



## Discipline Guidelines for Massachusetts K-12 Dance Programs

At a time when students have been confined to learning online, essentially disembodied for several months, it is especially valuable to affirm the benefits of reconnecting students with their bodies and engaging them once again in learning through the art of dance. When researchers are advising concentrating the fall opening on foundational subjects to allow time for the subjects that “spark joy” they certainly had the inclusion of the arts and especially dance in mind.

As a well-known vehicle for social emotional learning, dance is the perfect art form for helping students express feelings about this chaotic time. Through Creating, Performing, Reflecting and Connecting, students can continue to explore relevant and timely lessons about their world and be prepared for what may happen in the future.

The facilities for dance programs in the public schools in Massachusetts are varied and affect the type of instruction that can happen and how adjustments can be made for in-person or hybrid instruction. Some programs are taught in their own dance studios, while some use “specialist spaces” that are shared with other subjects. Some are taught in gymnasias, in off-hours of cafeterias, or on auditorium stages. In some programs the students stay in the classroom and the teacher travels from classroom to classroom with the students dancing at their desks. The teaching of dance is closely tied to the space in which it happens, so the type of instruction will be greatly influenced by the “givens” of the program’s facilities. We recognize that all programs are unique to their own situations and no document could fit all teaching situations in all our schools, but the following suggestions are provided with the hope that teachers will find some suggestions that they might be able to adjust to their unique situation and that will help make their teaching more successful.

It is recognized that teachers will have to be very adaptable this year, combining in-person and remote teaching in synchronous and asynchronous situations. They will

need to include a variety of methods of response for completion and assessment of work for every class that will include written reflections, drawings, quizzes, and oral accounts for each assignment as an alternative to video or live action as not all students may have the ability to attend live or remote teaching at scheduled times. Teachers will also need to record any live teaching to ensure access for students who are unable to attend in the live times. We will be extremely dependent on our technology, and we will daily prove that “dancers are flexible.”

## Equity, Inclusion and Accessibility

As dance educators begin planning for the 2020-2021 school year, it is helpful to consider the following guiding questions in efforts to prepare a curriculum that meets the needs of students both in the virtual, in person or a hybrid model. Best practices around equity, accessibility, social and emotional needs and the overall wellbeing of each student are at the forefront of curricular planning. Therefore, gaining essential information on students’ accessibility and circumstances in preparation for school re-entry is a critical step for educators to take in order to design equitable and inclusive lessons and materials ensuring the success of all students. Educators should consider these questions for all possible teaching scenarios. Sourced directly from: [Shape America](#)

- *The number of students who have access to the internet or a device at home to complete assignments for schools operating under a remote learning or hybrid learning model:*
  - How many computers are available in the household?
  - Will students be completing assignments primarily from their cellphones? Will this cause limitations (e.g., accessing materials, data limitations)?
  - Are there other siblings in the home and how old are they?
- *The demographics or specific circumstances of your students:*
  - Are parents/guardians or family members working from home?
  - Have parents/guardians or family members lost their jobs?

- Do any of my students have difficult home lives (e.g., history of abuse, parental substance abuse)?
- How can I consider how to teach sensitive topics (e.g., assault prevention, abuse, sexual violence) with students who may have experienced or are experiencing this type of trauma?
- What is culturally important or relevant to my students right now? (i.e., How might my students be feeling about demonstrations/protests in response to police brutality?)
- Have any of my students lost loved ones due to COVID-19?
- How do my own experiences differ from those of my students?
- *Access to materials/equipment at home:*
  - What materials can my students use at home to complete assignments?
  - Are there materials that I consider to be “easily accessible” (e.g., laundry basket, socks, toilet paper, towels) that my students might not have access to?
  - Will asking my students to use physical activity equipment/materials be realistic for a range of settings (e.g., house, condo, apartment)?
  - Do my students mostly live in apartments or places with limited space or access to safe outdoor areas?
- *Students with IEPs or 504 plans:*
  - What students in my class have disabilities or specific needs?
  - How can I meet their needs (e.g., closed caption, providing materials ahead of a scheduled meeting time, sending recordings of meetings afterward, visual aids, tutorials, individual virtual meetings)?
  - Can any of the accommodations or modifications be used for all of my students?
  - Will wearing face coverings impact students’ ability to interpret emotions and facial expressions and ability to hear speech?
- *English-language learners:*
  - How will I make assignments available?

- How will I communicate with parents/guardians?
- What additional aids will I need to help students understand assignments?
- Who can I use as a resource for help in supporting English-language learners?
- Will wearing face coverings impact students' ability to hear speech and understand what is being said?

