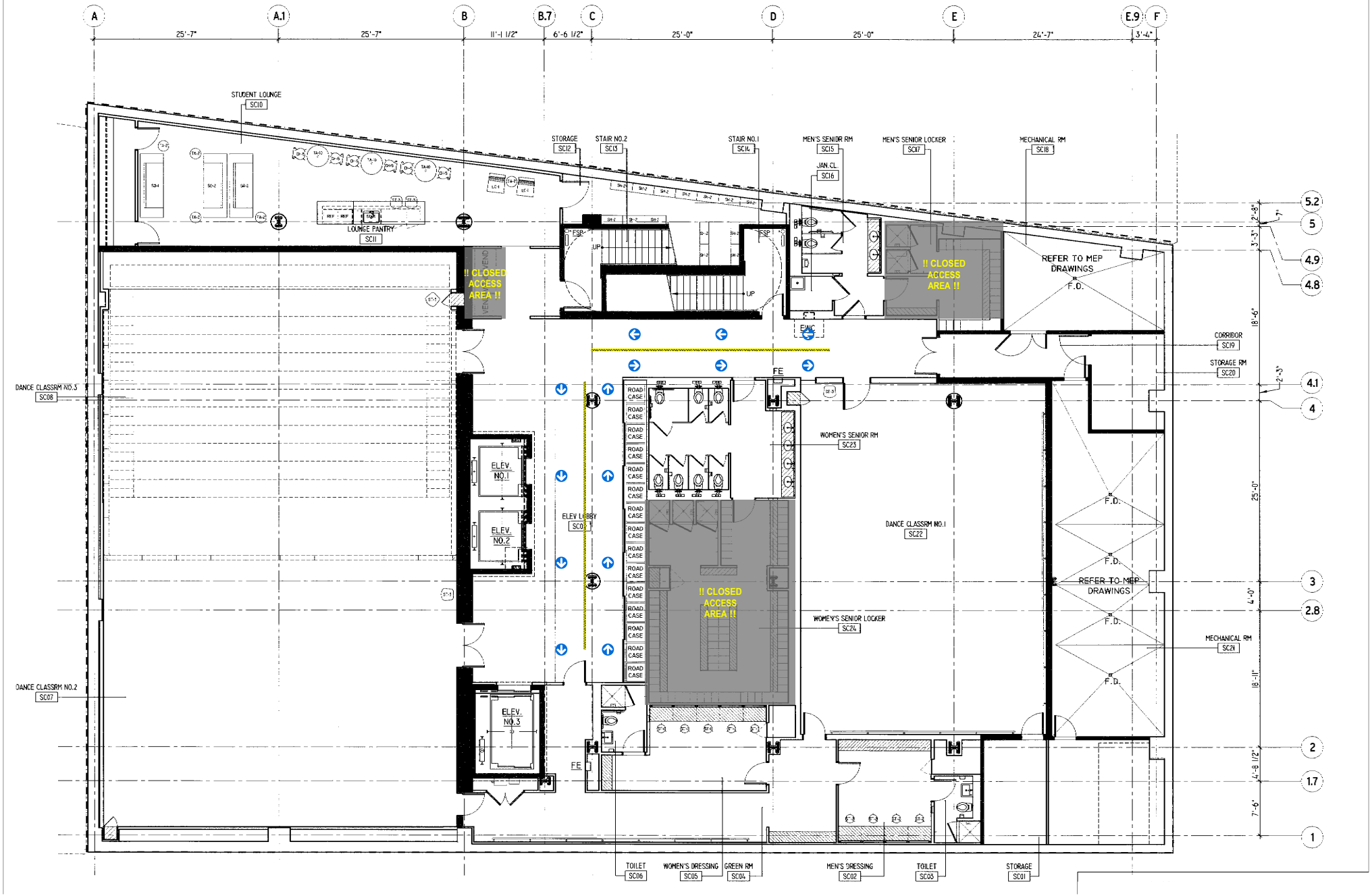
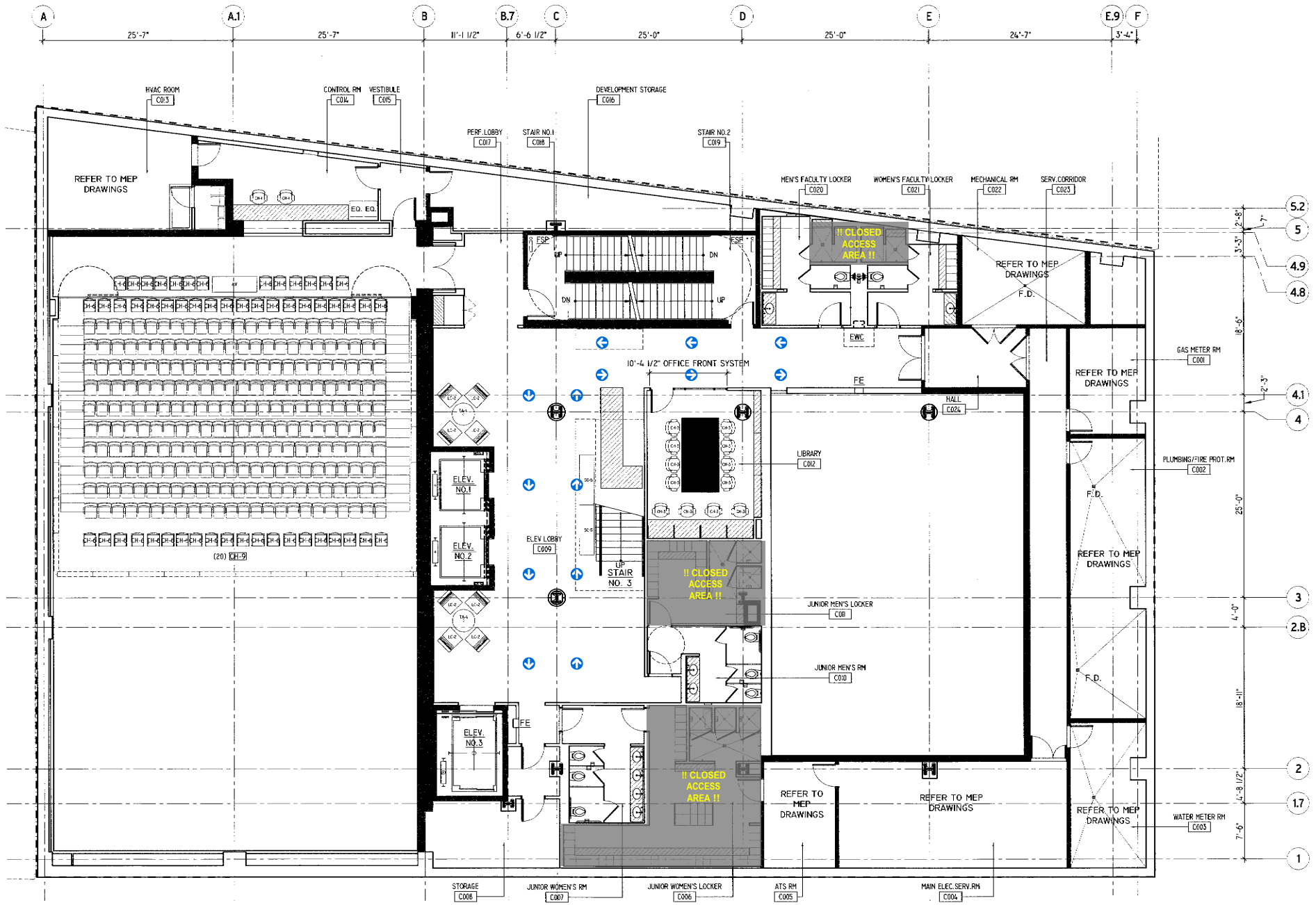


