



South Carolina Alliance For Health, Physical
Education, Recreation and Dance

2020-2021

School Reentry Guidelines/ Recommendations



Dance Education,
Health Education and
Physical Education



Back to School 2020-2021: Recommendations for South Carolina's K-12 Dance Education, Health Education and Physical Education Programs

Introduction

To use what has become a very common, but accurate statement, we are certainly living in unprecedented times. The COVID-19 pandemic has made us re-think the way we “do” education in South Carolina and throughout our nation. As districts prepare to reopen with a “traditional” (face to face), hybrid or online option for students, dance, health and physical educators are planning and preparing to provide effective, standards-based programs in a safe, appropriate, environment, whatever that environment might be. This is just what we do, even as we navigate through the uncertainty of re-entry plans that continually change. The one thing that must not change is the opportunity for South Carolina students to be provided with a “well rounded” education, regardless of the learning environment. That well-rounded education must include instruction in the arts (visual and performing) and physical education (AccelerateED Task Force, 2020, p. 31). This is imperative, now more than ever, as these subjects provide essential opportunities to support the physical, mental and social well-being of our students.

While the current situation calls for change in where we teach and/or how we deliver instruction, it also requires a change in the focus of our instruction. Social and emotional learning, health education, health-related, lifetime fitness, and individual skill development and movement will need to become more of the curriculum focus. While the focus might be different, the goal of these programs remains the same, and that is to help students develop physical and health literacy. Physical literacy is “the ability to move with confidence and competence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person” (SHAPE America, 2014). Health literacy is the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one’s own health and the health of others (SHAPE America, 2015). Developing these competencies in dance, physical education and health are essential, again, now more than ever, as they contribute to students’ overall health, well-being and resilience.

Purpose of this document:

In response to the educational uncertainty created by the COVID-19 pandemic, the South Carolina Alliance for Health, Physical Education, Recreation and Dance (SCAHPERD) formed an ad hoc committee to create a resource to support teachers with suggested guidelines and instructional

considerations for teachers to safely and effectively teach physical education, dance and health in 2020-21. After convening this committee, SHAPE America presented a solid and thorough reentry document, [*Reentry Considerations: K-12 Physical Education, Health Education and Physical Activity*](#) (SHAPE America, 2020), providing considerations and guidance for administrators, staff and teachers to use as they prepared for the 2020-2021 school year. It was the consensus of the committee to use SHAPE's document as the guiding document for physical education, health education, and physical activity, and only to provide supplemental considerations that may be pertinent and specific to South Carolina. The SHAPE America document presents guidance, consideration and resources for each of the three possible plans for the new year – "Traditional", "Hybrid", "Full Distance Learning". The section for dance education was created by the South Carolina Dance Association (SCDA – association within SCAHPERD) and provides specific guidelines, as dance instruction is not specifically included in the SHAPE America document.

In this document, information for physical education provides specific suggestions and considerations related to teaching physical education at the elementary and secondary levels. Links to additional resources are also included. Suggestions, guidance and support for physical activity (recess and classroom physical activity) is provided in the SHAPE America document (pp. 18-19). There are also additional guidelines for physical education and physical activity in the [*AccelerateED Guidance and Recommendations*](#) document (pp. 47, Appendix H). Since most health instruction is classroom based, please refer to the *AccelerateEd Guidance and Recommendations* document for considerations for safe instructional delivery in the classroom. The section for health education provides content considerations and links to supplemental resources and suggested activities. The dance education section provides specific suggestions, consideration and resources.

Please note, this document is a living document. We will continue to add to it as the situation and plans evolve and as more resources are created and identified. This document and updated resources will be posted on the SCAHPERD website at www.scahperd.org.

Key Resources to Advocate for Physical Education, Health and Dance:
[It's Time to Prioritize Health and PE](#)
[The Case for not Cutting K-12 Health Education](#)

Additional Resources for Safe Re-entry:

[Next Normal at School Playbook](#) – Alliance for a Healthier Generation, Action for Healthy Kids, Healthy Schools Campaign, and SHAPE America

References:

AccelerateED Guidance and Recommendations for 2020–21 School Year. (2020, June). Retrieved August 6, 2020, from <https://ed.sc.gov/newsroom/covid-19-coronavirus-and-south-carolina-schools/accelerateed-task-force/accelerateed-task-force-fall-recommendation-final/>