## Student Considerations

No resource has been more helpful than the New Jersey Guide to Reopening, (September Ready: Fall 2020 Guidance for Arts Education) which has given several concrete suggestions for the consideration safe reopening for in-person or hybrid instruction. The following is taken from that guide: <https://www.artsednj.org/wp-content/uploads/NJ-September-Ready-Arts-Ed-Guidance.pdf>

### **Considerations for Special Education**

Students with Special Needs may require additional support in all scenarios. Clarifying their specific needs and meeting at the start of the school year with both the student and child study team to outline best practices for the dance room in in-person, hybrid or remote learning environments is recommended. Involve the school-based supports of the case manager, paraprofessional, and additional stakeholders in the student's education.

1. Some considerations include:
  - a. Students who normally need tactile cues or respond best to partner work
  - b. Procedures to adhere to social distancing requirements and self space limitations
  - c. Students who require preferential seating
2. Establish a clearly delineated plan for daily consistency for Students with Special Needs in any of the four possible scenarios of learning environments. In all learning environments, there should be a weekly Check-Up Sheet with the student's case manager or study skills/study strategies educator to make sure there is consistency being provided and to track the progress of the student.
3. Paraprofessionals need to have a structured plan from the dance educator to ensure that their students in the classroom will adhere to the safety protocols that ensure the well-being of their students and the adults in the class.

4. Clear communication between the dance educator and the student's study skills/ study strategies educator is needed to identify any health or social emotional issues that arise or if there are any significant changes in that particular student throughout the week.

5. Some students may not understand the context of why we have to wear masks in school or may not want to wear them because they are uncomfortable. Educators should collaborate with other educators, paraprofessionals, and other school personnel to help students effectively wear masks in school.

6. If possible, for remote learning environment (synchronous), a parent, caregiver, or relative needs to be with the student when attending the dance class to make sure that the student is engaged in the class and to make sure they are in an appropriate space for them to participate, keeping in mind the students' safety throughout that session.

### **Considerations for Emerging Bilinguals (EBs)**

Resources for focused practices that can be related to the Dance Classroom:

1. The Electronic Journal for English as a Second Language <http://www.tesl-ej.org/wordpress/>
2. "Language Objectives: The Key to Effective Content Area Instruction for English Learners" <https://www.colorincolorado.org/article/language-objectives-key-effective-content-areainstruction-english-learners>
3. SIOP Model: Definition, Components & Process <https://study.com/academy/lesson/siop-model-definition-components-process.html#:~:text=The%20SIOP%2C%20Sheltered%20Instruction%20Observation,needs%20met%20in%20mainstream%20classrooms.>
4. "What are Disciplinary Literacies in Dance and Drama in the Elementary Grades?" - Charlotte Frambaugh-Kritzer, Stephanie Buelow, Jamie Simpson Steele <https://pdfs.semanticscholar.org/bd8c/56d9c78523111aa59b091cde42b00fd4b551.pdf>
5. "Boosting Language Skills of English Learners Through Dramatization and Movement" - Christa Mulker Greenfader, Liane Brouillette <https://escholarship.org/uc/item/8kd8f8dn>

### **Considerations for Culturally Relevant Pedagogy**

Resources for focused practices that can be related to the Dance Classroom:

1. “Recognizing Systemic Racism in Dance” <http://seattledances.com/2020/06/recognizingsystemic-racism-in-dance/>
2. “Multiplication is for White People” - Lisa Delpit <https://www.amazon.com/Multiplication-WhitePeople-Expectations-People%C2%92s/dp/1595588981>
3. “The Dreamkeepers: Successful Teachers of African American Children” - Gloria LadsonBillings <https://www.amazon.com/Dreamkeepers-Successful-Teachers-American-Children/dp/0470408154>
4. “For White Folks Who Teach in the Hood... and the Rest of Y’all Too: Reality Pedagogy and Urban Education (Race, Education, and Democracy)” - Christopher Emdin <https://www.amazon.com/White-Folks-Teach-Hood-Rest/dp/0807028029>
5. “Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice” - Nyama McCarthy-Brown <https://www.amazon.com/Dance-Pedagogy-Diverse-WorldCulturally/dp/0786497025>
6. “Jazz Dance: A History of the Roots and Branches” - Lindsay Guarino <https://www.amazon.com/Jazz-Dance-History-Roots-Branches/dp/0813061296>
7. “The Need for Culturally Relevant Dance Education” - Nyama McCarthy-Brown <https://www.tandfonline.com/doi/abs/10.1080/15290824.2009.10387396>
8. “Culturally responsive dance pedagogy in the primary classroom” - Elizabeth Melchior <https://www.tandfonline.com/doi/abs/10.1080/14647893.2011.575223>

### **Considerations for Collaborations**

This work applies to collaborations between schools and already existing and new partnerships including but not limited to Professional Dance Companies, Cultural Organizations, College and University Programs, and any other enrichment programs, companies or organizations that may require visitors that may apply to and/or enhance the program’s needs.