APPENDIX A: AILEY FLOOR PLANS

2020 RE-OPENING FLOOR PLAN — Lower Level

DATE: 7/17/2020

Sht-1



1 CELLAR FURNITURE PLAN
SCALE: 1/8"=1'-0"

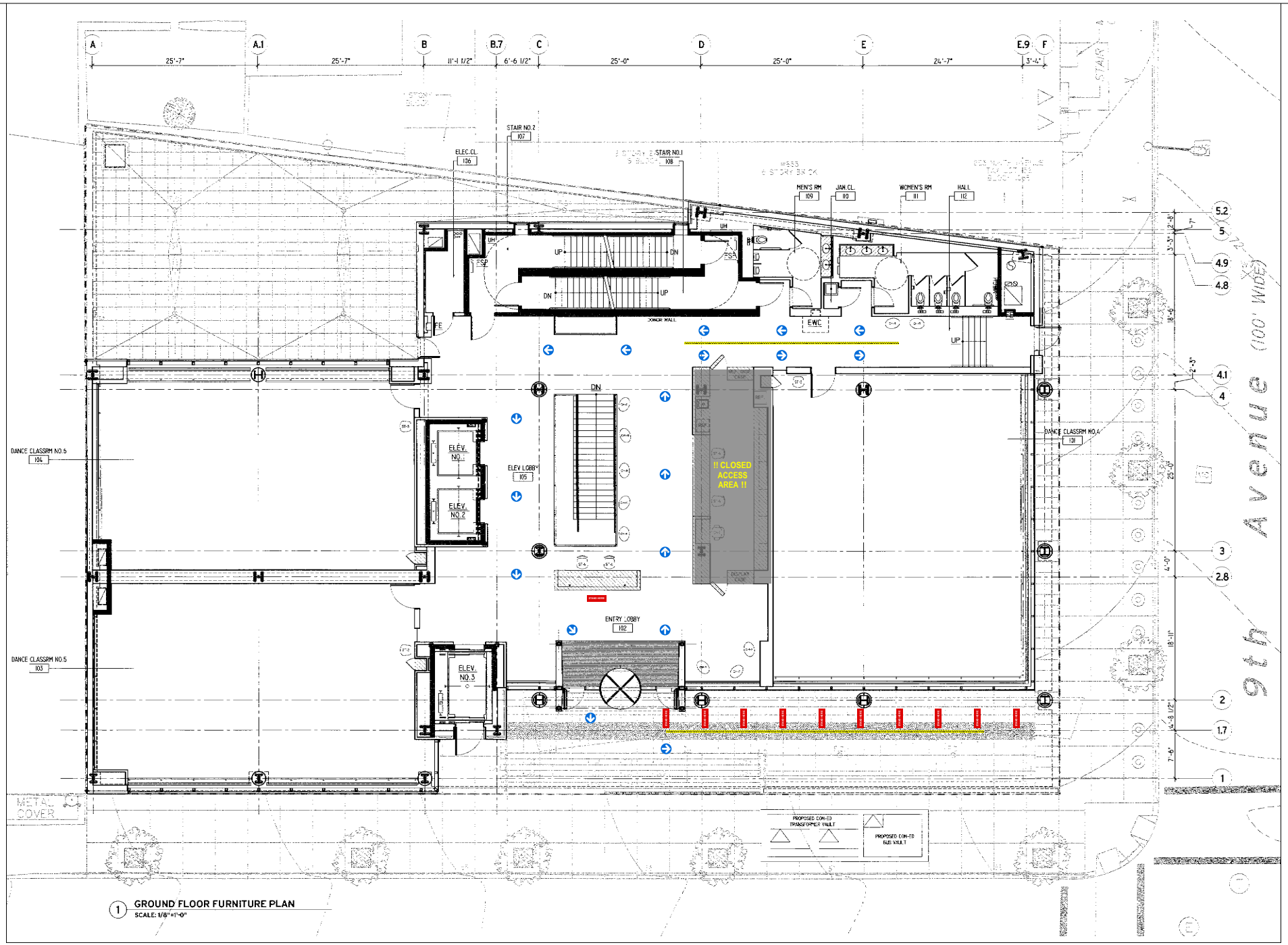
APPENDIX A: AILEY FLOOR PLANS

2020 RE-OPENING FLOOR PLAN

PE Level

DATE: 7/17/2020

Sht-2

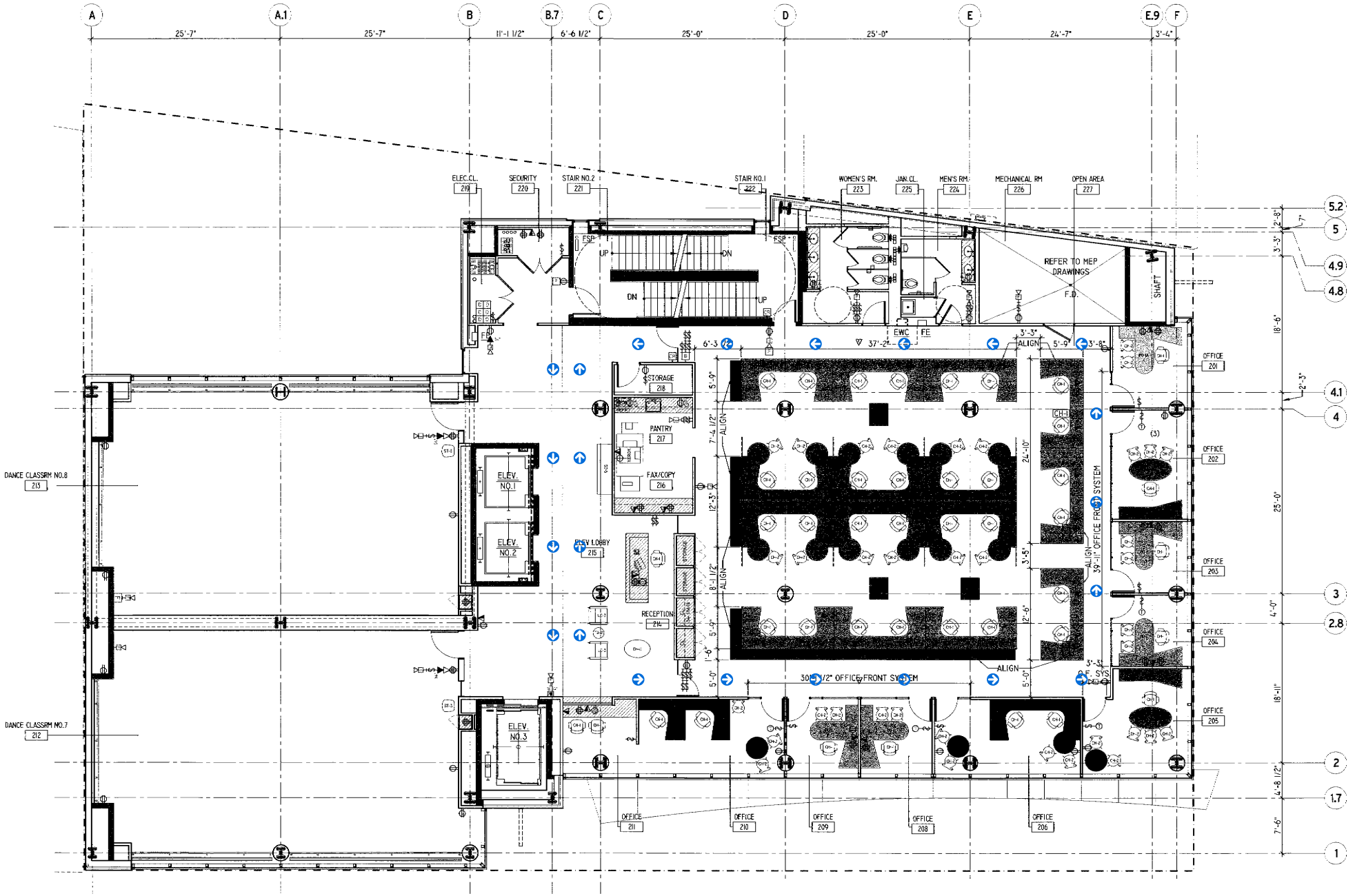


APPENDIX A: AILEY FLOOR PLANS

2020 RE-OPENING FLOOR PLAN Ground Level

DATE: 7/17/2020

Sht-3

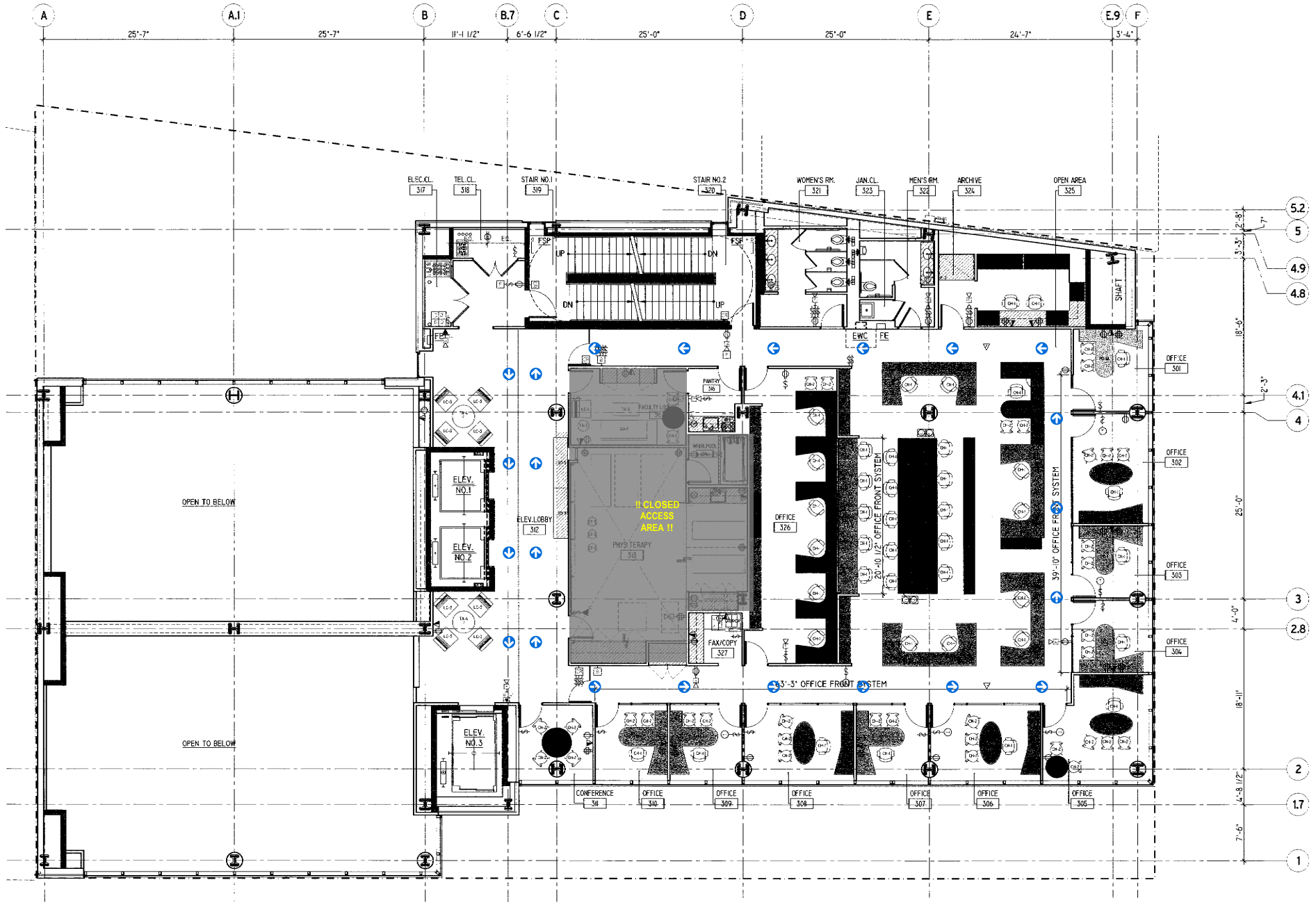


1 SECOND FLOOR FURNITURE PLAN
SCALE: 1/8"=1'-0"

2020 RE-OPENING FLOOR PLAN 2nd Floor Level

DATE: 7/17/2020

Sht-4



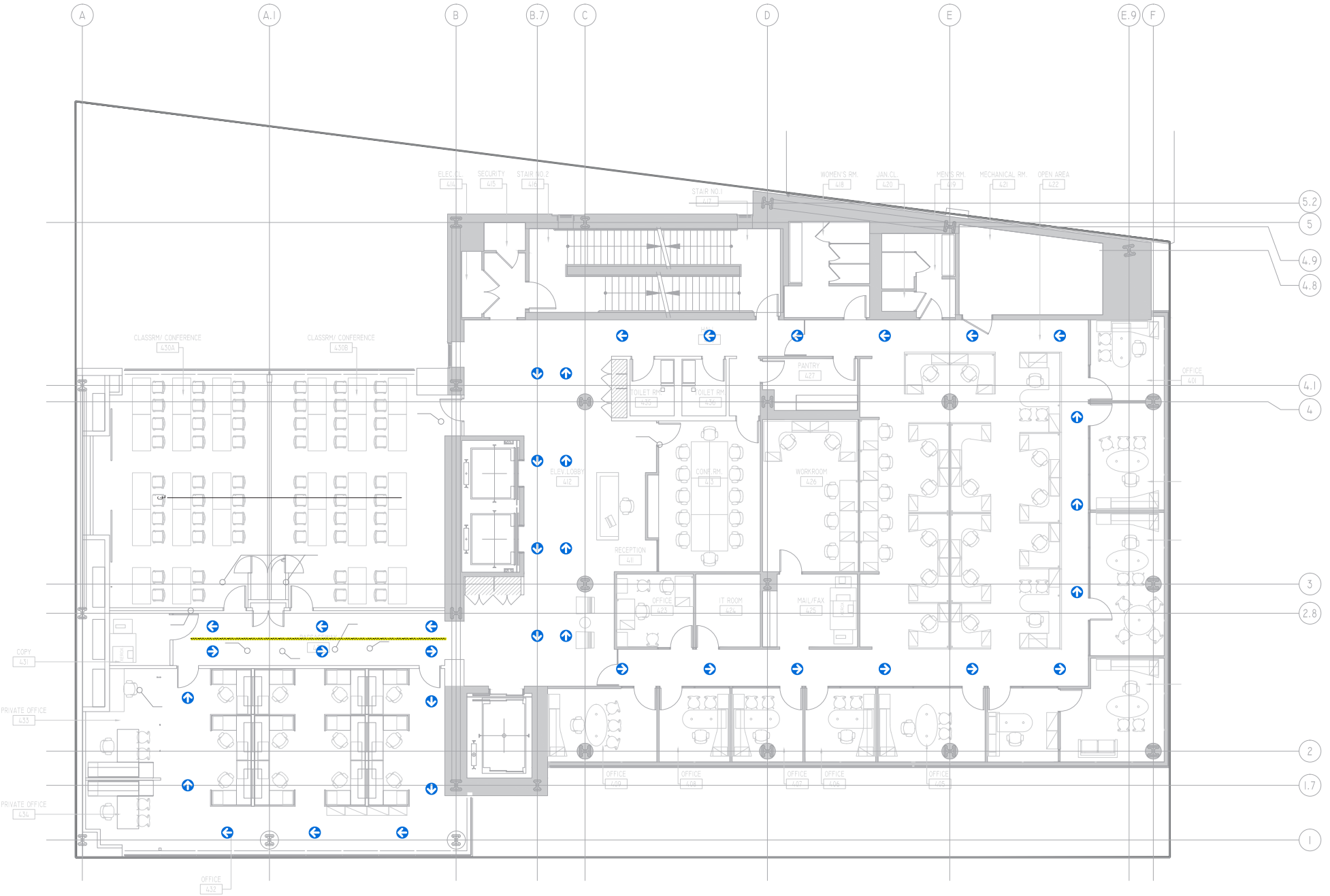
1 THIRD FLOOR FURNITURE PLAN
SCALE: 1/8"=1'-0"

