the same room or apartment will be treated as a “family unit.”

### *Residence Hall Common Areas*

Revised/reduced occupancy limits in common areas (elevators, lounges, laundry rooms, etc) will be posted in all spaces to ensure adequate distancing in communal spaces.

## Educational Campaigns (Residence Halls)

### *Posters/Educational Campaigns*

Printed posters and signage for (1) social distancing, (2) disease spread prevention, (3) facemask requirements, (4) recognition & awareness of signs/symptoms of illness are part of the current poster campaign through all SVA Residence Halls; guidance outlined from the CDC.

Residence Hall educational campaigns will expand in the Fall to include campaigns regarding the (1) integrated final plan for SVA testing, attestation, screening; (2) How to take personal temperature; recognizing a fever.

## Guest Policy Changes- COVID-19

In order to minimize contact that occurs among individuals inside the campus residences and therefore, the potential spread of COVID-19, the only individuals permitted in an individual room, apartment or suite are the residents assigned to those spaces.

*Guests:*

Guests will not be permitted in the residence halls throughout the academic year (1 family member will be allowed to enter the halls for the check-in process only.)

*Visiting Rooms Within Same Residence Hall:*

The only individuals permitted in an individual room, apartment or suite are the residents assigned to those spaces.

## Group events and activity restrictions

In-person programming will be in compliance with social distancing and crowd-size requirements determined by the state/city health agencies. Where possible, a means of remote contact, programming and communication will be devised to limit unnecessary in-person contact; using platforms such as Zoom, Chats, email, etc.

## Mask Policy

Face masks/coverings will be required in all areas of the residence halls (common areas) that are outside of the personal living space. This includes, but is not limited to (hallways, elevators, lounges, laundry rooms, lobbies, trash rooms.)

## Quarantine/Isolation Policy

SVA will continue to monitor and follow guidance from the CDC and New York State regarding practices and requirements for quarantine advisories for travel into NYC.

*Definitions from the CDC*

**Isolation**- separates sick people with a contagious disease from people who are not sick.

**Quarantine**- separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. CDC recommendations for restricted action for quarantine is to: (1) Stay home until 14 days after your last exposure. (2) Check your temperature twice a day and watch for symptoms of COVID-19 (3) If possible, stay away from people who are at higher-risk for getting very sick from COVID-19.

- Residents who are required to self-quarantine may do so: off-campus or on-campus.

- Residents who are required to self-isolate may do so: off-campus at their permanent home or in a location outlined and allocated through the NYC Department of Health or on-campus, pending space availability and safety considerations.
- For self-isolating on campus, Residence Life will coordinate access to meals, medicine and additional support as needed. For convenience and possible necessity, it is highly encouraged to set up accounts for food delivery, transportation, and laundry. Some apps that provide such services in NYC include Seamless, Grubhub and Uber. Students are encouraged to bring an adequate supply of their prescribed medications and other medical supplies.
- Roommates/suitemates of a resident who is confirmed to have COVID-19 will be considered exposed and will be required to quarantine, the length of the quarantine will be determined by a medical professional.
- Spaces within each Residence Hall have been allocated and set aside for cases of residential student self-isolation.

## Testing/Attestation/Screening Software

### **SPLAN Questionnaire/Part of SVA SAFE Screening**

SVA is in the process of finalizing the plan and deployment of the designated tool that will meet NYS requirements for one of the following: Testing, Attestation, Screening (Covid-19).

For all non-student, residential occupants of all buildings, occupants will need to answer the following questions at a kiosk at the security desk prior to entering the Ludlow Residence, part of the sign-in software under the company SPLAN as a screening mechanism.

If a student responds with a “YES” to any of the questions; it is logged and reports to the SVA Office of Student Health & Counseling Services and SVA Office of Residence Life for follow-up:

<h1>Question 1</h1>	<b>The following are the health screening questions asked to everyone who wants to gain access to the SVA Campus. Prior to answering the questions, please take your temperature.</b>	<b>Do you have a fever (temperature of 100.4F/38C or higher) now or have you had a fever in the past three days?</b>	Yes
			No

Question 2	Within the last two weeks (14 days) have you:	<p>Experienced new or worsening symptoms of any of the following that is not explained by seasonal allergies or another existing health condition?</p> <ul style="list-style-type: none"> <li>• Chills</li> <li>• Cough</li> <li>• Shortness of breath or difficulty breathing</li> <li>• Fatigue</li> <li>• Muscle or body aches</li> <li>• Headache</li> <li>• New loss of taste or smell</li> <li>• Sore throat</li> <li>• Congestion or runny nose</li> <li>• Nausea or vomiting</li> <li>• Diarrhea</li> </ul>	Yes
			No
Question 3	Within the last two weeks (14 days) have you:	Had close contact* with someone who has symptoms of, or has been diagnosed, COVID-19? (*Close contact is defined as less than 6 feet for more than 10 minutes)	Yes
			No
Question 4	Within the last two weeks (14 days) have you:	Tested positive for COVID-19?	Yes
			No
Question 5	Within the last two weeks (14 days) have you:	Traveled to/from US states that are part of the New York State quarantine travel advisory or internationally?	Yes
			No

## Reporting: COVID-19 Positive Test Report or Notification of Exposure via a Contact Tracer (Procedures & Resident Responsibility)

A central and required reporting procedure whereby residents who may receive notification that they have tested positive for COVID-19 or if they have been notified of potential exposure by a contact tracer, is in place for Fall 2020 (\*final email addresses where reporting will be sent will be determined & finalized by 8.6.20.)

