COVID-19 and ARTS EDUCATION

BEST PRACTICES and SOLUTIONS for supporting

PENNSYLVANIA's K-12 SCHOOL PHASED REOPENING PRELIMINARY GUIDANCE 6.20.20

PENNSYLVANIA THESPIANS℠
AN EDUCATIONAL THEATRE ASSOCIATION AFFILIATE

MEDIA ARTS COALITION OF EDUCATORS

PA DEO
PENNSYLVANIA DANCE EDUCATION ORGANIZATION

PMEA
Pennsylvania Music Educators Association

This is a set of guidelines to assist administrator/teachers in modifying and enhancing the Arts (Dance, Media Arts, Music, Theatre, Visual Arts), including ensembles, classes and co-curricular activities, toward meeting PDE phased reopening guidelines.

The document is provided in Word format, so that individual users can continue to add guidelines as is purposeful to their content area.

We encourage administrators to work with arts educators to develop and promote best practices for their individual learner and classes. Academic standards in the arts, essential artistic skills as well as social/emotional needs can be taught in a variety of environments.

Major Considerations:

- The health and well-being of students, faculty, and staff are of primary and critical importance
- *Current arts programs must remain active and student must have equal access to the arts.*
- With flexibility and support, education can continue with modifications based on health recommendations.
- Online and blended teaching models present a variety of creative, accessible and equitable opportunities in all arts subjects.
- Maintaining arts courses in a virtual environment will fulfill essential social/emotional needs as well as developing artistic skills.
- Educational guidelines for special education, 504, must still be in place and shaped or controlled by the teacher.

Arts Educators are encouraged to:

- consider curricular options for remote, in-person, and hybrid learning for the Artistic Processes of Creating, Performing/Presenting/Producing, Responding and Connecting.
- craft learning experiences that allow students to document and share stories and diverse perspectives.
- prioritize relationship building with students and families to leverage engagement, rigor and risk.
- continue to provide online instruction on a regular rotation (a monthly or weekly basis) with in-person learning.
- create a class/ensemble/cast quarantine plan in case of a positive infection.
- be prepared to assist in contact tracing, per district health guidelines.
- consult counselors for ideas about how to meet the needs of ELL, Exceptional Learners or students with educational enrichment plans.
- remain open, curious, and responsive., and ask for help.
- REFER TO RESOURCES FROM NATIONAL AND STATE PROFESSIONAL ARTS EDUCATION ORGANIZATIONS:
    - **National Dance Education Organization (NDEO) /Pennsylvania Dance Education Organization (PaDEO)**
        - https://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=395469
    - **Dance USA**
        - https://www.danceusa.org/informational-papers
    - **American Choral Directors Association (ACDA)/Pennsylvania American Choral Directors Association (PA ACDA)**
        - https://acda.org/wp-content/uploads/2020/06/ACDA-COVID-19-Committee-Report.pdf
    - **National Association for Music Education (NAfME)/PA Music Educators Association (PMEA)**
        - https://www.nfhs.org/media/3812371/nafme_nfhs-guidance-for-fall-2020-review-june-19-2020-final.pdf
    - **College Band Directors National Association (CBDNA)**
        - https://www.cbdna.org/covid19/
    - **High School Band Director's National Association (HSBDNA)**
        - https://img1.wsimg.com/blobby/go/48629596-bb45-48f9-9faa-ad1fa9b404cc/downloads/BLUEPRINT.pdf?ver=1591302971177
    - **Educational Theatre Association (EdTA)/Pennsylvania Thespians**
        - https://higherlogicdownload.s3.amazonaws.com/SCHOOLTHEATRE/7f9e7fa8-ea41-4033-b6a3-1ce9da6a7b6f/UploadedFiles/HPVMgpNDTw2FWro1JLiL_EdTA_ReOpen_Guide_2020_FINAL.pdf
    - **National Art Education Association (NAEA)/PA Art Education Association (PAEA)**
        - https://www.arteducators.org/learn-tools/remote-learning-toolkit

Online Instruction:	Blended Instruction:
If online instruction is required, arts courses can be taught using a virtual platform. Teacher may utilize arts pathways (theory, history and technology) in order to guide distance learning. While group performance and presentations may be limited, virtual classes focused on process standards and technique development should be utilized. Accessible and affordable software tools allow for engaging virtual instruction if in-person instruction is restricted.	*In-person and virtual arts instruction will vary based on current guidelines and may include:* Smaller sub-groups of arts classes to develop skills and concepts Social/emotional support for students through arts program activity Technical lessons, exercises and discussions offered in virtual and in-person settings Traditional or modified performances based on current restrictions Readily available software tools utilized to deliver a wide range of cutting-edge arts instruction Support professional development through PA Arts Education organizations