APPENDIX A: AILEY FLOOR PLANS

2020 RE-OPENING FLOOR PLAN 3rd Floor Level

DATE: 7/17/2020

Sht-5

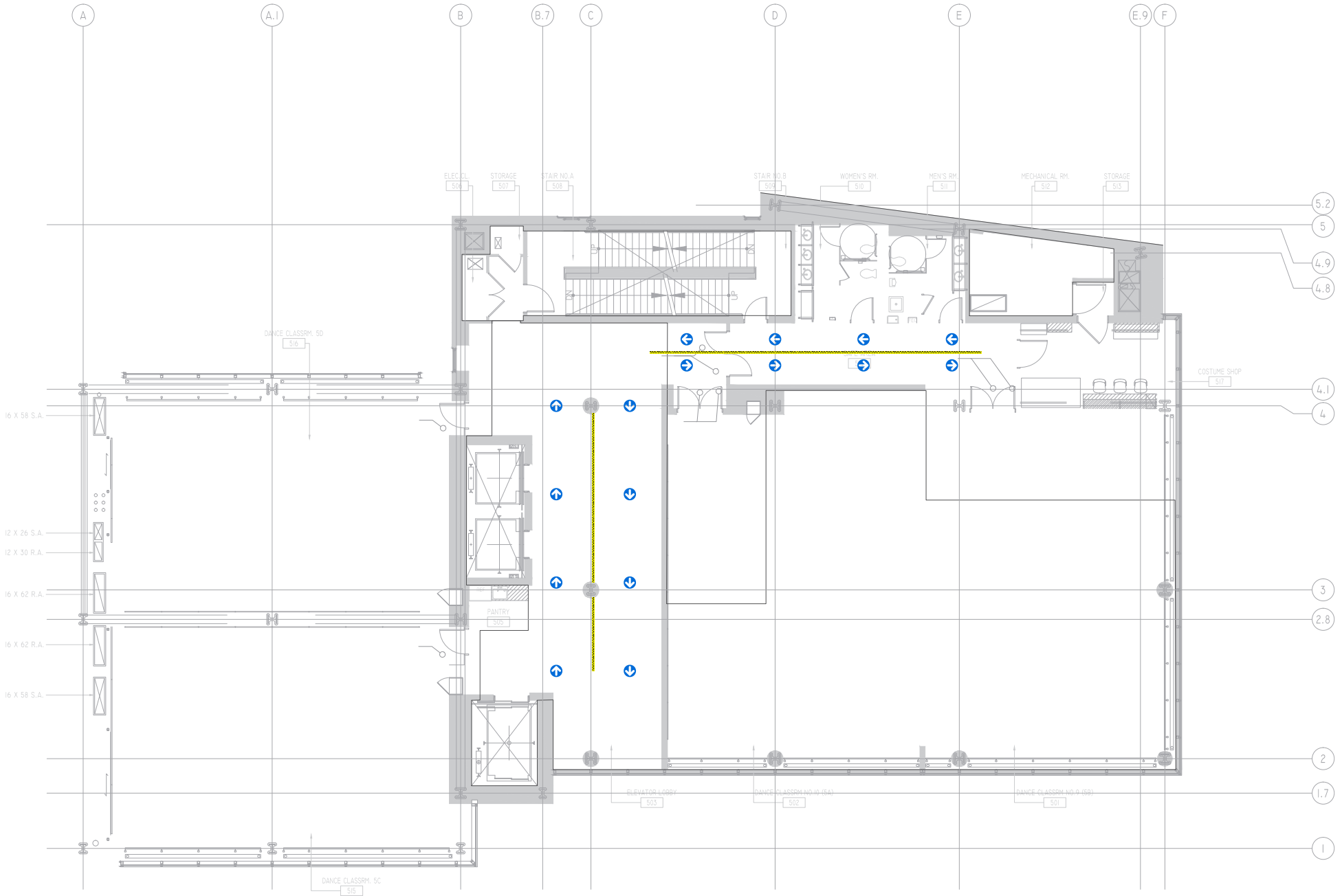


APPENDIX A: AILEY FLOOR PLANS

2020 RE-OPENING FLOOR PLAN 4th Floor Level

DATE: 7/17/2020

Sht-6

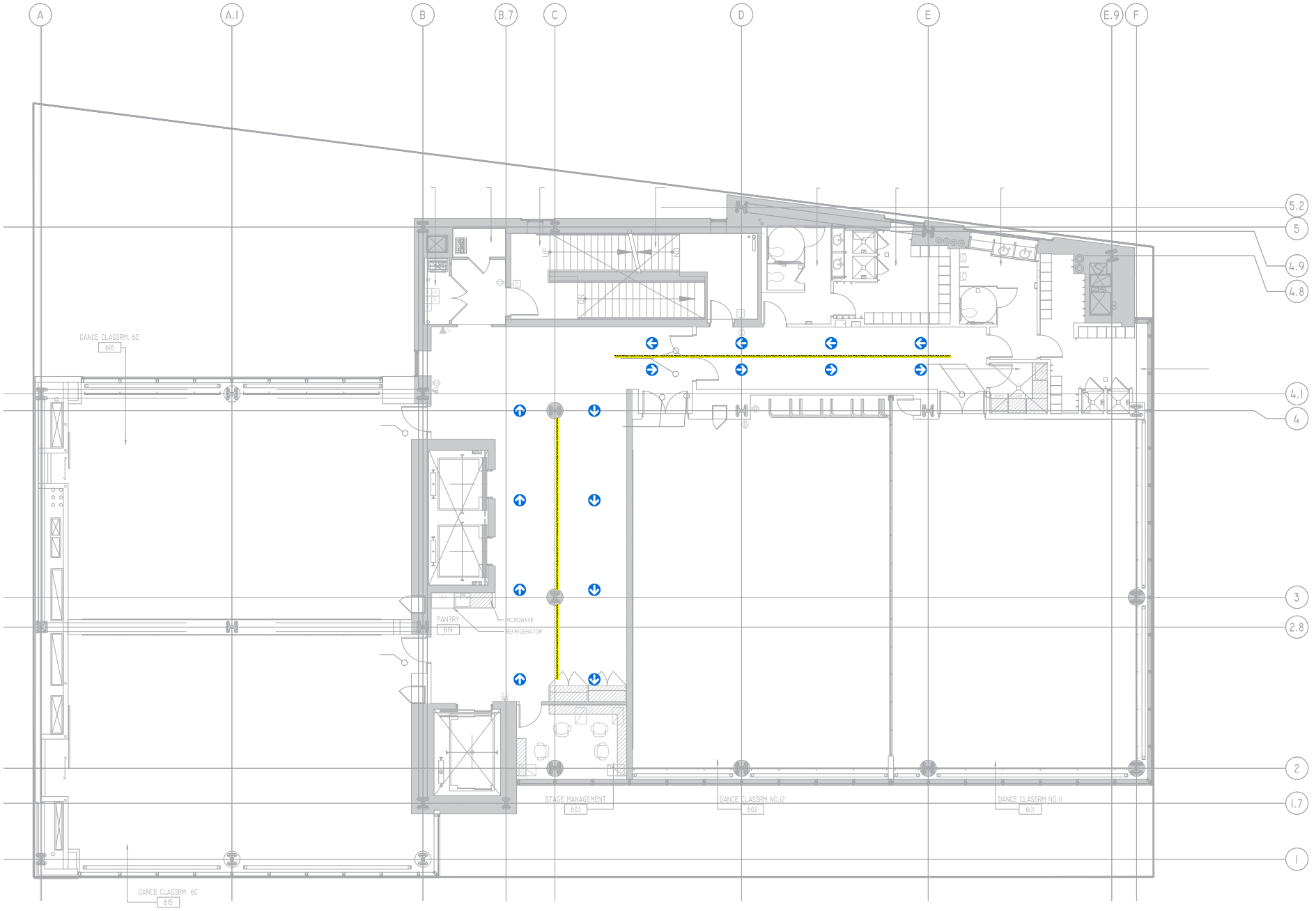


APPENDIX A: AILEY FLOOR PLANS

2020 RE-OPENING FLOOR PLAN 5th Floor Level

DATE: 7/17/2020

Sht-7

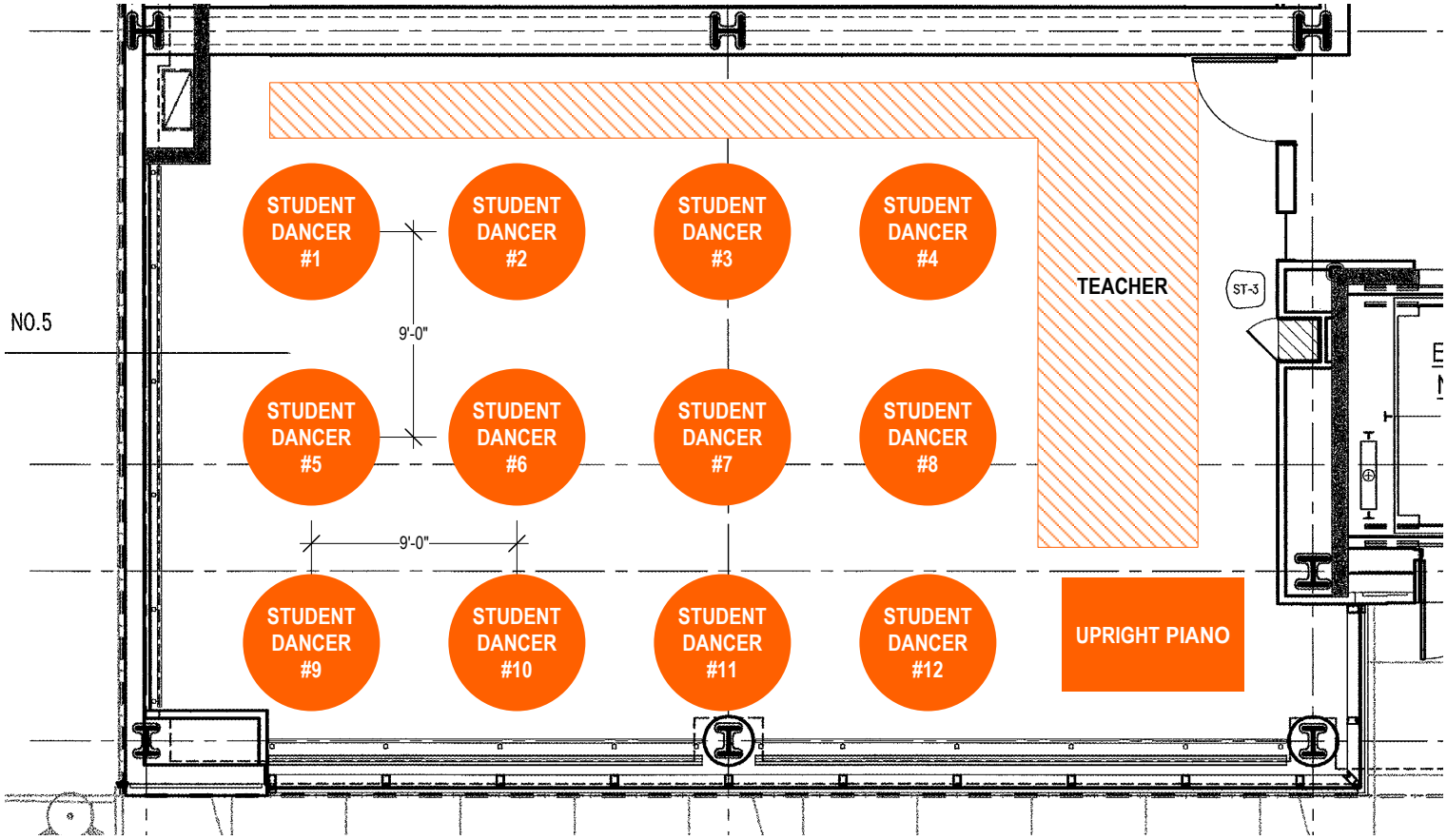


APPENDIX A: AILEY FLOOR PLANS

2020 RE-OPENING FLOOR PLAN 6th Floor Level

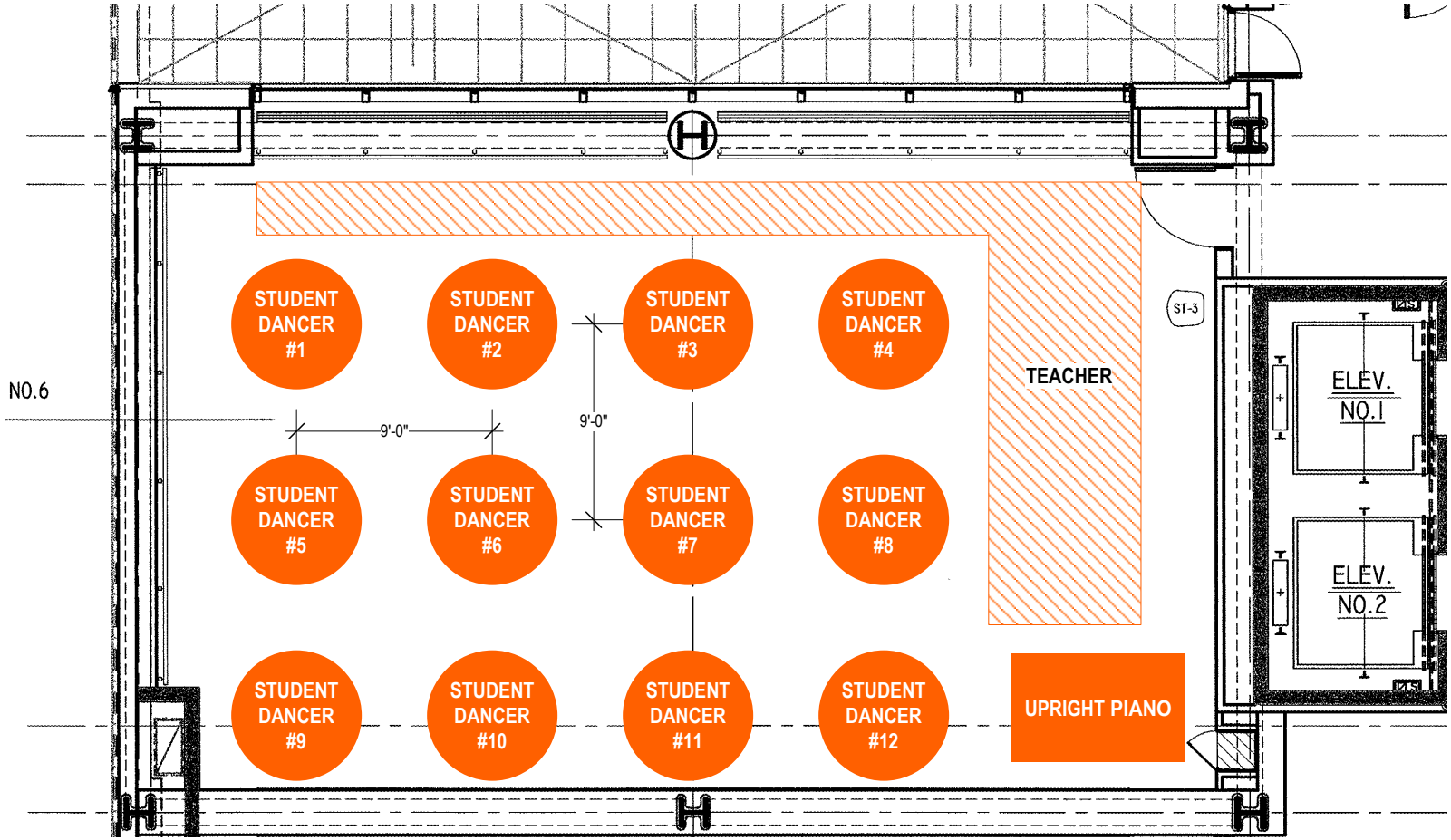
DATE: 7/17/2020

Sht-8



APPENDIX B: AILEY STUDIO PLANS

2020 RE-OPENING FLOOR PLAN	Studio 1A	St-1A
	DATE: 7/23/2020	

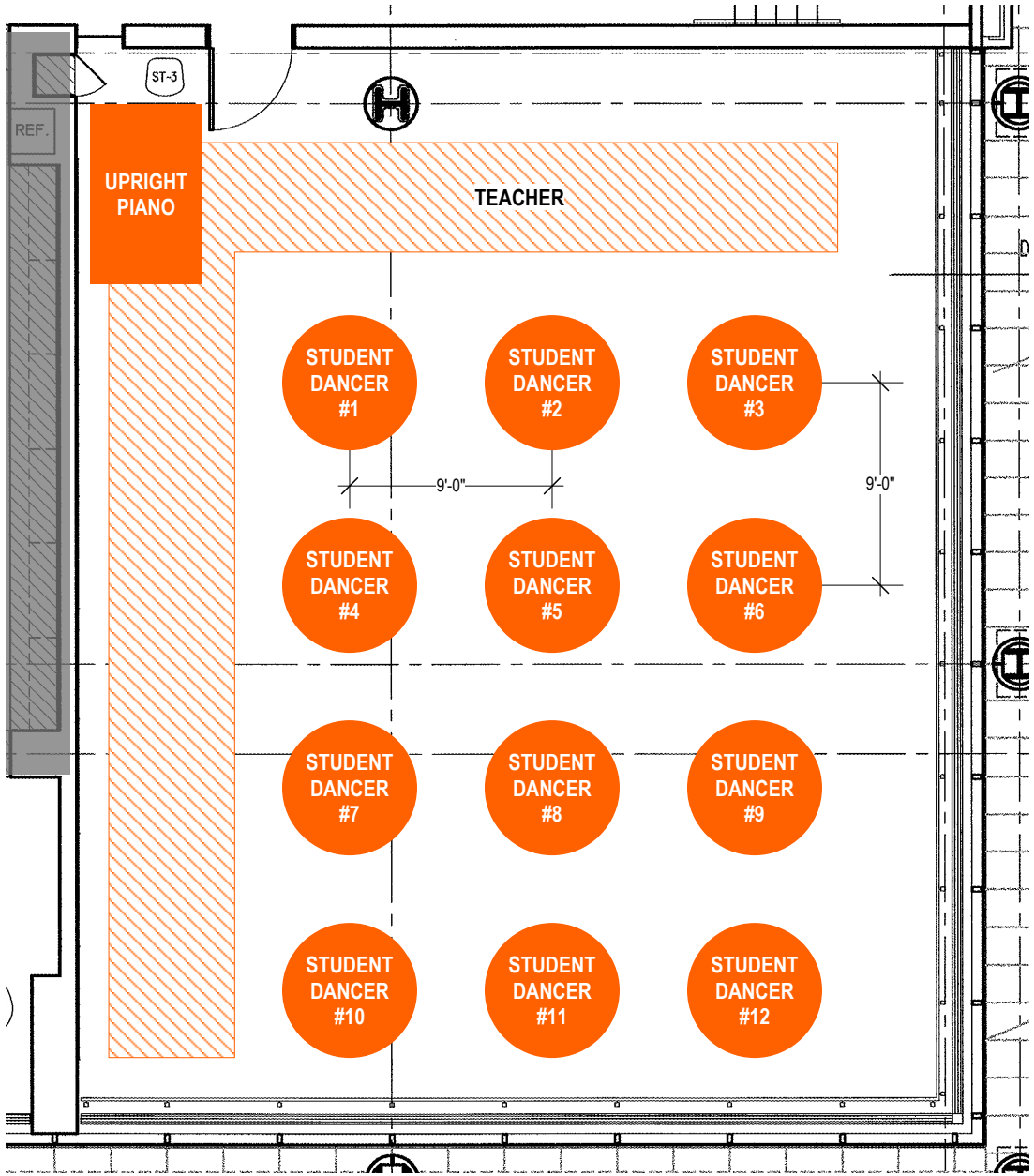