Kaiser Permanente, Planning for the next normal at school. (2020, June). Retrieved August 6, 2020, from https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2020/07/523127584_PNN-for-School-Playbook-COVID_SCM_EW_2020_Plybk_R3d_TP_ADA.pdf

Prioritize Health and Physical Education. (2020, June). Retrieved August 06, 2020, from https://issuu.com/shapeamerica/docs/prioritize_health_and_pe_final?r=sMGVjMTE2NjUwOTQ

Contributors to this document include members of the SCAHPERD appointed Reentry Ad Hoc Committee:

Bethann Rohaly – SCAAHE
Erica Gimbrell – SCAAHE
Kristen Batchler – SCAPES
Debbie Holcombe – SCAPES
Kayla Jennings – SCDA
Melissa McCrary – SCDA
Kym Kirby - SCAHPERD
Mike Lally – SCAHPERD

Advisory Members:

Erica Ayers – DHEC
Beth Barry –Alliance for a Healthier Generation
Sean Brock – Education Associate for Health and Physical, SCDE
Holly Kut – Instructional Specialist for Health and Physical Education, Charleston County School District
Carolyn Lindstrom – Project Manager, Boeing Center for Wellness, MUSC
Will Moody – Administrator, Lexington District 1
Georgia Siedschlag –School Nurse, Lexington 2
Joanna Tremble – Newberry College
Carol Tamaklo –School Nurse, Anderson

Disclaimer

The South Carolina Dance Association and the South Carolina Alliance for Health, Physical Education, Recreation and Dance do not offer mandates nor directives to its membership or the general public. The suggestions given in this document are by no means mandates nor should be taken as such. The guidelines and suggestions given are simply "best practices" and suggestions to consider when offering various methods of instruction and training during the initial portion of Fall 2020 school activities. The information in this document is provided in good faith and, further, we make no representation of warranty of any kind, express or implied, regarding the adequacy or completeness of these guidelines.

Under no circumstance shall SCAHPERD have any liability for any loss or damage of any kind incurred as a result of the use of these guidelines or reliance on any information provided in this document. Reliance and use, or non-reliance, on any information provided in this document is solely at individual's risk.

Shape America's, [Reentry Considerations: K-12 Physical Education, Health Education and Physical Activity](#) document provides clear guidelines and considerations for physical educators to utilize to ensure the presentation of a safe, quality physical education program in a traditional environment.

Instructional Strategies, Modifications and Considerations for "Traditional" Physical Education

As stated in the *South Carolina AccelerateED Recommendations* Document, instruction in physical education must be included as part of a well-rounded education (p. 31). While face to face physical education will definitely look different, eliminating and/or shortening required minimum time requirements is not an option.

Please Note: Guidelines below are for the general physical education environment regardless of program level, with specific considerations for elementary and secondary settings where noted.

Instructional Space - Instruction should take place in a large, safe space conducive to movement and learning while allowing for physical distancing (at least 6-feet apart).

- Lower pupil-teacher ratios to limit the cross contact of students and to allow for physical distance between students. Classes must be organized to assure the recommended physical distancing guidelines are followed. If there is more than 1 physical education teacher, the class can be divided so that part of the class is outside and the other is inside to reduce the number of students in the gymnasium/teaching space.
- Utilize outdoor space, when possible
 - Avoid use of playground equipment
 - [Outdoor Spaces are Essential Assets for School Districts](#)
- Increase air circulation in teaching space when possible by keeping doors and windows open. Keeping doors open also eliminates unnecessary touches of commonly used surfaces.
- Use specified and separate entry and exit points to control the flow of traffic
- Provide hand sanitizer dispensers at entry/exit points and throughout teaching space (consider using sanitizing stations)
- Post physical distancing and proper hand hygiene signage in teaching space

- Use physical distancing guidelines when taking attendance, providing instruction and/or waiting for bell or classroom teacher to arrive
 - Use floor markers, wet-erase markers, floor tape, poly-spots, etc. to mark appropriate spacing and personal spots
 - Only teachers should touch or move floor markings at any time during class
 - Have students return to personal/assigned spots if physical distancing guidelines need to be reviewed during the lesson.
- Water fountains should be turned off unless it is a motion sensed fountain. Water bottle filling stations are suggested.
 - Secondary students should use personal water bottles during class.
 - Most elementary students would not require need for hydration due to limited class time and limited vigorous activity. Students can hydrate when they return to class.
 - More frequent water breaks should be provided if students are required to wear masks.