If a resident receives official notification that they have tested positive for COVID-19 or if a resident is notified of potential exposure to COVID-19 by a contact tracer and is advised to quarantine and/or isolate, resident occupants are required to report the notification to the SVA Office of Residence Life (via phone and email) and the SVA Office of Student Health & Counseling Services (via phone and email). (*\*Resident occupants who undergo testing should generally already be in isolation or quarantine.*)

Once notification is made, SVA Residence Life team initiates follow-up with the resident occupant regarding "Next Steps" in conjunction with the SVA Office of Student Health & Counseling Services for potential relocation and quarantine/isolation processes, where applicable.

Reporting procedures and responsibilities will be integrated into the check-in process, required check-in meetings and signage throughout the SVA Residence Halls.

The Ailey School should outline/designate a point of contact & email where notifications and updates would be made for Ailey Residential student occupants, which will be integrated into the safety plan for SVA/Ailey Ludlow.

### Testing

NYS has not made a determination on whether testing for COVID-19 will be required. Testing would generally fall under the domain of health insurance. The Ailey School resident occupants would not be covered under the SVA insurance plan, as resident occupants are not insurance policy holders.

### What To Bring (Changes to Guidelines)

In addition to our prior existing guidelines of "[What To Bring](#)" Document- List- when arriving for the new semester, SVA has incorporated two new items to the list (1) *Face Masks* (2) *Thermometers* to the list for Fall 2020.



# NY FORWARD SAFETY PLAN TEMPLATE

Each business or entity, including those that have been designated as essential under Empire State Development's Essential Business Guidance, must develop a written Safety Plan outlining how its workplace will prevent the spread of COVID-19. A business may fill out this template to fulfill the requirement, or may develop its own Safety Plan. **This plan does not need to be submitted to a state agency for approval** but must be retained on the premises of the business and must be made available to the New York State Department of Health (DOH) or local health or safety authorities in the event of an inspection.

Business owners should refer to the State's industry-specific guidance for more information on how to safely operate. For a list of regions and sectors that are authorized to re-open, as well as detailed guidance for each sector, please visit: [forward.ny.gov](http://forward.ny.gov). If your industry is not included in the posted guidance but your business has been operating as essential, please refer to ESD's [Essential Business Guidance](#) and adhere to the guidelines within this Safety Plan. Please continue to regularly check the New York Forward site for guidance that is applicable to your business or certain parts of your business functions, and consult the state and federal resources listed below.

## COVID-19 Reopening Safety Plan

**Name of Business:**

Alvin Ailey Dance Foundation, Inc.

**Industry:**

Dance

**Address:**

405 West 55th Street, New York, New York 10019

**Contact Information:**

Pamela Robinson, Chief Financial Officer 212 405 9090

**Owner/Manager of Business:**

Alvin Ailey Dance Foundation, Inc.

**Human Resources Representative and Contact Information, if applicable:**

Toronda Miller, 212 405 9097

## I. PEOPLE

**A. Physical Distancing.** To ensure employees comply with physical distancing requirements, you agree that you will do the following:

- Ensure 6 ft. distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than 6 ft. apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If occupied by more than one person, will keep occupancy under 50% of maximum capacity.

- ✓ Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site (e.g. clock in/out stations, health screening stations)
- ✓ Limit in-person gatherings as much as possible and use tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) should be held in open, well-ventilated spaces with appropriate social distancing among participants.
- ✓ Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

*List common situations that may not allow for 6 ft. of distance between individuals. What measures will you implement to ensure the safety of your employees in such situations?*

Building maintenance and emergency building maintenance required by law may not allow for 6 ft. of distance. All independent contractors will be screened before entering the Ailey building under the supervision of Facilities Director, and all will wear masks. All names will be gathered for contact tracing.

Dancers will engage, one at a time, with Ailey's physical therapy staff. Both individuals will be masked. Ailey will comply with the Governor's Professional Sports Training Facility Guidelines.

*How you will manage engagement with customers and visitors on these requirements (as applicable)?*

Ailey is not admitting visitors to the Ailey building in FY21. The only customers admitted to the Ailey building are the students of The Ailey School. The Ailey Safety Plan governs their return in cooperation with Fordham University, the School of Visual Arts, and in compliance with the New York State Department of Education Pre-K-12 Schools Master Guidance documents.

*How you will manage industry-specific physical social distancing (e.g., shift changes, lunch breaks) (as applicable)?*

Ailey has developed a detailed Master Schedule attached to this document and in cooperation with the American Guild of Musical Artists.

## II. PLACES

**A. Protective Equipment.** To ensure employees comply with protective equipment requirements, you agree that you will do the following:

- ✓ Employers must provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

*What quantity of face coverings – and any other PPE – will you need to procure to ensure that you always have a sufficient supply on hand for employees and visitors? How will you procure these supplies?*

Ailey will have a supply of 500 disposable masks available daily procured from its vendor W.B. Mason which is its regular supplier. Disposable gloves are used by all Maintenance crews, Physical Therapy personnel, Operations, and Independent Contractors. Hands free soap dispensers, disinfectant wipes will be available at all office spaces, floor areas, bathrooms.

- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.

*What policy will you implement to ensure that PPE is appropriately cleaned, stored, and/or discarded?*

Ailey has developed a multi-tiered education system including the publication of its maintenance schedule, cleaning methods, areas of storage, and discard program.