2020 RE-OPENING FLOOR PLAN

Studio 1B

DATE: 7/23/2020

St-1B

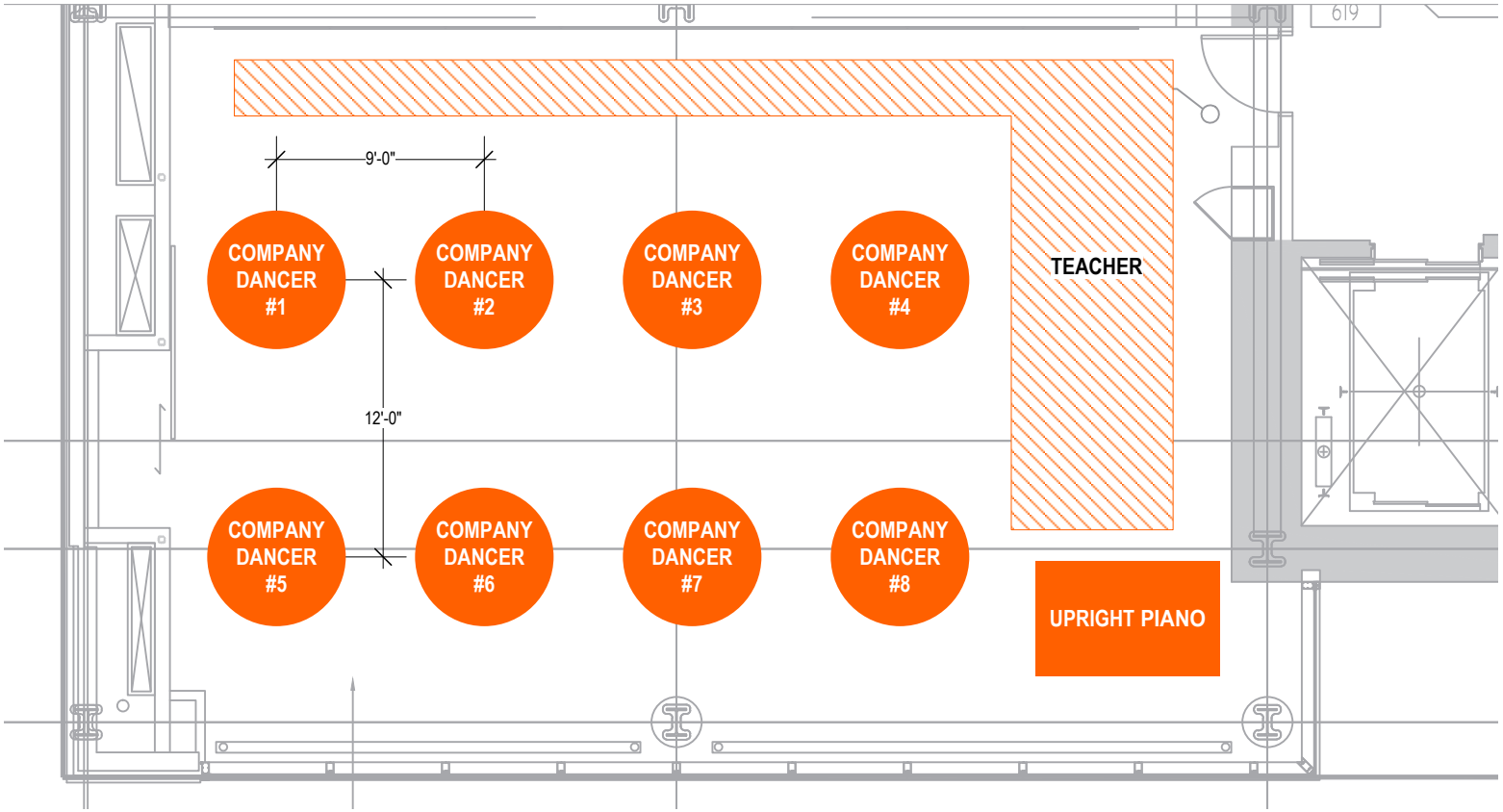


APPENDIX B: AILEY STUDIO PLANS

2020 RE-OPENING FLOOR PLAN Studio 1C

DATE: 7/23/2020

St-1C

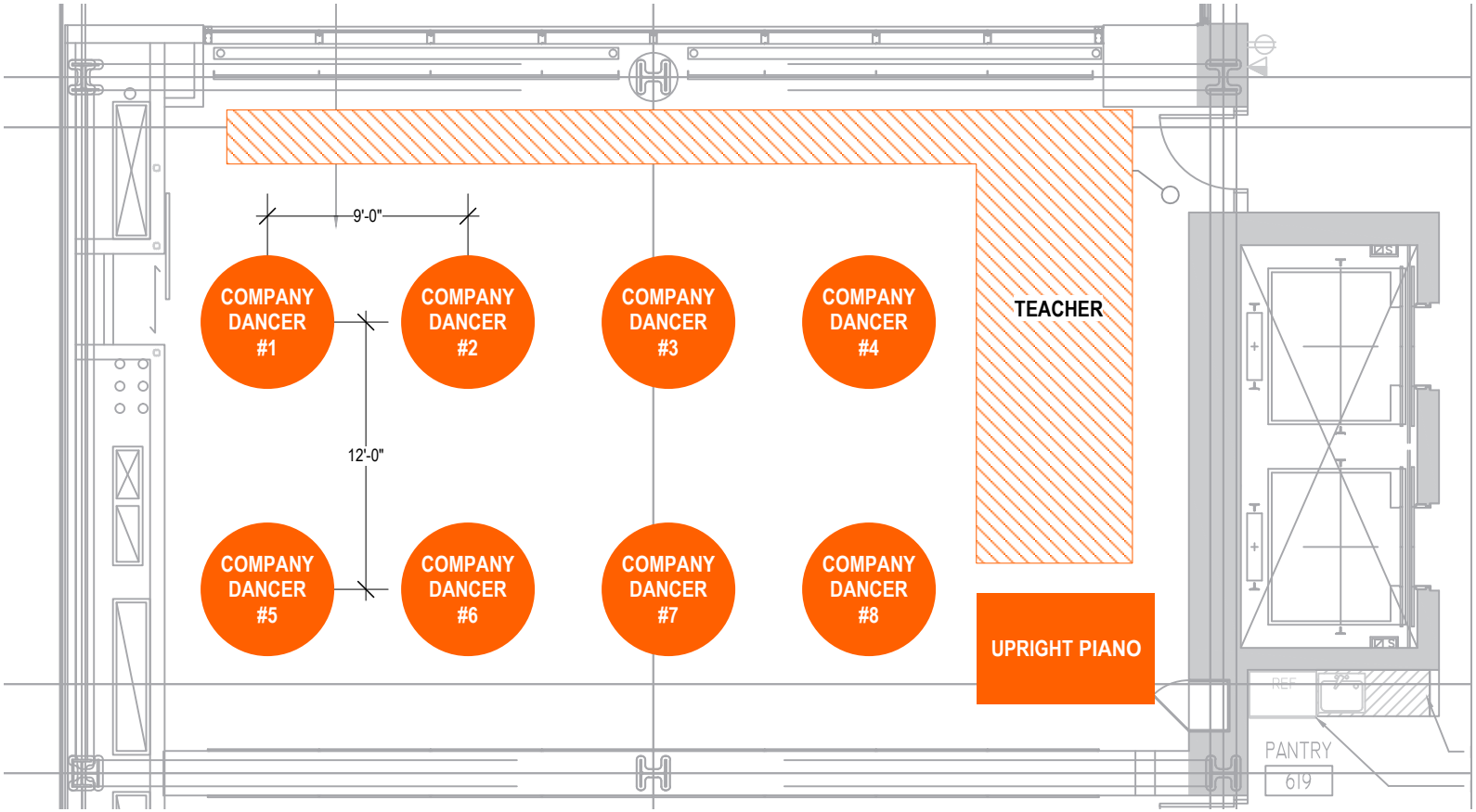


2020 RE-OPENING FLOOR PLAN

Studio 6A

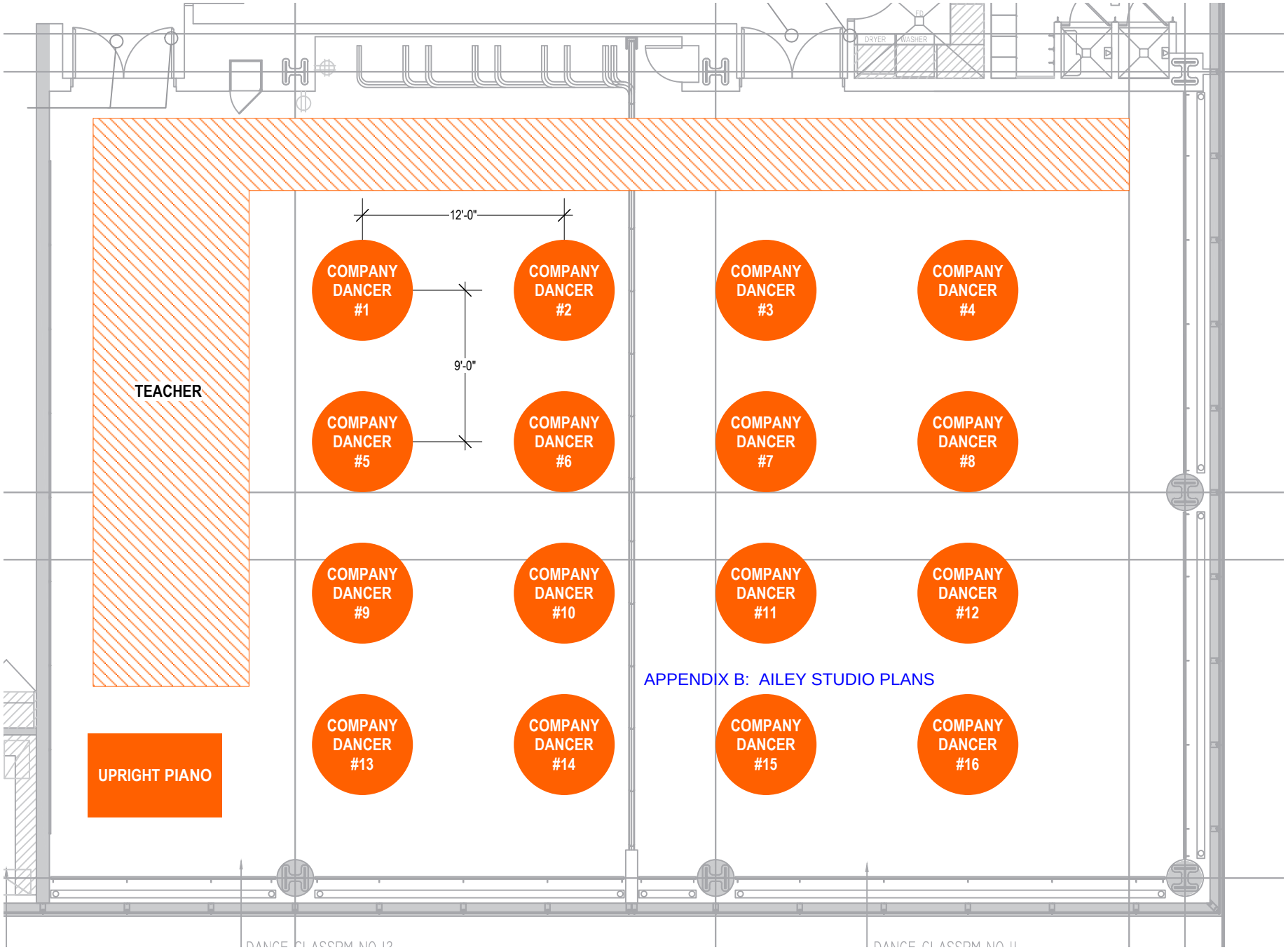
DATE: 7/23/2020

St-6A



APPENDIX B: AILEY STUDIO PLANS

2020 RE-OPENING FLOOR PLAN	Studio 6B	St-6B
DATE: 7/23/2020		



2020 RE-OPENING FLOOR PLAN Studio 6C+D

DATE: 7/23/2020

St-6CD

APPENDIX B: AILEY STUDIO PLANS

AILEY OCCUPANCY SCHEDULE

MONDAY

Department	Floor Access	8:00AM	9:00AM	10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM	6:00PM
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
Facilities	3rd											
Studio Operations	Various											
The Ailey Extension	Various											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
Studio Operations	3rd											
The Ailey School	2nd											
Studio Operations	2nd											
The Ailey Extension	3rd											
Facilities	Various											
The Ailey School	2nd											
Facilities	3rd											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
The Ailey Extension	5th											
Studio Operations	3rd											
AAADT	6th											
AAADT	6th											
The Ailey School	2nd											
The Ailey Extension	5th											
Studio Operations	Various											
	Staff Total	5	5	13	13	13	14	14	14	10	4	1