Additional Resources:

Centers for Disease Control and Prevention (CDC) - [Social Distancing](#)

Centers for Disease Control and Prevention - [Considerations for Schools](#)

Instruction and Equipment:

- Physical education schedule should allow time for classes to exit and return to classroom before next class arrives.
 - Allows physical education teacher time to sanitize and/or change out equipment, as needed
 - Eliminates likelihood of multiple classes in the hallway risking cross-contamination
- Equipment that can be easily disinfected should be used (non-porous equipment such as coated balls, synthetic sports balls, plastic racquets, etc.)
 - When equipment is used, lesson should be designed to prohibit or at least limit use of shared equipment.
 - When equipment is used, if possible and appropriate (secondary setting), students should clean equipment before use to ensure it is clean. Otherwise, teachers should sanitize equipment between classes (required in elementary setting). Teachers should establish and teach proper sanitization of equipment based on CDC guidelines.
 - Encourage students to sanitize their hands if they suspect cross-contamination.

- Establish equipment distribution and collection routines designating “clean” and “dirty” to mitigate cross-contamination.
- Use of Masks – Note: Masks are required for everyone in SC public schools except for those who have trouble breathing or are unable to remove a face covering without assistance.
 - Students wearing masks may need limitations and modifications when participating in moderate to vigorous physical activity.
 - Alternate activities can be planned for those wearing masks.
 - Provide frequent breaks for students when doing moderate to vigorous activities
 - Masks that have been saturated with sweat and saliva will need to be replaced, when feasible.
 - Designated areas that allows for physical distancing should be set aside for students to use if a student needs to temporarily take off mask.
- Lessons should be designed to limit equipment use to individual students (avoid partner or group activities that does not allow for physical distancing or requires sharing equipment).
 - If possible, provide ample equipment so that students do not have to touch partner’s equipment to re-start activities.
 - Use stations that allow students to focus on different aspects of skill development using the same piece of equipment (i.e. soccer - pass to wall, dribble around cones, dribble and pass to wall, etc.). Each student should carry the same piece of equipment to each station.
 - Allow part of the class to move, while others do movements without moving from personal space spots, then switch.
 - **Elementary:** Content focus should be on developing gross and fine motor control, fundamental motor skills, coordination, physical strength and endurance. Appropriate activities could include individualized activities focusing on locomotor movements, rhythms/dance, manipulative skill development (throwing, kicking, dribbling, striking, etc.), and non-manipulative skill development (balancing, stretching, etc.).
 - **Secondary:** Individual sports/activities and fitness-focused activities are suggested (i.e. badminton, pickleball, golf, disc golf, yoga, step aerobics, line dance, jump bands, etc.). Limit team sports to focus on individual/isolated skill development (Game Stage 1 and 2 activities - basketball for shooting,

- dribbling, combining skills, passing to wall, soccer dribbling, passing to wall/fence or physically distanced partner, etc.).
- Social and Emotional (SEL) learning should be an integral part of the curriculum including SEL learning activities for all students as part of daily lessons. SEL lessons and activities are included under the resource section with additional ideas in the hybrid/online education and health education sections of this document.

Fitness Testing

- Fitness assessment should be implemented with the utmost concern for student and teacher health and safety. Schools should follow the CDC Guidelines.
 - FitnessGram® tests should only be performed if students and teachers are able to wear masks, maintain a six-foot physical distance, and limit equipment use.
 - Testing should include additional time to disinfect mats or other equipment, if used.
- Recommended considerations for safely implementing fitness testing can be found [here](#).

Specific Secondary Considerations:

Textbooks:

- Schools should consider using e-books for health-related fitness lessons instead of sharing textbooks. Otherwise, no textbooks should be used if there is only a class set of books.

Locker Rooms

- Post physical distancing and proper hand hygiene signage in locker rooms
- Encourage students to wear appropriate clothing and footwear to school in order to participate in physical activity, eliminating the need for changing in locker rooms. Appropriate clothing and footwear can be provided when students forget, but must be properly cleaned and disinfected after use. A safe distribution and collection method will need to be established if this option is provided.
 - If students need to “dress out”:
 - Teacher should supervise entry and limit the number of students allowed to enter the locker room using limited number of lockers that are physically distanced.
 - Students should sanitize the locker handle BEFORE opening.
 - Avoid using locks; instead keep locker room doors locked

- Students should sanitize hands before re-entering the gym.
- Option: Students can utilize hallway restrooms to change clothes using restroom guidelines.
- Students not utilizing the locker rooms should wait in designated personal space before placing personal belongings in an assigned area the gym.