- Limit the sharing of objects and discourage touching of shared surfaces; or, when in contact with shared objects or frequently touched areas, wear gloves (trade-appropriate or medical); or, sanitize or wash hands before and after contact.

*List common objects that are likely to be shared between employees. What measures will you implement to ensure the safety of your employees when using these objects?*

The copy rooms will be areas of sharing objects. All other spaces are designed for hands free use, and all kitchen, showers, lockers are now locked and off-limits. Single use water bottles have replaced water fountains.

Copy rooms will have hand sanitizers (hands free) and disinfectant wipes.

Only staff who are essential workers who must bring lunch to work from home will have personal utensils.

**B. Hygiene and Cleaning. To ensure employees comply with hygiene and cleaning requirements, you agree that you will do the following:**

- Adhere to hygiene and sanitation requirements from the [Centers for Disease Control and Prevention](#) (CDC) and [Department of Health](#) (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.

*Who will be responsible for maintaining a cleaning log? Where will the log be kept?*

The Facilities Director with a single occupancy office on the third floor.

- Provide and maintain hand hygiene stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

*Where on the work location will you provide employees with access to the appropriate hand hygiene and/or sanitizing products and how will you promote good hand hygiene?*

Each desk, each studio. Hygiene will be promoted via video, signage, training via online education and email, hard copy packets.

- Conduct regular cleaning and disinfection at least after every shift, daily, or more frequently as needed, and frequent cleaning and disinfection of shared objects (e.g. tools, machinery) and surfaces, as well as high transit areas, such as restrooms and common areas, must be completed.

*What policies will you implement to ensure regular cleaning and disinfection of your worksite and any shared objects or materials, using [products](#) identified as effective against COVID-19?*

The cleaning log will list products and equipment deployed according to recommended Guidelines by the CDC and Governor Cuomo.

**C. Communication. To ensure the business and its employees comply with communication requirements, you agree that you will do the following:**

- Post signage throughout the site to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Establish a communication plan for employees, visitors, and customers with a consistent means to provide updated information.
- Maintain a continuous log of every person, including workers and visitors, who may have close contact with other individuals at the work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means; excluding customers, who may be encouraged to provide contact information to be logged but are not mandated to do so.

*Which employee(s) will be in charge of maintaining a log of each person that enters the site (excluding customers and deliveries that are performed with appropriate PPE or through contactless means), and where will the log be kept?*

Contact tracing will be managed by Ailey's selected screening App. The Safety Management Team consists of the Chief Financial Officer, The Facilities Director, The General Counsel, The Director of Special Projects, and The Director of Studio Operations. This team will manage the data that is received daily and track for Covid alerts.

- If a worker tests positive for COVID-19, employer must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

*If a worker tests positive for COVID-19, which employee(s) will be responsible for notifying state and local health departments?*

The Director of Special Projects

### III. PROCESS

**A. Screening.** To ensure the business and its employees comply with protective equipment requirements, you agree that you will do the following:

- Implement mandatory health screening assessment (e.g. questionnaire, temperature check) before employees begin work each day and for essential visitors, asking about (1) COVID-19 [symptoms](#) in past 14 days, (2) positive COVID-19 test in past 14 days, and/or (3) close contact with confirmed or suspected COVID-19 case in past 14 days. Assessment responses must be reviewed every day and such review must be documented.

*What type(s) of daily health and screening practices will you implement? Will the screening be done before employee gets to work or on site? Who will be responsible for performing them, and how will those individuals be trained?*

There will be three screening apps deployed: Fordham University's vitalcheck, School of Visual Arts' AppArmour, and an app to be determined by July 31, 2020 for Ailey employees. Screening will be done before people arrive at the site. Individuals will be trained by their institutions' technology and Ailey's education system referenced above.

*If screening onsite, how much PPE will be required for the responsible parties carrying out the screening practices? How will you supply this PPE?*

N/A

**B. Contact tracing and disinfection of contaminated areas.** To ensure the business and its employees comply with contact tracing and disinfection requirements, you agree that you will do the following:

- Have a plan for cleaning, disinfection, and contact tracing in the event of a positive case.

*In the case of an employee testing positive for COVID-19, how will you clean the applicable contaminated areas? What products identified as effective against COVID-19 will you need and how will you acquire them?*

All cleaning products will comply with CDC guidelines. Ailey employs 24 hour cleaning staff, and supply of required products are always accessible to the command chain of those in direct contact with the cohorts of people in the Ailey building.

*In the case of an employee testing positive for COVID-19, how will you trace close contacts in the workplace? How will you inform close contacts that they may have been exposed to COVID-19?*

All apps will either have a tracing element or have a tracing policy and procedure attached as in the safety plan required of public school populations at Ailey. Ailey will deploy the organization's emergency contact system already in place in the aftermath of 9/11.

## IV. OTHER

Please use this space to provide additional details about your business's Safety Plan, including anything to address specific industry guidance.

See Ailey Forward Safety Plan

Staying up to date on industry-specific guidance:

To ensure that you stay up to date on the guidance that is being issued by the State, you will:

- Consult the NY Forward website at [forward.ny.gov](https://forward.ny.gov) and applicable Executive Orders at [governor.ny.gov/executiveorders](https://governor.ny.gov/executiveorders) on a periodic basis or whenever notified of the availability of new guidance.

**STAY HOME.**

**STOP THE SPREAD.**

**SAVE LIVES.**

## State and Federal Resources for Businesses and Entities

As these resources are frequently updated, please stay current on state and federal guidance issued in response to COVID-19.