1. Pre-service educators from teacher training programs must follow all health and safety guidelines set forth by the district.
2. Consider live streaming or pre-recorded guest artist experiences to stream into the classroom when possible, for any of the learning scenarios.
3. Explore the opportunities to host Professional Dance Companies, Cultural Organizations, College and University Programs, and any other enrichment programs, companies or organizations, to complement the program’s curriculum with residencies, master classes, and performances, either in-person and/or virtual.

## Technology Considerations

In any scenario for school reopening, technology will be a key part of instructional practices. This section provides technology learning platforms and best practices for in school, remote and hybrid learning environments.

1. [Canvas](#) is an online Learning Management Platform that allows schools to build the digital learning environment that meets the unique challenges faced by their institution. Canvas can be used to support in person, hybrid, or remote learning scenarios.
2. [Coach's Eye Sports Video Analysis App](#) allows educators to record voiceover playback to the dancer's work.
3. [Dance Maker App](#) - Dance Education Laboratory features activities and resources for anyone teaching, learning, or otherwise enjoying the art of dance. Dance Maker is made available for free by Dance Education Laboratory at the 92Y Harkness Dance Center.
4. [Edmodo](#) offers a communication, collaboration, and coaching platform to K-12 schools and teachers. The Edmodo network enables educators to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents.
5. [EdPuzzle](#) allows you to create interactive video lessons for your students you can integrate right into your LMS. Track students' progress, number of views, and comprehension.
6. [Flip Grid](#) is a website that allows educators to create "grids" to facilitate video discussions. Each grid is like a message board where educators can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.
7. [Google Classroom](#) helps educators manage coursework. With Classroom, educators can create classes, distribute assignments, grade and send feedback, and see everything in one place.
8. [Google Meet](#) is a video-communication service developed by Google.
9. [Jacob's Pillow Dance Interactive](#) is an ever-growing collection of dance videos filmed at Jacob's Pillow from the 1930s to today, plus new illustrated essays.
10. [Jacob's Pillow - PillowVoices: Dance Through Time](#) brings listeners closer to notable dance artists connected with Jacob's Pillow from 1933 to today.
11. [Jamboard](#) is a digital whiteboard that lets teams sketch out ideas and save them in the cloud so they can be accessed on any device.

12. [Microsoft Teams](#) is a unified communication and collaboration platform that combines persistent workplace chat, video meetings, file storage, and application integration.
13. [Numeridanse](#) offers free access to a massive video database of filmed performances, documentaries, and interviews, showcasing a range of genres from ballet to hip-hop, tango, jazz, and much more.
14. [Padlet](#) helps you organize your life from your class notes to your final exam.
15. [Pear Deck](#) builds instructional content right from Google Slides.
16. [PlayPosit- Interactive Video Platform](#) is a video lesson creation tool that lets educators embed multiple assessment types and track student growth
17. [Quizlet](#) is a website through which you can create sets for students to learn and then have them practice in many different formats.
18. [Screencastify](#) is a screen recorder for Chrome. No download required. Record, edit and share videos in seconds.
19. [Screencast-o-matic](#) allows you to screencast videos with our screen recorder. Capture your screen, add a webcam and use narration to customize your video.
20. [Schoology](#) is a learning management system (LMS) that has all the tools your institution needs to create engaging content, design lessons, and assess student understanding.
21. [TED-Ed](#) allows you to create recorded tutorials and educator created assessments via TEDplatform, browse hundreds of TED-Ed Animations and TED Talks, share the lessons with your students online, and track the results.
22. [vocabulary.com](#) allows educators to create and customize or pick vocabulary sets for students to work with.
23. [WebQuest](#) helps you find online projects or create your own, where students can work towards a specific goal.
24. [Zoom](#) provides video telephony and online chat services through a cloud-based peer-to-peer software platform and is used for teleconferencing, telecommuting, distance education, and social relations.

#### Technology Considerations Resources

- [A Blueprint for Back to School, American Enterprise Institute](#)



# Classroom and Teaching Strategies

The following material is a composite of recommendations from various sources. (See Sources List below) They include a scaffold and suggestions in the areas of classroom management, dance sanitary strategies, strategies for performance, and suggested technology tools.