Weight Room:

- Use body weight exercises, sub-maximal lifts (eliminates need for spotters) with an increased use of resistance bands
 - Each student should have their own resistance band.
 - Spotters should not be used or needed.
- Space out equipment and/or space out students using specified equipment to allow for physical distancing. Students should rotate using a teacher prescribed plan and on the teacher's signal.
- Students should clean and disinfect equipment before transitioning to a different piece of equipment. Teachers should teach proper sanitizing protocols.
- Teachers should clean and disinfect area in between classes.

Items to Request from School Administration:

- Water bottle filling stations
- Hand sanitizer dispensers
 - Entry and exit points to gym/teaching space, locker rooms and weight room
 - Hand sanitizing stations throughout the gym/teaching space
- Large bottles of hand sanitizer (at least 60% alcohol) to transition with the class outside and other areas
- Sanitizing spray and wipes to clean equipment and commonly touched surface areas
- Extra masks to replace masks that may become saturated with sweat during activity
- Additional equipment to eliminate and/or limit the need for students to share during activity
- Additional floor markers, floor tape, field paint and/or cones to designate physical distancing areas
- Purchase of electronic textbooks

Tips for Including Students with Disabilities:

Students with compromised immune systems need to follow the guidance of their pediatricians for participating in physical education,

physical activity and returning to school in general.

- Continue to provide reasonable accommodations as described in a student's IEP, or services/accommodations required by a student's 504 plan
- Ensure that all adaptations and/or modifications in class allow for full inclusion of all
- Ensure paraprofessional understands the safety procedures adopted in class.
- Utilize the paraprofessional to assist in creating a safe environment for the student.
- Avoid activities that require assisted transfer from a seated position to the floor. If the student can transfer without assistance and if pads or mats are used to soften the impact of the transfer, ensure that those pads or mats are clean and sanitized.
- Prepare students ahead of time for changes in the way activities are presented or changes in class routine. Some students with disabilities may have difficulty adjusting to a change.

Additional Resources for Students with Disabilities:

- Physical Education Toolkit - www.nchpad.org/educators (coming soon)

Recess and Physical Activity:

When schools reopen, recess and other activity-based break times must be incorporated into the learning environment. Recess allows students to play, socialize, rest, and re-energize which is imperative during this unprecedented time. Physical activity also enhances academic performance.

Specific considerations for recess are also included in [Reentry Considerations: K-12 Physical Education, Health Education and Physical Activity on pages 18-19](#). [Information regarding incorporating physical activity in the classroom is also included.](#)

Additional considerations for Outdoor Recess:

- Limit the number of children at recess at one time and create different play areas for activities.
- Provide for unstructured activities
- Limit or eliminate the use of playground equipment or play structures.
- Use painted play spaces or create play areas with stencils or cones to designate zones to help students identify how to safely follow physical distancing guidelines.
- Add sanitizing stations and have students sanitize hands before and after recess

- Given the many physical, social and emotional benefits of recess avoid withholding recess as punishment for missed schoolwork, poor classroom behavior or any other reason.

Additional Resources:

[Peaceful Playgrounds](#)

[Outdoor Spaces are Essential Assets for School Districts](#)
[The Case for Recess](#)

Resources for Traditional Physical Education:

Below are additional resources that will assist in providing a quality physical education experience for all students while practicing physical distancing. Resources and information will be updated as new information becomes available. Visit SCAHPERD's website at www.scahperd.org regularly for updates.