### *General Information*

[New York State Department of Health \(DOH\) Novel Coronavirus \(COVID-19\) Website](#)

[Centers for Disease Control and Prevention \(CDC\) Coronavirus \(COVID-19\) Website](#)

[Occupational Safety and Health Administration \(OSHA\) COVID-19 Website](#)

### *Workplace Guidance*

[CDC Guidance for Businesses and Employers to Plan, Prepare and Respond to Coronavirus Disease 2019](#)

[OSHA Guidance on Preparing Workplaces for COVID-19](#)

### *Personal Protective Equipment Guidance*

[DOH Interim Guidance on Executive Order 202.16 Requiring Face Coverings for Public and Private Employees](#)

[OSHA Personal Protective Equipment](#)

### *Cleaning and Disinfecting Guidance*

[New York State Department of Environmental Conservation \(DEC\) Registered Disinfectants of COVID-19](#)

[DOH Interim Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19](#)

[CDC Cleaning and Disinfecting Facilities](#)

### *Screening and Testing Guidance*

[DOH COVID-19 Testing](#)

[CDC COVID-19 Symptoms](#)



# Dance

## Considerations for Blended and Remote Learning in the Arts

School Leaders and Teachers



## CONSIDERATIONS FOR BLENDED AND REMOTE LEARNING IN THE ARTS

Arts are essential in creating a supportive, inclusive, innovative, and rigorous learning environment for all students. As school communities examine the range of scenarios possible for the 2020-2021 school year, the Office of Arts and Special Projects (OASP) offers the following preliminary guidance to support teaching and learning in Dance.

NOTE: The following is a first pass and not meant to be an exhaustive list of considerations. We recognize that schools must take their lead from the Department of Education and in consult with medical professionals. This guide is not intended to replace or contradict guidelines issued by the Centers for Disease Control (CDC), and the State of New York, or the NYC Department of Health.

Reference to any specific commercial product is for informational purposes and reader convenience and does not constitute an endorsement by the Office of Arts & Special Projects or the NYCDOE.

DOE: <https://www.schools.nyc.gov/school-year-20-21/return-to-school-2020/health-and-safety>

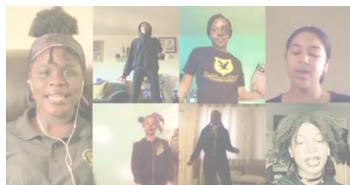
CDC: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

DOH: <https://www1.nyc.gov/site/doh/covid/covid-19-main.page>

### Considerations for Face-to-Face Dance Instruction with Social Distancing

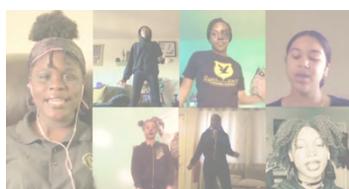
As social distancing requirements are necessary, five key considerations: **SPACE, PROCEDURE AND SAFETY, STUDENT GROUPINGS, TEACHING AND LEARNING, AND COMMUNICATION** will be paramount for safe and quality arts education.

<b>SPACE</b>	<ul style="list-style-type: none"> <li>• With proper social distancing and ventilation, dance instruction can occur in any of the following spaces: dance rooms, classrooms, multipurpose rooms, auditoriums, gymnasiums, and cafeterias as well as outdoor open spaces such as a court, school yard, or field.</li> <li>• Use outdoor space as often as possible, weather permitting</li> <li>• Rethink the configuration of the learning space by spreading students out, taping off areas on the floor to indicate safe areas for working, and/or setting up stations. Dance instruction most often happens with students on their feet.</li> <li>• Physical distance should be 6 feet for low-to-moderate dance activities and 12 feet for moderate-to-vigorous dance activities.</li> <li>• Prevent damage and costly repairs to dance rooms being used for purposes than dance by covering the floors and barres, and any other dance equipment temporarily not in use.</li> <li>• Use available outdoor spaces, multi-purpose rooms, cafeterias, auditoriums for dance instruction provided when the space is safe (unobstructed by furniture), well-ventilated and instruction maintains safety parameters. Design dance instruction according to the space where they will take place.</li> <li>• Be mindful of the effect of face covering during vigorous physical activities in dance class. Encourage students to come to school dressed to participate in dance class in order to avoid changing rooms.</li> </ul>
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Considerations for Blended and Remote Learning in the Arts | DANCE