Key	
AAADT/ AII	
The Ailey School	
The Ailey Extension	
Studio Operations	
Facilities	

			8:00AM (8:20AM)	9:50AM	11:20AM	12:50PM	1:20PM (1:45PM)	2:50PM (3:30PM)	4:20pm	5:50pm	-	-	-
Student Flow	The Ailey School	Various	+69	+22 / -10	+15 / -74	-	+52 / -22	+35 / -12	+13 / -11	-77			
Class Count / Instructor			6	7	2	0	7	9	7	0			

			10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Dancer Flow	AAADT / AII	6th	16	16	16	-14 / +14	16	16	16	-16

	8:00AM	8:30AM	9:00AM	9:30AM	10:00AM	10:30AM	11:00AM	11:30AM	12:00PM	12:30PM	1:00PM	1:30PM	2:00PM	2:30PM	3:00PM	3:30PM	4:00PM	4:30PM	5:00PM	5:30PM	6:00PM	6:30PM	7:00PM
Total Occupants	80	80	80	80	117	117	117	53	53	53	52	82	89	89	114	114	114	114	94	87	1	0	0

AILEY OCCUPANCY SCHEDULE

TUESDAY

Department	Floor Access	8:00AM	9:00AM	10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM	6:00PM
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
Facilities	3rd											
Studio Operations	Various											
The Ailey Extension	Various											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
Studio Operations	3rd											
The Ailey School	2nd											
Studio Operations	2nd											
The Ailey Extension	3rd											
Facilities	Various											
The Ailey School	2nd											
Facilities	3rd											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
The Ailey Extension	5th											
Studio Operations	3rd											
AAADT	6th											
AAADT	6th											
The Ailey School	2nd											
The Ailey Extension	5th											
Studio Operations	Various											
	Staff Total	7	9	15	15	15	15	15	15	10	3	1

Key	
AAADT / All	
The Ailey School	
The Ailey Extension	
Studio Operations	
Facilities	

			8:00AM (8:20AM)	9:50AM	11:20AM	12:50PM	1:20PM (1:45PM)	2:50PM (3:30PM)	4:20PM	5:50PM	-	-	-
Student Flow	The Ailey School	Various	+75	+13 / -14	+23 / -49	-	+31 / -37	+47 / -11	+16 / -1	-93			
Class Count / Instructor			7	6	4	0	6	9	7	0			

			10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Dancer Flow	AAADT / All	6th	+16	16	16	+14 / -14	16	16	16	-16

	8:00AM	8:30AM	9:00AM	9:30AM	10:00AM	10:30AM	11:00AM	11:30AM	12:00PM	12:30PM	1:00PM	1:30PM	2:00PM	2:30PM	3:00PM	3:30PM	4:00PM	4:30PM	5:00PM	5:30PM	6:00PM	6:30PM	7:00PM
Total Occupants	89	89	89	89	111	111	111	83	83	83	79	73	79	79	118	118	118	131	110	103	3	0	0

AILEY OCCUPANCY SCHEDULE

WEDNESDAY _____

[redacted]	Department	Floor Access	8:00AM	9:00AM	10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM	6:00PM
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	2nd											
[redacted]	Facilities	3rd											
[redacted]	Studio Operations	Various											
[redacted]	The Ailey Extension	Various											
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	Studio Operations	3rd											
[redacted]	The Ailey School	2nd											
[redacted]	Studio Operations	2nd											
[redacted]	The Ailey Extension	3rd											
[redacted]	Facilities	Various											
[redacted]	The Ailey School	2nd											
[redacted]	Facilities	3rd											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey Extension	5th											
[redacted]	Studio Operations	3rd											
[redacted]	AAADT	6th											
[redacted]	AAADT	6th											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey Extension	5th											
[redacted]	Studio Operations	Various											
[redacted]		**Staff Total**	5	7	13	13	13	13	13	13	10	3	1

Key	
AAADT / All	
The Ailey School	
The Ailey Extension	
Studio Operations	
Facilities	

			8:00AM (8:20AM)	9:50AM	11:20PM	12:50PM	1:20PM (1:45PM)	2:50PM (3:30PM)	4:20PM	5:50PM	-	-	-
Student Flow	The Ailey School	Various	+89	+3 / -0	+3 / -85	-	+50 / -10	+33 / 12	+8 / -26	-53			
Class Count / Instructor			8	8	1	0	7	9	6	0			

			10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Dancer Flow	AAADT / All	6th	+16	16	16	+14 / -14	16	16	16	-16

	8:00AM	8:30AM	9:00AM	9:30AM	10:00AM	10:30AM	11:00AM	11:30AM	12:00PM	12:30PM	1:00PM	1:30PM	2:00PM	2:30PM	3:00PM	3:30PM	4:00PM	4:30PM	5:00PM	5:30PM	6:00PM	6:30PM	7:00PM
Total Occupants	102	102	102	102	129	129	129	40	40	40	39	79	86	86	109	109	109	88	69	63	3	0	0

AILEY OCCUPANCY SCHEDULE

THURSDAY

[redacted]	Department	Floor Access	8:00AM	9:00AM	10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM	6:00PM
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	2nd											
[redacted]	Facilities	3rd											
[redacted]	Studio Operations	Various											
[redacted]	The Ailey Extension	Various											
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	Studio Operations	3rd											
[redacted]	The Ailey School	2nd											
[redacted]	Studio Operations	2nd											
[redacted]	The Ailey Extension	3rd											
[redacted]	Facilities	Various											
[redacted]	The Ailey School	2nd											
[redacted]	Facilities	3rd											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	Various											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey Extension	5th											
[redacted]	Studio Operations	3rd											
[redacted]	AAADT	6th											
[redacted]	AAADT	6th											
[redacted]	The Ailey School	2nd											
[redacted]	The Ailey Extension	5th											
[redacted]	Studio Operations	Various											
[redacted]		Staff Total	6	8	14	14	14	15	15	15	10	3	1

Key	
AAADT / All	
The Ailey School	
The Ailey Extension	
Studio Operations	
Facilities	

			8:00AM (8:20AM)	9:50AM	11:20PM	12:50PM	1:20PM (1:45PM)	2:50PM (3:30PM)	4:20PM	5:50PM	-	-	-
Student Flow	The Ailey School	Various	+48	+53 / -0	+0 / -48	-	+50 / -46	+28 / -16	+26 / -16	-59			
Class Count / Instructor			4	8	4	0	8	8	7	0			

			10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Dancer Flow	AAADT / All	6th	+16	16	16	+14 / -14	16	16	16	-16

	8:00AM	8:30AM	9:00AM	9:30AM	10:00AM	10:30AM	11:00AM	11:30AM	12:00PM	12:30PM	1:00PM	1:30PM	2:00PM	2:30PM	3:00PM	3:30PM	4:00PM	4:30PM	5:00PM	5:30PM	6:00PM	6:30PM	7:00PM
Total Occupants	58	58	58	58	139	139	139	87	87	87	84	88	96	96	88	88	88	97	76	69	3	0	0

AILEY OCCUPANCY SCHEDULE

FRIDAY

Department	Floor Access	8:00AM	9:00AM	10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM	6:00PM
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
Facilities	3rd											
Studio Operations	Various											
The Ailey Extension	Various											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
Studio Operations	3rd											
The Ailey School	2nd											
Studio Operations	2nd											
The Ailey Extension	3rd											
Facilities	Various											
The Ailey School	2nd											
Facilities	3rd											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
The Ailey School	Various											
The Ailey School	2nd											
The Ailey School	2nd											
The Ailey Extension	5th											
Studio Operations	3rd											
AAADT	6th											
AAADT	6th											
The Ailey School	2nd											
The Ailey Extension	5th											
Studio Operations	Various											
	Staff Total	5	7	13	13	13	14	14	14	10	3	1

Key	
AAADT / All	
The Ailey School	
The Ailey Extension	
Studio Operations	
Facilities	

			8:00AM (8:20AM)	9:50AM	11:20AM	12:50PM	1:20PM (1:45PM)	2:50PM (3:30PM)	4:20PM	5:50pm	-	-	-
Student Flow	The Ailey School	Various	+81	+10 / -47	+13 / -44	-	+63 / -0	+16 / -36	+36 / -7	-87			
Class Count / Instructor			7	4	1	0	9	7	7	0			

			10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Dancer Flow	AAADT / All	6th	+16	16	16	+14 / -14	16	16	16	-16

	8:00AM	8:30AM	9:00AM	9:30AM	10:00AM	10:30AM	11:00AM	11:30AM	12:00PM	12:30PM	1:00PM	1:30PM	2:00PM	2:30PM	3:00PM	3:30PM	4:00PM	4:30PM	5:00PM	5:30PM	6:00PM	6:30PM	7:00PM
Total Occupants	93	93	93	93	77	77	77	43	43	43	43	106	115	115	93	93	93	124	104	104	3	0	0