[Next Normal at School Playbook](#) – Alliance for a Healthier Generation, Action for Healthy Kids, Healthy Schools Campaign, and SHAPE America

[Return to Play Guidelines](#) – South Carolina High School League

[Return to Play Considerations](#) – The PLAY Sports Coalition and National Council on Youth Sports

Lesson and Activities while Physically Distancing

SHAPE America's *K-12 Physical Education In-School Instruction with Physical Distancing* Supplement – provides specific examples of activities implementing the *SHAPE America National Standards*

[Grades K-2](#)

[Grades 3-5](#)

[Grade 6-8](#)

[High School](#)

[Back to School](#) Resources - OPEN

[PE NOW](#)– OPEN New Open Weekly

[Activities for Social Distancing](#)

[Games for Social Distancing](#)

[How to Keep Kids Active while Socially Distancing](#)

[No Equipment Games in Physical Education](#)

[Outdoor Learning Initiative](#) - Green Schoolyards America

[Physical Activity Resources – Eat Smart, Move More SC](#)

[Physical Education with no Equipment](#)

[Six Equipment Ideas for Socially Distanced PE Lessons](#)

[Socially Distanced Games](#)

[Youth Sports Participation during COVID-19: A Safety Checklist](#)

Social and Emotional Learning Resources:

[SEL Crosswalk](#) – SHAPE America

[The Collaborative for Academic, Social, and Emotional Learning](#) – CASEL

[Social and Emotional Learning for Physical Educators](#) – OPEN Professional Development

[School Reentry Teaching Strategies Workbook](#) – SHAPE America

[Social and Emotional Learning Empowerment Journals](#)

[Supporting Safety and Health When Schools Reopen](#) – Alliance for a Healthier Generation

[Teaching in Troubled Times: A Q & A with a Trauma Expert](#)

Shape America's, [Reentry Considerations: K-12 Physical Education, Health Education and Physical Activity: Distance Learning for Physical Education](#) document provides clear guidelines and considerations for teachers to provide effective physical education programming in hybrid and/or distance learning environment.

Instructional Strategies, Modifications and Considerations for Hybrid and/or Online Physical Education

While online physical education will look very different from face-to-face instruction, it is still imperative that all students have the opportunity to participate in a quality, standards based physical education program. Whether online physical education classes are synchronous (online instruction in real time at a pre-determined time) or asynchronous (recorded video of online instruction for students to watch at unspecified time), there should be a specified time for physical education in the weekly/daily instructional schedule, which follows the minimum time requirements specified by the SC Board of Education for each program level.

Teaching online is new for many, and there are considerations one needs to plan for when using an online platform. SHAPE America provides guidelines specific to [hybrid instruction](#) and [online instruction](#) in the "Reentry" document. Additional suggestions and consideration for online instruction is also provided in SHAPE's [Guidelines for K-12 Online Instruction](#) document.

Fitnessgram® Testing Self-assessment

- Students can perform the FitnessGram® tests on their own if circumstances allow for at-home fitness assessment. The focus of self-assessment should be learning about health-related fitness, personal goal setting, and doing your best. Students learn the lesson of self-management and taking personal responsibility for their health.
- Understanding that every student has unique physical environments and conditions at home, the opportunity to self-assess should be contingent on the safety and health of students in conjunction with guidance from their physical education teacher.
- If your school has the FitnessGram® software and wishes to utilize this resource in the virtual environment, teachers and students will have access to a variety of assessments and learning resources. Students can log in to the FitnessGram® software to enter their FitnessGram® and activity assessment data.

- Steps on how to implement FitnessGram® self-assessment can be found [here](#).

Resources:

Below are additional resources that will assist in providing a quality physical education experience for all students in a hybrid and/or online learning environment. Resources and information will be updated as new information becomes available. Visit SCAHPERD's website at www.scahperd.org regularly for updates.

[School Reentry Considerations: K-12 Physical Education Distance Learning Supplement](#) – SHAPE America

[At Home Survey Template](#) – SHAPE America

[Supporting Safety and Health When Schools Reopen](#) – Alliance for a Healthier Generation

[Priority Learning Outcomes for Physical Education – OPEN Physed](#)

SHAPE America's *K-12 Physical Education In-School Instruction with Physical Distancing* Supplement – provides specific examples of activities implementing the *SHAPE America National Standards*

[Grades K-2](#)

[Grades 3-5](#)

[Grades 6-8](#)

[High School](#)

Instructional Resources:

[Edpuzzle](#) – Insert questions in videos to assess student understanding

[Flipgrid](#) – Empower social learning, recording and sharing of short videos

[Google Slides](#) - Create, edit, collaborate, and present

[Kahoot](#) – Game based learning platform

[Quizlet](#) – Learning with flashcards, games and learning tools

[Teachers Pay Teachers](#) – Lesson plans

[Teach from Anywhere](#) – Trainings on how to enhance lessons

[Screencastify](#) - Screen recorder for Chrome

[SeeSaw](#) - Student driven digital portfolios and simple parent communication

[WeVideo](#) – Free video editor with a Google account

[Zoom](#) - Video and audio conferencing

Social and Emotional Learning Resources:

[SEL Crosswalk](#) – SHAPE America

[School Reentry Teaching Strategies Workbook](#) – SHAPE America

[The Collaborative for Academic, Social, and Emotional Learning](#) - CASEL

[Social and Emotional Learning for Physical Educators](#) – OPEN Professional Development

[Believe in You Empowerment Program](#)

[SEL Resource Hub](#)

[SEL Activity Ideas](#)

[SEL Integration in Curriculum](#)

[Stress Management Choice Board](#)

[Stress PowerPoint](#)

Instructional Strategies, Modifications and Considerations for Dance Education

"It is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual arts that supports their educational, social, and emotional well-being, taught by certified professional arts educators in partnership with community arts providers."

~ [Arts Education is Essential](#)

"All students should have access to a balanced, comprehensive, sequential education in the arts (dance, music, theatre and visual arts) based on the South Carolina Visual and Performing Arts Curriculum Standards."

~ ["Where We Stand on Arts Education" from the Arts in Basic Curriculum Project](#)

Traditional Face-to-Face Instruction

Facility Set-Up

- Numbers of students allowed in dance rooms at a time will vary based on the size of the available space.
 - Recommendations for spacing:
 - 6 feet apart during non-movement activities
 - 8-10 feet apart when actively dancing
- Floors, barres, and other areas should be taped and/or marked to ensure proper spacing of 8-10 feet while actively dancing.
 - A grid system is recommended with 8' by 8' (minimum size) squares.
- Students should wait outside the room, staying at least 6 feet apart, until the instructor indicates the room has been cleaned since the last class so the new class can enter.
- Student Belongings
 - **Elementary:** Students should not bring any personal belongings to the dance room except supplies necessary for instruction (e.g. pencils, paper, etc.).

- **Middle & High School:** Students should bring as little as possible to the dance room from outside, and space should be provided for each student to store their belongings away from others to avoid cross-contamination.
- Street shoes should not be allowed on the dance floor. Shoe spaces should be created near the entrance of the room for students to remove and store their shoes.
- If dance shoes are worn, they should be put on in the room and removed before leaving. Dance shoes should not be worn outside the dance rooms.
- Spaces for shoes and student belongings should be cleaned/sanitized between classes.
- Sanitation stations should be set up near the entrance/exit of the room and at other convenient areas so students and faculty can sanitize hands upon entering and at various points during the instructional time.
- Air Exchange & Quality
 - When allowed and safely able to do so, open windows and/or doors to try to maximize air circulation.
 - Avoid fans and portable air conditioning units.
 - The use of fans and single air conditioning units in an indoor space where the space is shared by multiple people could, potentially, facilitate the dispersion of infected droplets.
 - Avoid having dancers exiting and entering the dance room at the same time. Provide appropriate signage to direct students.

Partner and Floorwork

- Partner work should be avoided unless it can be done while maintaining recommended distancing (e.g. mirroring, discussions, etc.).
- Floorwork is acceptable only if students are assigned a particular space in the room. No other students should come into contact with this space until it has been properly sanitized.

Masks

- If masks are required to be worn, students need frequent mask breaks or instruction should be broken up to allow for cool-down and

necessary oxygen intake.

- Integrating “mask breaks” into instructional time allows for better oxygenation to avoid muscle cramps and respiratory system recovery.
 - A mask break is where the mask is lowered to one's chin, allowing for breathing without obstruction; students should be careful to minimize touch to the mask and refrain from fully removing it.
- Special precautions should be taken with students who may have underlying health conditions (e.g. asthma, heart conditions, etc.). Students should always consult with their physicians.

Class Progression

- There should be no hands-on corrections of students.
- **Barre**
 - Barres should be marked to ensure dancers are spaced at least 8 feet apart.
 - Wooden barres should be wrapped in plastic (e.g. plastic wrap) or other non-porous material (e.g. contact paper, packing tape, duct tape, etc.).
 - 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**
 - It is recommended that across the floor work be avoided at this time, but if it is necessary, the following guidelines should be considered.
 - Floors should be marked to help dancers visualize the proper spacing.
 - 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 be reminded to maintain a distance of at least 6 feet when waiting to go across the floor and after completing the combination. Allow each group to complete the combination to the end of the room before the next group starts.