<p><b>PROCEDURE AND SAFETY</b></p>	<ul style="list-style-type: none"> <li>• Follow all CDC, DOH and DOE guidelines for social distancing, and school reopening policies and procedures including the use of face coverings, physical distancing and handwashing protocols.</li> <li>• When possible, provide students with individualized and self-contained dance instructional materials and resources.</li> <li>• Adjust dance technique instruction for instances requiring small group work and collaborations. Consider the use of face masks or shields in your planning.</li> <li>• Incorporate established sanitizing school procedures including classroom routines for wiping dance studio surfaces and clean equipment using proper cleaners and methods.</li> <li>• Ventilation and “air change rate” are critical factors that must be considered in assessing safety. Fitting HVAC systems with appropriate HEPA filters and purchasing HEPA air purifier units appropriate to the size of the dance space, as well as opening windows, can increase the air change rate and help to ensure proper ventilation.</li> <li>• Custodians need access to dedicated dance spaces, including storage areas, in order to clean and disinfect.</li> <li>• Ensure students wash their hands or use hand sanitizer before and after each dance class.</li> <li>• Encourage students to come to school dressed to participate in dance class.</li> <li>• Open doors at the beginning and end of class to minimize risk of students touching door handles.</li> </ul>
<p><b>STUDENT GROUPINGS</b></p>	<ul style="list-style-type: none"> <li>• Building crucial trust as an ensemble requires interaction. Consider taping off discrete areas.</li> <li>• Maintain individual, partner, and small group work whether through remote learning or face-to-face. Consider the use of face masks or shields for face-to-face interactions.</li> </ul>
<p><b>TEACHING AND LEARNING</b></p>	<ul style="list-style-type: none"> <li>• Build dance content and literacy, connections to one’s self, and the world. Enhance 21<sup>st</sup> Century skills of critical thinking and problem solving, communication, collaboration, and creativity and innovation. Arts learning is not exclusive to performance or production. For example, leverage technology to provide a comprehensive and sequential dance education that covers all five strands of the Blueprint for Teaching and Learning in Dance, all four artistic processes emphasized by the NYS Learning Standards in Dance, and the National Core Arts Standards.</li> <li>• Identify the parts of the curriculum that require in-person instruction and which might be best adapted for temporary remote learning to maximize face-to-face or synchronous learning opportunities.</li> <li>• Design dance instruction with its degree of activity, low-to-high, for the space in which it will take place and the number of students present. Consider if the space can accommodate 6 feet or 12 feet of distancing and plan according.</li> <li>• Be mindful of the impact of wearing a face covering during physical activity and modify instruction as needed.</li> <li>• Be aware of any students whose disability or medical condition may impact their ability to distance and/or wear a mask while performing physical activity or who have a medically necessary exemption from face covering.</li> <li>• To facilitate synchronous and asynchronous dance learning, cloud-based software subscriptions and a variety of platforms are available to educators and students. For dance, it is particularly important to utilize tools that allow students to plan, record, and share their performance and choreographic work, give and get feedback, and reflect on their artistic process. These functionalities, available in applications such as <i>Flipgrid</i>, <i>Nearpod</i>, <i>Playposit</i>, <i>Loom</i>, <i>Panapto</i>, <i>Thinklink</i>, and <i>Google Draw</i> would be beneficial in blended or remote dance learning.</li> </ul>



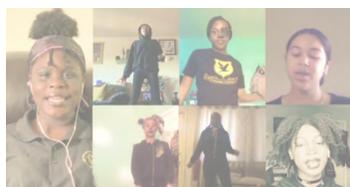
	<p style="text-align: center;"><b>Tutorials and resources are available here:</b>  <a href="https://sites.google.com/view/spring2020oasp/q-classroom?authuser=0">https://sites.google.com/view/spring2020oasp/q-classroom?authuser=0</a></p>
<p><b>COMMUNICATION</b></p>	<ul style="list-style-type: none"> <li>• Share student work with students and their parents. Do so virtually or face-to-face with staggered audiences.</li> <li>• Supply supports reflective of and responsive to the needs of students and parents including “how-to” resources as well as opportunities to involve and collaborate with families.</li> </ul>

**Additional Resources for Social Distancing in Dance Instruction from National Organizations:**

- National Dance Education Organization (NDEO) -A summary of questions and potential practices raised by NDEO members and panelists for Teaching Dance in Fall 2020  
<https://files.constantcontact.com/8110f869001/d422c645-5a2c-456c-b538-bd633b30d52e.pdf>
- Shape America- Guidelines for Dance Education for Fall 2020  
 School Re-entry Considerations  
<https://www.shapeamerica.org/uploads/pdfs/2020/guidelines/Online-PE-Guidance-Document.pdf>
- Dance NYC- Guidelines for indoor dance activities (in progress) Dance NYC Guidelines for Indoor Dance Activities  
<https://docs.google.com/document/d/1BgQ8-zB3-UFFqmzs7I56fiGKui-qCLJy1ZcMPUQts0/edit>

**Guidance for Dance Instruction in a Blended Environment**

Schools seeking to implement blended learning have several models from which to consider for dance instruction. As educators implement and innovate in their unique settings, new approaches to blended learning are developed that reflect the needs and goals of learners. Therefore, it is not uncommon for schools to create a custom program by implementing a combination of blended learning models. The below examples are a starting point for a discussion around what a blended dance program may look like at your school. Some models are better suited than others for dance instruction. Whichever model or variation is chosen, the key distinction of blended learning from remote learning is the “blend” of online and face-to-face instruction. We suggest a discussion between dance educator and school administration to assess and select which blended learning models fit best the needs of the school, students, and families.



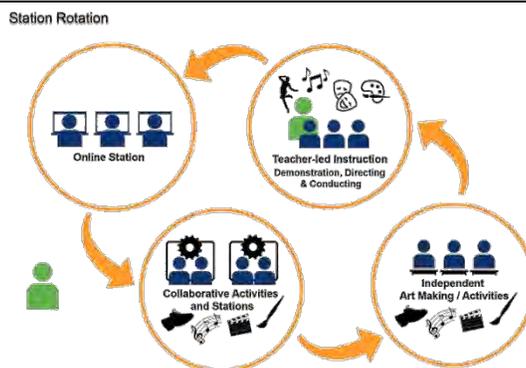
## Illustrations of the Seven Blended Learning Models in Dance

### Teaching Dance with Blended Learning Models

#### Model 1: Rotations

- Station Rotation**

Allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station. This model is most common in elementary schools because students are familiar with rotating through “centers” or stations.



#### Brick-and-Mortar

In this example, the teacher provides initial direct instruction about dance composition followed by students rotating through three stations.