AILEY OCCUPANCY SCHEDULE

SATURDAY

	Department	Floor Access	8:00AM	9:00AM	10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM	6:00PM
	The Ailey School	Various											
	The Ailey School	2nd											
	The Ailey School	2nd											
	Facilities	3rd											
	Studio Operations	Various											
	The Ailey Extension	Various											
	The Ailey School	Various											
	The Ailey School	2nd											
	The Ailey School	Various											
	The Ailey School	2nd											
	Studio Operations	3rd											
	The Ailey School	2nd											
	Studio Operations	2nd											
	The Ailey Extension	3rd											
	Facilities	Various											
	The Ailey School	2nd											
	Facilities	3rd											
	The Ailey School	2nd											
	The Ailey School	Various											
	The Ailey School	2nd											
	The Ailey School	2nd											
	The Ailey School	Various											
	The Ailey School	2nd											
	The Ailey School	2nd											
	The Ailey Extension	5th											
	Studio Operations	Various											
	AAADT	6th											
	AAADT	6th											
	The Ailey School	2nd											
	The Ailey Extension	5th											
	Studio Operations	Various											
		Staff Total	5	8	8	8	9	8	7	6	6	1	1

Key	
AAADT	
The Ailey School	
The Ailey Extension	
Studio Operations	
Facilities	

			9:30AM	10:30AM	11:00AM	12:00PM (12:30PM)	1:00PM	1:30PM	2:30PM	3:00PM	4:00PM	4:30PM	-
Student Flow	The Ailey School	Various	+24	+36	+0 / -0	+0 / -24	+36	+36 / -24	+0 / -0	+0 / -0	-36	-24	
Class Count / Instructor			2	3	2	3	3	2	3	2			

			10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM
Dancer Flow	AAADT	6th	0	0	0	0	0	0	0	0

	8:00AM	8:30AM	9:00AM	9:30AM	10:00AM	10:30AM	11:00AM	11:30AM	12:00PM	12:30PM	1:00PM	1:30PM	2:00PM	2:30PM	3:00PM	3:30PM	4:00PM	4:30PM	5:00PM	5:30PM	6:00PM	6:30PM	7:00PM
Total Occupants	7	7	11	34	34	71	71	70	72	47	83	70	69	43	68	68	32	6	1	1	-	-	-

AILEY OCCUPANCY SCHEDULE

SUNDAY

Department	8:00AM	9:00AM	10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5:00PM	6:00PM
The Ailey School											
The Ailey School											
The Ailey School											
Facilities											
Studio Operations											
The Ailey Extension											
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Key	
AAADT	
The Ailey School	
The Ailey Extension	
Studio Operatio	
Facilities	

Student Flow	The Ailey School
Dancer Flow	AAADT

THE AILEY STUDIOS

CLEANING PLAN SAMPLE (MONDAY)

STUDIO	9:50AM	11:20AM	12:50PM	1:30PM	2:50PM	4:20PM	5:50PM
LLA							
LLB							
LLC							
1A							
1B							
1C							
2A							
2B							
5A							
5B							
5C							
5D							
6A							
6B							
6C							
6D							

	CLEANING SLOT
	1/2 CLEANING SLOT
	TBD
	OCCUPIED

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Task Force on Dancer Health

DANCE USA

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 COVD-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 is 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=IwAR2miaZeJZU4DL69VInKmCwgk0FjVuNLml_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/

References:

1. Anfinrud, P., Stadnytskyi, V., Bax, C. and Bax, A., 2020. Visualizing Speech-Generated Oral Fluid Droplets with Laser Light Scattering. *New England Journal of Medicine*,.
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>

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 plain 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 in 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

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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.

RESIDENTIAL STUDENT CHECK-IN SCHEDULE FOR FALL 2020

WEEKDAYS

TUESDAYS (9/8) or (9/15) or (9/22)	WEDNESDAYS (9/9) or (9/16) or (9/23)	THURSDAYS (9/10) or (9/17) or (9/24)	FRIDAYS (9/11) or (9/18) or (9/25)
Last Name (A–B) 10:00–11:30AM	**Last Name (G–H)** 10:00–11:30AM	**Last Name (M)** 10:00–11:30AM	**Last Name (S)** 10:00–11:30AM
Last Name (C) 12:00–1:30PM	**Last Name (I–K)** 12:00–1:30PM	**Last Name (N–Q)** 12:00–1:30PM	**Last Name (T–V)** 2:00–3:00PM
Last Name (D–F) 2:00–3:30PM	**Last Name (L)** 2:00–3:30PM	**Last Name (R)** 2:00–3:30PM	**Last Name (W–Z)** 3:30–4:30PM

WEEKENDS

ONLY FOR STUDENTS arriving from outside NY, NJ, or CT who cannot adhere to the weekday schedule.

SATURDAYS (9/12) or (9/19) or (9/26)	SUNDAYS (9/13) or (9/20) or (9/27)
Last Name (A–B): 8:00–9:00AM	**Last Name (M):** 8:00–9:00AM
Last Name (C): 9:30–10:30AM	**Last Name (N–Q):** 9:30–10:30AM
Last Name (D–F): 11:00AM–12:00PM	**Last Name (R):** 11:00AM–12:00PM
Last Name (G–H): 12:30–1:30PM	**Last Name (S):** 12:30–1:30PM
Last Name (I–K): 2:00–3:00PM	**Last Name (T–V):** 2:00–3:00PM
Last Name (L): 3:30–4:30PM	**Last Name (W–Z):** 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:

Question 1	**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.**	Do you have a fever (temperature of 100.4F/38C or higher) now or have you had a fever in the past three days?	Yes
			No

Question 2	**Within the last two weeks (14 days) have you:**	Experienced new or worsening symptoms of any of the following that is not explained by seasonal allergies or another existing health condition? • Chills • Cough • Shortness of breath or difficulty breathing • Fatigue • Muscle or body aches • Headache • New loss of taste or smell • Sore throat • Congestion or runny nose • Nausea or vomiting • Diarrhea	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 positve 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.

NEW YORK STATE | Department of Health

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 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**. If your industry is not included in the posted guidance but your businesses 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:
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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:

- [x] 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.

- [x] 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 and applicable Executive Orders at governor.ny.gov/executiveorders on a periodic basis or whenever notified of the availability of new guidance.

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

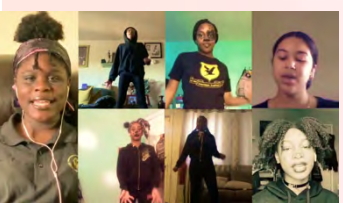
Screening and Testing Guidance

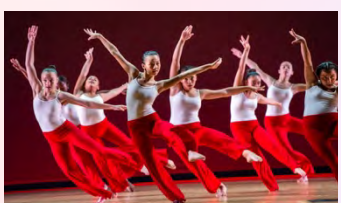
- DOH COVID-19 Testing
- CDC COVID-19 Symptoms

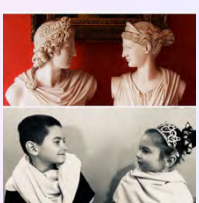
Dance

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

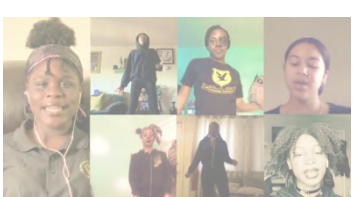
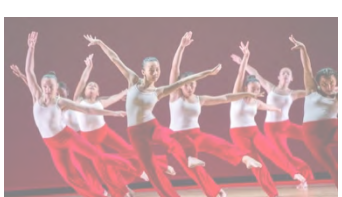
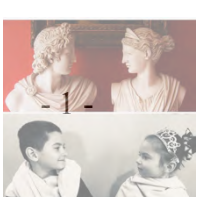
CDC: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

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

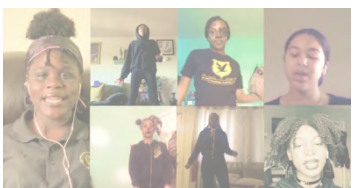
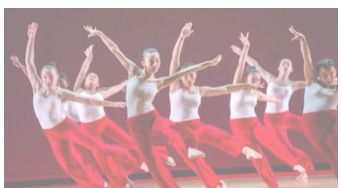
Considerations for Face-to-Face Dance Instruction with Social Distancing

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.

SPACE	• 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. • Use outdoor space as often as possible, weather permitting • 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. • Physical distance should be 6 feet for low-to-moderate dance activities and 12 feet for moderate-to-vigorous dance activities. • 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. • 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. • 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.

PROCEDURE AND SAFETY	• 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. • When possible, provide students with individualized and self-contained dance instructional materials and resources. • Adjust dance technique instruction for instances requiring small group work and collaborations. Consider the use of face masks or shields in your planning. • Incorporate established sanitizing school procedures including classroom routines for wiping dance studio surfaces and clean equipment using proper cleaners and methods. • 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. • Custodians need access to dedicated dance spaces, including storage areas, in order to clean and disinfect. • Ensure students wash their hands or use hand sanitizer before and after each dance class. • Encourage students to come to school dressed to participate in dance class. • Open doors at the beginning and end of class to minimize risk of students touching door handles.
STUDENT GROUPINGS	• Building crucial trust as an ensemble requires interaction. Consider taping off discrete areas. • 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.
TEACHING AND LEARNING	• Build dance content and literacy, connections to one's self, and the world. Enhance 21st 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. • 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. • 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. • Be mindful of the impact of wearing a face covering during physical activity and modify instruction as needed. • 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. • 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 *Flipgrid, Nearpod, Playposit, Loom, Panapto, Thinklink,* and *Google Draw* would be beneficial in blended or remote dance learning.

	Tutorials and resources are available here: https://sites.google.com/view/spring2020oasp/g-classroom?authuser=0
COMMUNICATION	• Share student work with students and their parents. Do so virtually or face-to-face with staggered audiences. • 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.

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

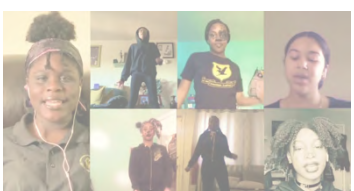
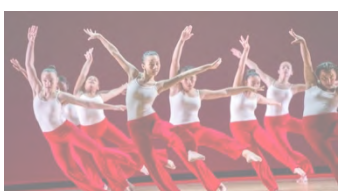
- National Dance Education Organization (NDEO) -A summary of questions and potential practices raised by NDEO members and panelists for Teaching Dance in Fall 2020
  https://files.constantcontact.com/8110f869001/d422c645-5a2c-456c-b538-bd633b30d52e.pdf

- 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-qCLJy1ZcMPUQtks0/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 then 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.

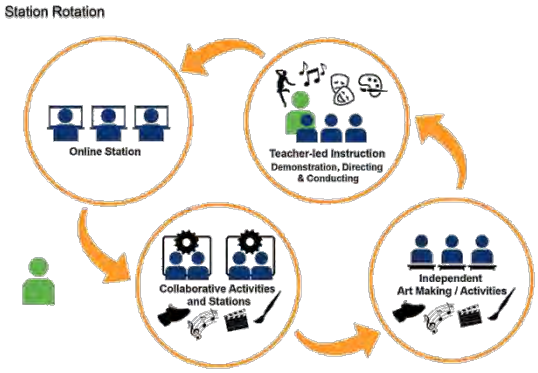
Illustrations of the Seven Blended Learning Models in Dance

Teaching Dance with Blended Learning Models

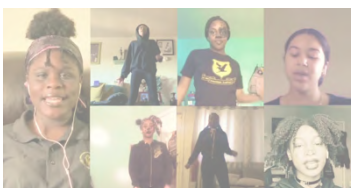
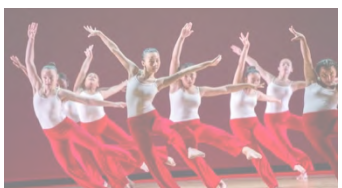
Model 1: Rotations

- ***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	Remote
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.	**Asynchronous:** • Students watch the choreography excerpt a second time after they have completed the first draft of their dance study. They identify new chorographic 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.