Music

- 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.
 - Instructors required to wear masks should be provided with an appropriate microphone headset. For dance instructors in particular, this headset should be of a wireless/Bluetooth variety so as not to impede instruction.
- When using live musicians, they should be assigned to a consistent dance room since disinfecting instruments may be difficult. Stationary instruments should be cleaned appropriately between musicians.

Sanitation

- Students should sanitize their hands on the way into the dance room and on the way out of the dance room.
- Consider a delay of at least 10 minutes between classes to allow for cleaning and sanitizing.
- Training equipment (e.g. yoga blocks, stretch bands, etc.) should not be shared unless properly sanitized before and after use.
- Textbooks and other materials should not be shared. Each student should be supplied with an individual copy.
- Floors
 - Most vinyl dance flooring cannot be cleaned with bleach solutions. Ammonia based or pH neutral cleaners that are generally used may not disinfect properly for SARS-CoV-2 without an extended wet time. It is recommended that the floors (vinyl and wood) should be cleaned as usual, followed by a cleaning with 90+ alcohol in a sprayer spread by a mop to spread the solution.
 - Example of recommended sprayer:
<https://www.hdHUDSON.com/product-page/bugwiser-sprayer>

- A new/clean mop pad should be used each time. If mop pads are reused, they should be washed with bleach between uses.
 - In determining a cleaning regimen, dance educators should carefully consider the amount of floor contact in each day's instruction.
 - When possible, teachers should plan hands/feet floor contact only and should provide hand sanitizer to students before and after class, and before and after floor contact when reasonably able to do so without disrupting the flow of instruction.
 - If significant floor contact is made (e.g. lying on the floor, full body floor work, etc.), the teacher should use a 90+ alcohol solution to clean the floor before and after each use to avoid cross-contamination between students.
- Teachers should be provided with ample cleaning supplies so as to not restrict floor use and variety of instruction.

Full Distance Learning/Virtual Instruction

- Virtual dance instruction will look vastly different from face-to-face dance instruction, but is still essential in providing a quality, comprehensive dance education for all students.
- There should be a designated time for dance instruction in the daily schedule.
- In accordance with the SCDE recommended time requirements, dance instruction should meet the following *minimum* time requirements for daily virtual instruction:
 - Pre-K-Grade 2: 10-15 minutes
 - Grades 3-5: 15-20 minutes
 - Grades 6-8: 15-30 minutes
 - Grades 9-10: 20-45 minutes

Content

- Consider focusing on students' social-emotional learning and needs. Whereas virtual instruction can often be particularly devoid of social-emotional learning, the arts are particularly conducive to this critical and necessary learning and development.

- Focus on standards-based lessons anchored in the artistic processes of Creating, Responding, and Connecting. Dance history and anatomy are important topics to consider covering through virtual instruction as well.

Synchronous Learning (defined as teaching all students in a live, online setting at a scheduled time)

Procedures

- Establish a clear and consistent method for taking attendance. Many platforms show names on the screen but you may want students to respond.
 - Using a system as you do in the classroom (saying a student name, they respond “here”) works best rather than asking students to state who is present.
- Set clear, consistent procedures for how you want students to respond in class.
 - Unlike a face-to-face setting in which students may be able to shout out answers, this often does not work via synchronous learning.
- Based on the platform you are using, establish a clear protocol for students to respond to you or others during class (i.e. using a ‘raise your hand’ button, giving a visual signal you can see in their video, calling on specific students, etc.)

Timing

- Remember that online teaching will involve many more pauses and wait time than in a regular classroom.
- Teachers should also give longer wait times after asking questions to students, as students may be more timid to answer online or may have connection issues.

Spacing

- Be aware of the space all students have to work with as each will be different.
- Technique or choreographic work may need to have modifications to allow for flexibility in the space

Recording

- It is suggested to record each synchronous class session taught.

- Not only will this allow the teacher to share with students who missed the class, but will create a record of what happens in each lesson for documentation purposes.
- This may require a large amount of digital storage space. Consider a cloud storage subscription or additional hard drive space.

Feedback

- Ensure feedback on student work and learning still occurs via online platforms just as you would inside the classroom.
- This helps maintain connections with students that may be missing when not face-to-face. Refrain from non-specific praise.