Teacher-led Station: the dance teacher guides a small group through a movement exploration that addresses the choreographic components and movement elements of the dance which students will watch online.

Collaborative Activity Station: As a small group, students watch a choreographic excerpt and create a short dance study inspired by its music or sound background. Students use the Laban Movement Vocabulary (LMA) to select the choreographic components and movement elements they wish to include in their dance. Students record their dance on video.

Online station: Students watch a different choreography excerpt and answer questions in a google form to analyze and reflect about the choreographic components and movement elements of the dance.

Students can upload their group dance to **FlipGrid** to share it with their teacher and peers to receive feedback.

**Note**: The three groups could potentially go through the rotation more than once.

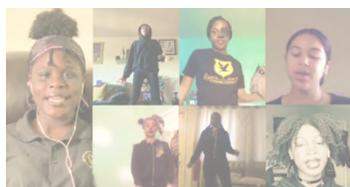
#### Remote

##### Asynchronous:

- Students watch the choreography excerpt a second time after they have completed the first draft of their dance study. They identify new choreographic information to revise their work.
- Student return to **Flipgrid** to view student group dances and provide peer feedback

##### Synchronous:

- Students meet virtually with their group to discuss the feedback they received and plan next steps
- Students meet with the dance educator as a whole group to share key take-aways from the choreography project.

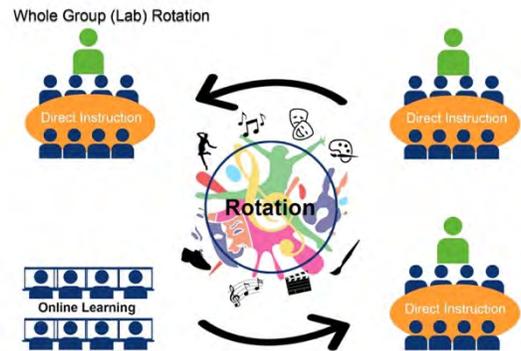


## Teaching Dance with Blended Learning Models

### Model 2: Rotations

- Lab Rotation**

As a whole group, students rotate through stations on a fixed schedule with at least one being online. The online station can occur in a dedicated computer lab or the same classroom if one-to-one devices are available. This may be possible with a laptop or tablet cart.



#### Brick-and-Mortar

*In Sept. 2020, a “Whole Group (Lab) Rotation” should occur in the same space rather than switching between physical rooms.*

There are two rotations in this example:

**Teacher-led Station:**

With the whole class, the dance teacher introduces a cultural dance form (e.g. West African Dance, Hip Hop, Salsa), teaches a related warm up, traveling movement across the floor and center floor combination according to the needs of the dance form.

**Lab/Online Station:**

All the students research online the cultural dance form they are studying and prepare a presentation to share with their teacher and peers.

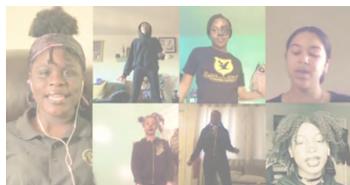
#### Remote

**Asynchronous:**

- Students watch a selection of video recordings of the cultural dance form shared by the teacher via online platform.
- Students research information about the cultural dance form and the socio-historical context in which it was developed over time.

**Synchronous:**

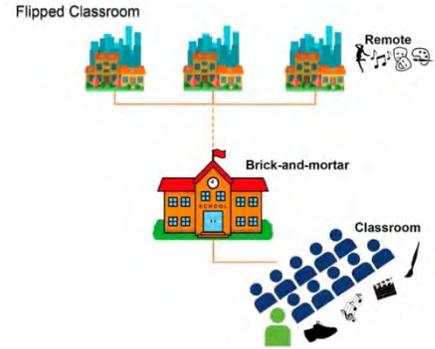
- The dance teacher invites a guest artist expert on the cultural dance form to teach a master class virtually and to answer questions from students.
- The dance teacher schedules an online discussion session for students to share their presentations.



## Teaching Music with Blended Learning Models

### Model 3: Flipped Classroom

Students are introduced to content and receive direct instruction at home then apply these skills and knowledge in the brick-and-mortar classroom, supported by a teacher and peers. In this way, traditional roles for each learning setting are “flipped.”



#### Brick-and-Mortar

For this model, content and direct instruction begins at home. See the Remote Learning column first, then the Brick-and-Mortar column. → →

- The dance teacher expands upon the concepts of body alignment that began through remote learning and teaches a dance class that addresses anatomical principles in dance technique.
- Teacher introduces learning target and success criteria that includes application of knowledge and skills for the day's lesson.
- Students apply this knowledge and skills by working in pairs maintaining social distance to check each other's body alignment while performing movements and shapes from the technique class.

#### Remote

##### Asynchronous:

- The dance teacher introduces the concept of body alignment to students virtually. Students begin the unit of study by reading online articles and/or handouts about the alignment of the body in dance.
- The dance teacher shares information and assignments about gross motor skills and the muscles and bones involved in those actions in Google Classrooms.
- Students do a quiz that summarizes the alignment principles and terminology discussed in the unit.

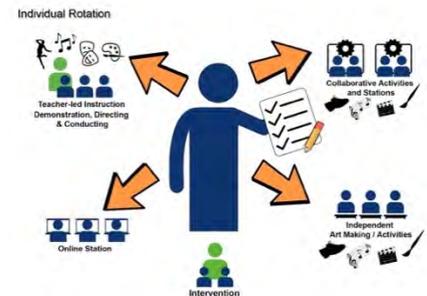
##### Synchronous:

- The dance teacher leads small group discussions around how anatomical knowledge might help dancers move more efficiently and avoid injury.