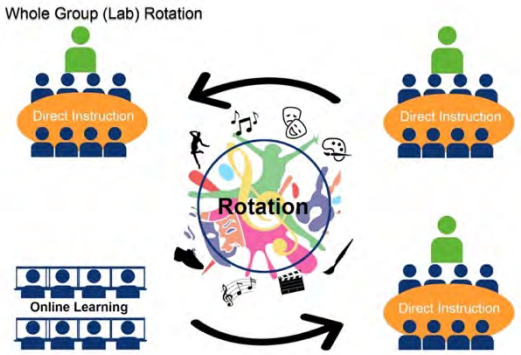



Teaching Dance with Blended Learning Models

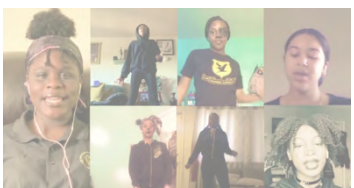
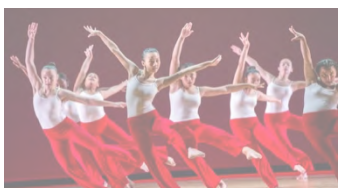
Model 2: Rotations

- ***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.



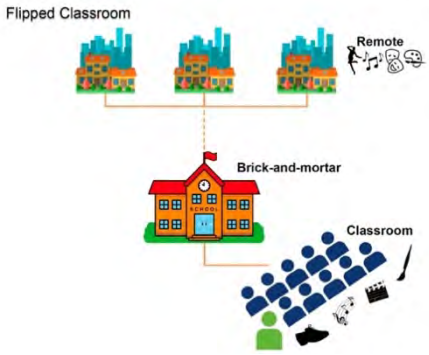
Brick-and-Mortar	Remote
In Sept. 2020, a "Whole Group (Lab) Rotation" should occur in the same space rather than switching between physical rooms. There are two rotations in this example: **<u>Teacher-led Station</u>:** With the whole class, the dance teacher introduces a cultural dance form (e.g. West 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. **<u>Lab/Online Station:</u>** All the students research online the cultural dance form they are studying and prepare a presentation to share with their teacher and peers.	**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."



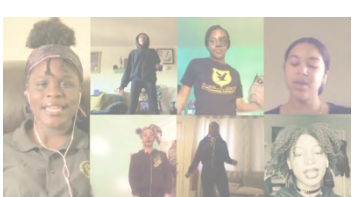
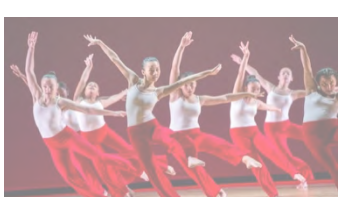
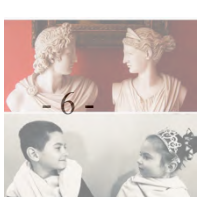
Brick-and-Mortar	Remote
For this model, content and direct instruction begins at home. See the Remote Learning column first, then the Brick-and-Mortar column. → → • The dance teacher expands upon the concepts of body alignment that began through remote learning and teaches a dance class that addresses anatomical principles in dance technique. • Teacher introduces learning target and success criteria that <u>includes application of knowledge and skills</u> 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.	**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.

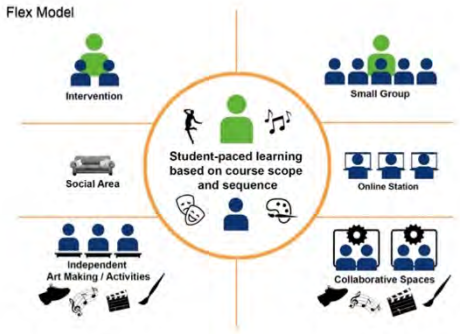
Students rotate through "select" stations based on individual schedules set by a teacher or software algorithm. Unlike other rotation models, students do <u>not</u> necessarily rotate to every station; they rotate only to the activities scheduled on their individualized playlists. This is not an ideal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

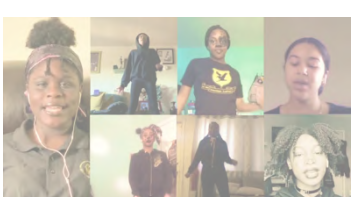
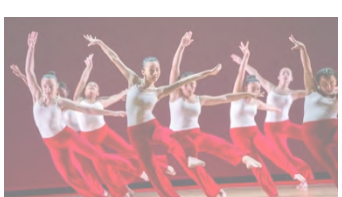
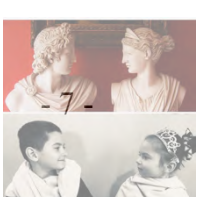
Teaching Dance with Blended Learning Models

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.



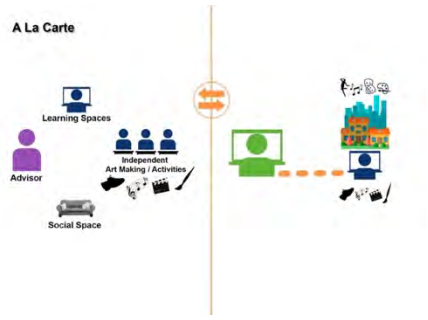
Brick-and-Mortar	Remote
The dance teacher shares a "road map" of the course, its goals, big ideas or list of unit topics to be covered, and a timeline of their availability online and face-to-face. • The dance teacher introduces the Harlem Renaissance and the origins and development of jazz dance in 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.	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.

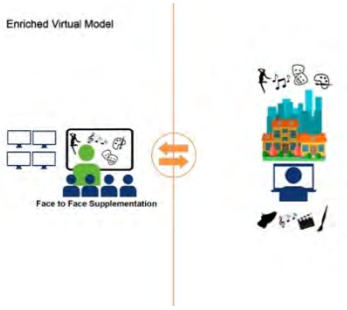


Students take an online course with an online teacher of record in addition to other face-to-face or blended courses. This provides students with greater accessibility to courses and flexibility with their schedules. A La Carte courses can be a great option when schools can't provide particular learning 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.

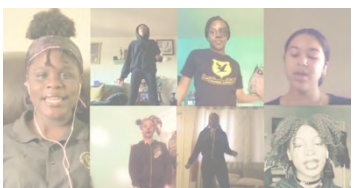
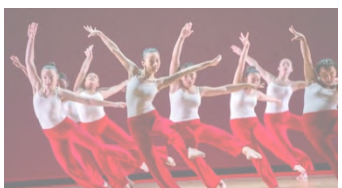
Teaching Dance with Blended Learning Models

Model 7: Enriched Virtual Model

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

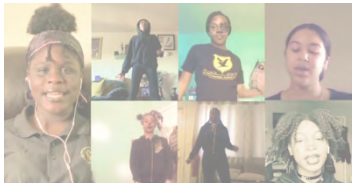


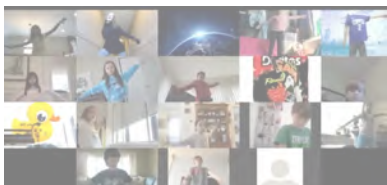
Brick-and-Mortar	Remote
The dance teacher shares a "road map" of the course, its goals, big ideas or list of unit topics to be covered, and timeline as well as expectations for students. A great deal of learning is done online in the Enriched Virtual Model. • The students attend class once a week with 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.	**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.

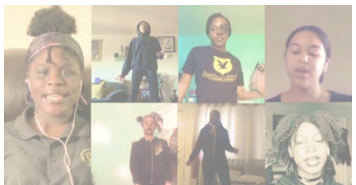
Course Crosswalk for Face-to-Face, Blended, and Remote Dance Instruction

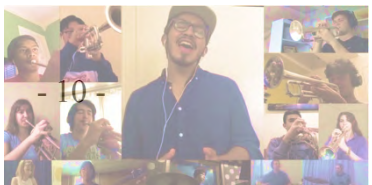
DANCE COURSE CONTEXT	A Look at Instructional Planning for Remote/Blended Learning in Dance *Examples of dance learning opportunities in all NYC Dance Blueprint Strands*			RECOMMENDATIONS for Blended Learning Models in Dance
	BRICK-AND-MORTAR SETTING ***with safety precautions***	**REMOTE SYNCHRONOUS SETTING**	**REMOTE ASYNCHRONOUS SETTING**	
Dance Making	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 a.) exploration of pathways, b.) space levels changes, and c.) watch a masterwork and choose two choreographic devices to add to their dance.	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.	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.	**Station Rotations** supports students in creating, rehearsing, revising, and sharing their dances.
Dance Literacy	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.	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.	Write a solo dance study using Language of Dance (LOD) motif symbol writing system. Students create a solo dance following the LOD score.	**Flipped Classroom** 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.

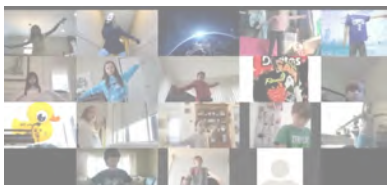




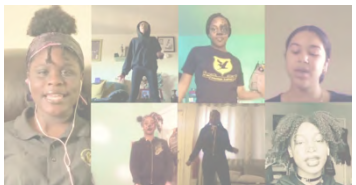
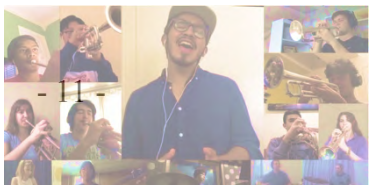
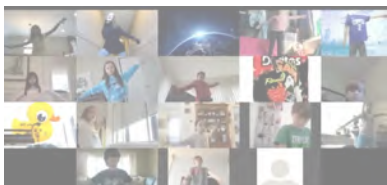
DANCE COURSE CONTEXT	**A Look at Instructional Planning for Remote/Blended Learning in Dance** *Examples of dance learning opportunities in all NYC Dance Blueprint Strands*			RECOMMENDATIONS for Blended Learning Models in Dance
	BRICK-AND-MORTAR SETTING ***with safety precautions***	**REMOTE SYNCHRONOUS SETTING**	**REMOTE ASYNCHRONOUS SETTING**	
Making Connections	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.	**Enrich Virtual Model** allows students to do independent traditional and embodied research for individual and group dance projects.
Community and Cultural Resources	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.	**Flipped Classroom** 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.
Careers and Lifelong Learning	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.	**Flex Model** 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.







For additional information please contact:
NYC Department of Education Office of Arts and Special Projects
ArtsAndSpecialProjects@schools.nyc.gov

Please use the subject line:
"Guidance Needed: Considerations for Blended and Remote Learning in Dance"

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