Phase	PA Health/Safety Plan	Arts Education Best Practice or Solution
	Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms.	**All** 1. Provide instructional technology (both content apps and communication platforms) learning opportunities for a. Teachers b. Students c. Parents/appropriate caregivers. 2. Design curriculum that is standards-based and sustainable, focusing on the processes of a. Creating b. Performing c. Responding d. Connecting. 3. Focus on individual student growth a. Personalized instruction (provided PD as needed) b. Online assessment (formative and summative protocols, provided PD as needed) c. Social-emotional learning (provide PD as necessary). 4. Provide computer hardware and software to students that supports arts learning and file sharing. 5. Develop alternate plans for students who cannot successfully or consistently access internet. 6. Communicate (through district level, building level and teacher level) with students and families regarding expectations for online learning. 7. Support social and emotional wellbeing of students through curriculum and instruction. 8. Design and create on-line instruction that is flexible and provides options to students. including creating their own assignments which are meaningful to them personally thus promoting differentiation and diversity.
		Dance 1. Have students create and video-record personal dance in their home environments: a. can be original based on principles being taught b. salient topic/idea or based on video provided to the students. 2. Supply video of movement material and techniques to students to learn at home 3. Provide video of exemplary artists who address diversity in the arts. 4. Dancers practicing at home should be alert for safe spaces to dance: avoid jumping on concrete surfaces and with low ceilings. Look for clear, uncarpeted spaces to move. 5. Consult Dance USA guidelines for staying in shape during stay at home orders.

		Media Arts 1. Students will need appropriate computer and software access. a. Chromebooks do not run software. b. Web 2.0 applications do not offer the quality of industry software. 2. Access to materials on the web may require subscription.
		Music (Classroom General/Technology) 1. Access online lesson plans and materials for general music classroom & music technology. 2. Utilize “modern band” pedagogies to provide authentic learning experiences without typical classroom instruments.
		Music (Instrumental) 1. Access online content for instrumental music education. a. Lesson plans and online materials b. New music being arranged for diverse instrumentation and sizes of ensembles 2. Develop unique performance outlets and venues. a. Online talent shows b. Virtual concerts (could require unique technology and training for both teacher and student) c. Community service projects d. Virtual outreach programs
		Music (Vocal) 1. Provide audio file technology to students that works for both receiving and sending audio files. 2. Convert audio files to flash drives for students who cannot successfully or consistently access internet. 3. Develop unique performance outlets and venues. a. Online talent shows b. Virtual concerts (could require unique technology and training for both teacher and student) c. Community service projects d. Virtual outreach programs

		Theatre 1. Continue to teach content and application through online tools, apps and platforms. a. The knowledge and skills required to create works of art in theatre can be practiced in a virtual environment through a combination of video conferenced class meetings for coaching and review and asynchronous project based assignments such as monologue and scene study, design projects, acting for the camera, career to work connections, criticism, playwriting, script analysis, theatre history and dramaturgy to name a few. b. Acting and improvisation lesson plans can be adjusted to teach vital skills in a virtual environment. c. Technical theatre may be taught through the use of technical design projects involving research and/or modeling, creating prompt books, marketing plans and more, culminating in portfolio presentations. d. Online applications which simulate light boards and sound equipment can enhance instruction by offering a "hands on" element. e. Many online technical professional sites such as the United States Institute for Theatre Technology or the Power Tool Institute offer excellent training videos which may be used as virtual textbooks for teacher guided lessons which can grow student understanding of tech systems through a virtual environment. 2. Hold virtual rehearsals whenever possible. a. Performances may be rehearsed and performed in a virtual environment using one of the many published works created just for video conferencing systems which offer licenses for video live streaming. b. The Educational Theatre Association also offers packages of online curriculum free of charge to all at https://learn.schooltheatre.org/click-to-teach-lesson-plans 3. Access online content for theatre education. a. Lesson plans and online materials b. New plays being developed for virtual presentation 4. Virtual or hybrid curriculum should re-imagine in-class lessons, whenever possible, and create visible evidence of student learning that is measurable. 5. Overall school scheduling (virtual or hybrid) continues to assign a similar weight to theatre curriculum as it had for face-to face scheduling. 6. Course work continues to educate students regarding the elements and importance of intellectual property, copyright, and licensing fees, especially as there is an increased interest and demand for streaming of theatre performances.