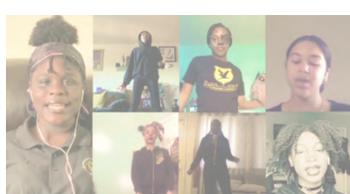
### Model 4: Rotations

#### • Individual Rotation

Allows students to rotate through stations, but on individual schedules set by a teacher or software algorithm. Unlike other rotation models, students do not necessarily rotate to every station; they rotate only to the activities scheduled for them.



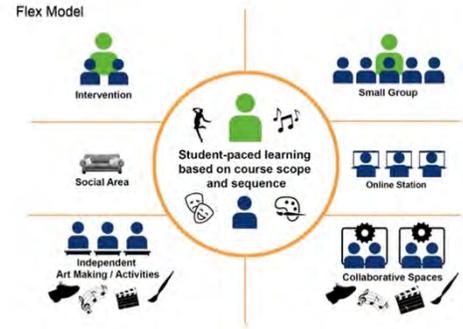
Students rotate through “select” stations based on individual schedules set by a teacher or software algorithm. Unlike other rotation models, students do not necessarily rotate to every station; they rotate only to the activities scheduled on their individualized playlists. **This is not an ideal model for Fall 2020 dance instruction.**



## Teaching Dance with Blended Learning Models

### Model 5: Flex Model

Students move through a course’s scope and sequence at their own pace and often with opportunities to demonstrate learning using multiple modalities. The teacher of record is on-site and provides face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.



#### Brick-and-Mortar

The dance teacher shares a “road map” of the course, its goals, big ideas or list of unit topics to be covered, and a timeline of their availability online and face-to-face.

- The dance teacher introduces the Harlem Renaissance and the origins and development of jazz dance in the USA.
- Students learn and practice swing and jazz steps from a historical perspective as well as the historical background and origin of the movements.
- Under the supervision of the dance teacher, students work in trios maintaining social distance to create a short dance study that includes selected swing and jazz movements. They use the Laban Movement Vocabulary (LMA) to decide on the choreographic devices they would like to use.

Groups share their swing and jazz dances with the class to receive feedback from peers and teachers.

#### Remote

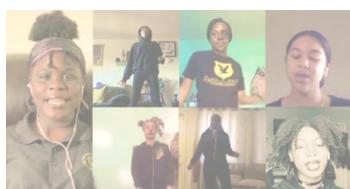
For a unit related to the Harlem Renaissance, the dance teacher makes accessible information and several assignments, synchronous and asynchronous which students can work through at their own pace, such as...

#### Asynchronous:

- A pre-recorded discussion about the historical context in which swing and jazz dance were developed.
- Students watch a documentary about the Harlem Renaissance and answer some questions on a Google Form.
- Students practice swing and jazz steps from a tutorial video that their dance teacher prepared in advance.

#### Synchronous:

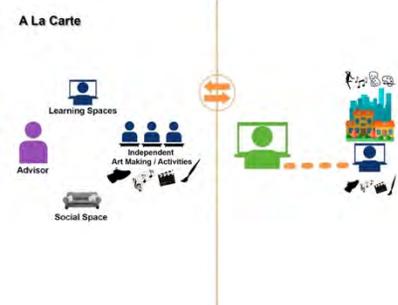
- The dance teacher leads a virtual swing and jazz steps class.
- The dance teacher invites a guest artist expert on swing to teach a master class virtually and to answer questions from students.



## Teaching Dance with Blended Learning Models

### Model 6: A La Carte Model

Students take an online course with an online teacher of record in addition to other face-to-face or blended courses. This provides students with greater accessibility to courses and flexibility over their schedules. A La Carte courses can be a great option when schools can't provide particular learning opportunities, such as an Advanced Placement or specialty courses, making it one of the more popular models in blended high schools.

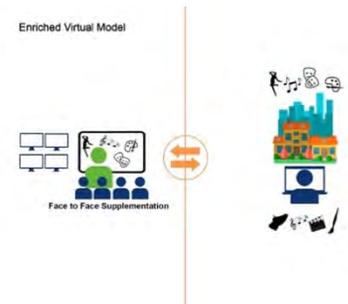


Students take an online course with an online teacher of record in addition to other face-to-face or blended courses. This provides students with greater accessibility to courses and flexibility with their schedules. A La Carte courses can be a great option when schools can't provide particular learning opportunities, such as an Advanced Placement or specialty courses, making it a popular model in blended high schools. **This is not an ideal model for Fall 2020 dance instruction.**

## Teaching Dance with Blended Learning Models

### Model 7: Enriched Virtual Model

Students focus on completing online coursework while only meeting with the teacher intermittently/as-needed.



#### Brick-and-Mortar

The dance teacher shares a “road map” of the course, its goals, big ideas or list of unit topics to be covered, and timeline as well as expectations for students. A great deal of learning is done online in the Enriched Virtual Model.

- The students attend class once a week with their peers and teacher where they can work on their skills, ask questions, and receive feedback and guidance.
- The dance teacher meets with the student to assess the choreographic and self-reflection process.

The student shares any challenges and insights with the dance teacher and defines the next step in the project.

#### Remote

#### Asynchronous:

- Students choose a piece of music they would like to use for a solo composition.
- The dance teacher shares the dance task with students and a checklist with the dance elements the solo must include.
- Students create and rehearse a draft of their solo to prepare it for showing it at school to the dance teacher.