Asynchronous Learning (defined as online learning that does not happen in real time, but happens at the students' pace through items such as pre-recorded videos, discussion boards, etc.)

Procedures

- Establish clear procedures for your students as to how to access and work with materials posted for your classroom.
- It is suggested to have similar procedures as other teachers on your team or in your building to provide continuity for students.

Directions

- Written directions for students require lots of detail and are clearly outlined on the page.
- Use items to help showcase your directions in a clear way, much like you would use tone of voice in the classroom (e.g. bulleted list, bolding, highlighting, images of examples, links to resources, directive words such as "first", "then,", etc.)

Deadlines

- If allowed, provide clear deadlines for turning in work.
- Consider the length of time students may need for certain projects or if they should encounter issues (e.g. video uploading, limited mobile data, etc.).
- Multiple options for completing work may be beneficial.

Feedback

- Ensure timely feedback on student work.
- Using your established platform, give students specific feedback related to the content of the lesson and within close proximity to the established deadline.

- This ensures students remain on track with future assignments and also allows teachers to keep connections to students when not face-to-face.
- Positive affirmations and clear, age-appropriate language is important in written feedback.

Recordings

- Consider recording lessons of you demonstrating or speaking for students to view rather than only providing written directions. This may require a large amount of digital storage space. Consider a cloud storage subscription or additional hard drive space.

Platform

- Similar to procedures, establish a clear choice of platform(s) from which students can access and turn in work.
- Consistency among teams or schools is encouraged.
- Provide resources for students and parents to access for help if needed.

Resources

- Educators and students should have access to virtual, dance-focused resources.
- The following list includes resources that are helpful, but is not all-inclusive.
- Each district should consult with its dance educators to supply necessary resources to meet their individual needs.
 - CLI Studios (subscription required but is currently free to public schools)
 - Flipgrid video platform
 - WeVideo (free with a Google account)
 - YouTube (many high-quality virtual dance classes are offered here if not blocked for students)
 - Google Slides
 - Microsoft TEAMS
 - Camtasia
 - EdPuzzle
 - Screencastify
 - OneNote
 - SmartNotebook
 - SeeSaw

- Zoom
- Ideally, students and teachers should focus on one or two learning management systems for simplicity and should take time to be trained in the technology prior to using it in the classroom/virtual space.
- Parents and students should have information regarding safe and effective physical environments for virtual dance instruction. Click [HERE](#) for quick access to this document.

Hybrid Instruction

Planning

- Teachers should not be responsible for overseeing both virtual classes and traditional face-to-face classes at the same time.
- Teachers should be provided with adequate planning time in addition to a designated time for students who are working virtually.
- Ensure that a clear communication plan is in place with both students and parents to maintain connection and sense of community.

Instruction

- A webcam or other recording device should be available to the teacher at all times.
- A flipped classroom works well in this scenario as it engages students when they are working virtually and provides accountability when they return to face-to-face instruction.
 - Teachers are encouraged to utilize synchronous (when face-to-face) and asynchronous (when virtual) activities for hybrid instruction as outlined in the virtual instruction section above.
- Teachers should use technology resources to group students for projects when possible. For example, many online video conferencing platforms provide “breakout rooms” where students can go into smaller work groups for a set amount of time, then return to the whole class when specified.
- When possible, teachers should consider pre-recording lessons to use both in and out of direct instruction.

Curriculum

- Teachers should use this opportunity to develop lessons based on the artistic processes of Creating, Responding, and Connecting as well as dance history, anatomy and other aspects of dance that are often overlooked due to time constraints.
- In connection with those processes in dance, it is important to consider incorporating the Media Arts standards as well as arts-integrated lessons that capture core area content standards.

Sources:

Information and recommendations in this document have been adapted from the following sources: [Dance USA](#), [SHAPE America](#), [Stage Step](#), [AccelerateED Task Force](#), and the [National Dance Education Organization](#)

Dance Reentry Guidelines/Recommendations Were Developed by:

Jennifer Coffey, SCDA President, Dance Educator-Lexington School District 1

Melissa McCrary, SCDA President-Elect, Dance Educator-Chester County District

Kayla Jennings, SCDA Member, Dance Educator-Lexington School District 2

Emily Enloe, SCAHPERD Past President, Dance Educator-Dorchester District 2

Susan Woodham, SCDA Secretary, Dance Educator-Spartanburg District 7