## CLASSROOM MANAGEMENT

- Consider a rotational plan for dividing student instruction into various grouping stations: performing, reading, writing and observing so that not all students need to be in motion on the same day.
- Design classroom space with individual dance spaces for each student that maintain at least a 6-foot distance; initially each space can be marked with painter's tape or signage that does not compromise the integrity of the dance flooring for visual representation.
- Sectioning of space should also include designated spots along the perimeter of the room for students to stand and observe if having skill performance demonstrations in smaller groups.
- Leave a 10-foot distance around the teacher area where the desk and/or music playing system is located for their precaution.
- Entrance and dismissal procedures are established to allow for social distancing with utilization of various doors for one-way traffic whenever possible.
- Consider assigning spots in the room; avoid rotating lines.
- All students should face the same direction as much as possible.
- If using ballet barres, measure and mark areas on the barre to allow for proper placement of dancers to permit social distancing and wipe down with a sanitizing agent after each use.
- Encourage underdressing of dancewear or for students to wear clothes suitable for movement to restrict the need to use dressing room facilities.
- All students should be required to wear dance shoes and cover their feet when in contact with the dance floor. No street shoes should be allowed on the dance floor.
- Dancers must be a minimum of 6 feet apart, avoiding exercises with large dynamic movements.
- Teachers must refrain from any physical contact with students for the purpose of alignment corrections.
- 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.
- Teachers can consider utilizing outdoor spaces for instruction.

## DANCE SANITARY STRATEGIES

- Regular breaks between classes and other activities to allow for cleaning and to lessen the amount of overlap of departing/arriving students.
- Install hand sanitizer dispensers at every door.
- Open windows and doors to try to maximize improved air circulation.
- Consider keeping classroom doors open in order to avoid contact with door handles or knobs.
- Remove unnecessary items such as furniture, rugs, mirror coverings from studios and other shared spaces.
- Windows and doors should remain open when possible in order to provide ventilation.
- Dance flooring: It is recommended that the floors are cleaned with a disposable floor mop system after every class session. Daily cleaning may be the responsibility of the teacher and/or school staff (not students). In addition to the between-class cleanings, it is recommended that the dance floors are cleaned and disinfected nightly using a designated mop and appropriate sanitation solutions which protect the integrity of dance flooring.
- Avoid community supplies when possible. If shared supplies are necessary, consider using designated bins for clean and used supplies.
- Have a designated area marked off for individual shoes/bags to be assigned to students that can easily be wiped and sanitized in-between classes.
- Consider recommendations for students and teachers wearing masks and gloves.
  1. As the mask may become sweaty in dance class, provide or advise students to have a second mask to wear after dance.
  2. Determine appropriate masks for dance/physical activity.
  3. Consult with school nurses and medical professionals about students with specific respiratory conditions (asthma).
- All students should bring their own water bottle , which should not be shared. Students should not be drinking from common water fountains.

## STRATEGIES FOR PERFORMANCE

- Consider a range of performance alternatives, including outdoor venues, site-specific work, drive-in concerts, dance on camera, and live digital performances.
- Consider programming only solo work and very small group pieces to create safer in -person rehearsals.
- Perform for small, socially distant audiences in unconventional spaces or theatres at very limited capacity.

- Costumes should be assigned to dancers. When possible, students should provide their own costume. Consider dry cleaning after use.
- Follow local advice on social distancing in audience seating and block off appropriate seats/spaces in the audience to allow for sufficient space.
- Stagger check-in times and exit strategies.
- Incorporate E-tickets or online ticket sales only.
- Reduce the performance times.

## TECHNOLOGY/TEACHING TOOLS

- Hands-free microphone hooked up to sound system for teacher to use during instruction as voice projection through a mask may be difficult. During virtual learning, a hands-free microphone can be used by the teacher during instruction to ensure consistent voice volume as they move closer and further from the screen.
- Ability to visually and audibly record instruction for in-person or virtual (synchronous or asynchronous) classes so that students have future access to the lessons if they are unable to attend.

## Sources

We have taken suggestions from several state plans for Fall reopening, recommendations for studio and private school reopening from Dance USA, and recommendations from the National Dance Education Organization to create suggestions for what we think would make sense for the reopening of dance instruction in the public schools in Massachusetts

Arts Together: Planning Guide for Art Educators in Maryland Public Schools Covid-19 Response and Path Forward. 05.31.20

Teaching Dance in Fall 2020: Questions and Potential Practices from NDEO Members. National Dance Education Organization, [www.ndeo.org](http://www.ndeo.org)

Return to Dancing and Training Considerations Due to Covid-19: Task Force on Dancer Health. Dance USA.

Recommendations for Arts Education as North Carolina reopens Schools

September Ready: Fall 2020 Guidance for Arts Education: Dance Education Considerations for School reopening 2020-2021. New Jersey Taskforce for Arts Education

Shape America [https://www.shapeamerica.org/advocacy/Rentry/Teaching\\_Strategies\\_for\\_School\\_Reentry.aspx](https://www.shapeamerica.org/advocacy/Rentry/Teaching_Strategies_for_School_Reentry.aspx)

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