#### Synchronous:

- The dance teacher creates and discusses the criteria for the solo choreographic project with the students.
- The dance teacher and students discuss how they would like to share these solos with their families and school community in social media.





### Course Crosswalk for Face-to-Face, Blended, and Remote Dance Instruction

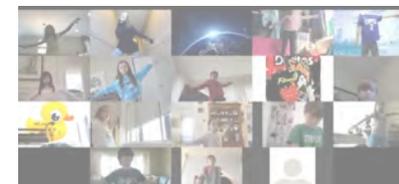
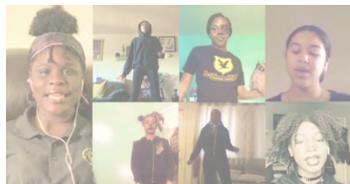
DANCE COURSE CONTEXT	<u>A Look at Instructional Planning for Remote/Blended Learning in Dance</u> <i>Examples of dance learning opportunities in all NYC Dance Blueprint Strands</i>			RECOMMENDATIONS for Blended Learning Models in Dance
	BRICK-AND-MORTAR SETTING <i>with safety precautions</i>	REMOTE SYNCHRONOUS SETTING	REMOTE ASYNCHRONOUS SETTING	
<b>Dance Making</b>	<p>All the students begin by creating a basic movement sentence that includes three or more action words. Students select and apply choreographic devices to create a dance study in stations</p> <p>a.) exploration of pathways, b.) space levels changes, and c.) watch a masterwork and choose two choreographic devices to add to their dance.</p>	<p>Perform a solo dance study for the dance teacher and peers that includes three or more action words, pathways and levels changes. Engage in discussion with dance teacher and peers around choreographic devices.</p>	<p>Create a solo dance study that includes three or more action words, pathways and levels changes. Record the solo on video and respond to reflective questions about the creative process in a google form.</p>	<p><b>Station Rotations</b> supports students in creating, rehearsing, revising, and sharing their dances.</p>
<b>Dance Literacy</b>	<p>View Remote Synchronous first... After initial remote learning experiences, students create a dance study in small groups by applying the Language of Dance (LOD). They work with peers to create, edit and revise their dance study following their collective LOD score.</p>	<p>Instruction beginnings with exploring the Language of Dance (LOD). Students are introduced to the dance motif symbols, explore the movement concepts through improvisation guided by the dance teacher.</p>	<p>Write a solo dance study using Language of Dance (LOD) motif symbol writing system. Students create a solo dance following the LOD score.</p>	<p><b>Flipped Classroom</b> might be a better option for dance projects in which students need to become familiar with the content before working with peers face-to-face.</p>





Considerations for Blended and Remote Learning in the Arts | DANCE

DANCE COURSE CONTEXT	A Look at Instructional Planning for Remote/Blended Learning in Dance <i>Examples of dance learning opportunities in all NYC Dance Blueprint Strands</i>			RECOMMENDATIONS for Blended Learning Models in Dance
	BRICK-AND-MORTAR SETTING <i>with safety precautions</i>	REMOTE SYNCHRONOUS SETTING	REMOTE ASYNCHRONOUS SETTING	
<b>Making Connections</b>	Learn a dance from one’s heritage and teach it to the class, explaining its origin, when and by whom the dance is performed, and its cultural significance.	Discuss the dances from students’ heritage, and share the presentations from each student and discuss the dances from Students’ heritage with a Q&A.	Learn a dance from one’s heritage, research the dance form and prepare a presentation to share with peers.	<b>Enrich Virtual Model</b> allows students to do independent traditional and embodied research for individual and group dance projects.
<b>Community and Cultural Resources</b>	View Remote Synchronous first... After initial remote learning experiences, students apply knowledge of the particular dance genre, style or cultural dance form when participating in a dance class taught by a teaching artist/expert and/or school’s dance educator.	Instruction begins with participating in a live-virtual master dance class in which dance students are introduced to a particular dance genre, style or cultural dance form and its characteristics.	Watch an interview with a master dance teacher and/or choreographer in the selected dance genre, style or cultural dance form and its characteristics.	<b>Flipped Classroom</b> might be a better option for dance projects in which students need to become familiar with the content before working with peers face-to-face.
<b>Careers and Lifelong Learning</b>	At their own pace, students progress through the unit to complete a series of learning activities such as: 1.) explore various dance-related professions like choreographer, lighting designer, and costume designer, 2.) role-play dance related professions with peers, and 3.) create a web that answers the questions: How many people does it take to produce a dance performance? What are their roles? Relate this to students’ own experience. Produce a dance sharing of group choreography.	The dance teacher virtually interviews pairs of dance professionals who have collaborated with each other and allows students to ask questions at the end, e.g. a music composer and a choreographer, a costume designer and a lighting designer, a dancer and a physical therapist)	View recordings of dance performances and maintain a digital dance journal to reflect on the collaborative process and roles of dance professionals.	<b>Flex Model</b> allows students to work at their own pace through the sequence of learning activities. At times, this is done independently or in small groups. The dance teacher offers feedback and guidance when meeting students face-to-face.





Considerations for **Blended** and **Remote Learning** in the Arts | **DANCE**

For additional information please contact:  
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Please use the subject line:  
*"Guidance Needed: Considerations for Blended and Remote Learning in Dance"*

DOE: <https://www.schools.nyc.gov/school-year-20-21/return-to-school-2020/health-and-safety>

CDC: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html> DOH: <https://www1.nyc.gov/site/doh/covid/covid-19-main.page>