		7. When in-person theatre performance is either limited or unavailable, the curriculum should include curated teacher-guided virtual or recorded theatre performances that are or will be widely available so students can gain a better understanding of play structure, playwright intent, and production elements. 8. For students with special needs, adaptation tools must be provided to maximize their participation in virtual classroom and production activities.
		Visual Art 1. Provide a standards-based content delivery in the form of written, read-aloud, and/or video platforms. 2. Provide assessment of standards-based content via open ended statements/video recordings, quizzes, and/or demonstrations of work products. Assessment should refrain from simple satisfaction statements and exhibit standards-driven formative assessment models. 3. Activities should provide opportunities for differentiation and accommodations to meet the needs of all students as well as provide support for students with 504 and IEPs. a. Asynchronous learning should be offered on a weekly basis. This allows flexibility for families and students that may require extended time to complete activities. b. Synchronous learning may be offered as enrichment or assistance for students. 4. Considerations for equity and accessibility should play a role in all planning of online content delivery. 5. Arts Events (festivals, art shows, extracurricular activities) should only operate within a monitored online environment. 6. Any art events that are offered online may include virtual art volunteers, provided that appropriate permissions are granted and documented.

Hygiene/Face Covering	Guidelines for hygiene practices for students and staff which include the manner and frequency of hand-washing and other best practices. Guidelines on the use of face coverings (masks or face shields) by all staff. Guidelines on the use of face coverings (masks or face shields) for older students, as appropriate.	**All** 1. Provide opportunities (time) for handwashing or sanitization (either through personal sanitizing lotions or sanitizing stations in rooms where no sink is available). 2. Prompt students to wash or sanitize their hands at the beginning and end of each new class or rehearsal. 3. Err on the side of caution—if a student says they do not feel well, send them home, period.
		Dance 1. Create instruction that avoids touching of the face. 2. Wear face masks should during class, with the exception of students with asthma or other compromised breathing conditions. (No one style of mask for dancing has yet been officially endorsed.)
		Media Arts
		Music (Classroom General/Technology)
		Music (Instrumental) 1. Follow guidelines as provided by the many current aerosol studies being done as part of the music performance and education industries. 2. Provide spit buckets - one for each brass student
		Music (Vocal) 1. Wear masks that are tied at the top, but open at the bottom, allowing for safer vocal production. 2. Have awareness of any mask styles being developed to support the singing/choral community. 3. Follow guidelines as provided by the many current aerosol studies being done as part of the music performance and education industries. 4. Use of acoustic shields between rows and/or between individual singers

			Theatre 1. Teachers, students and volunteers should wear masks as much as possible a. in the classroom. b. during all aspects and spaces for rehearsal, including backstage, in the make-up room, workshop, light booth or other theatre related spaces. 2. Conduct temperature checks of all students and school personnel entering the rehearsal space. 3. Institute a no-breaks-outside-the-rehearsal space rule. 4. Provide a hand-washing station and have hand sanitizer readily available in the dressing rooms, green rooms, backstage and all other production areas. 5. Modify classroom instruction to avoid activities exercises which require touching or sharing props or items. (Ex: ball tossing games for focus can be transformed into a mimed ball toss exercise). a. Handwashing or sanitizing can occur before and after touching any shared equipment
			Visual Art 1. Students must sanitize hands upon entry and exit to the art classroom. 2. Students should receive explicit instruction for personal hygiene and handling or sharing of art materials. 3. Students should receive explicit instruction for coughing, sneezing, wiping runny noses, picking up items from the floor, placing non-edible items in their mouths, touching the bottoms of their shoes, touching one another, touching their face, etc. 4. Guidelines on the use of face coverings: a. During all indoor instruction, face masks should be worn by all. b. During outdoor art activities, where increased social distancing may occur, students may wear face masks as indicated by their school policies. c. When students are in contact with shared materials, face masks must be worn.

		Signs	Expectations for the posting of signs in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs.	**All** 1. Signage regarding distancing should be provided in classrooms, rehearsal spaces, hallways, storage areas, productions spaces, etc. a. Limit as to the number of students in each space b. Mark areas on the floors for distancing or traffic flow c. Call out any other distancing procedures 2. Signage with reminders to should be readily visible at all locations used by students, teachers and patrons involved with the arts. a. Hand washing b. Disinfecting procedures c. Wear a mask 3. Signage explaining disinfecting procedures should be easily visible. 4. Signage should be provided in diverse languages as appropriate. 5. Signage should be ADA compliant as appropriate. 6. Teach students the location of all signs and ways in which students are expected to enact the procedures cited.
				Dance 1. Mark the studio floor indicating 8 to 10-foot distances for standing exercises.
				Media Arts 1. Display instructions for the handling and sanitizing of shared technical equipment.
				Music (Classroom General/Technology) 1. Display instructions for the handling and sanitizing of shared musical/technical equipment.
				Music (Instrumental) 1. Display instructions for the handling and sanitizing of shared musical equipment in the music storage areas.
				Music (Vocal) 1. Display instructions for social distancing, hand sanitizing, and the cleaning of folders. List the steps to acquire needed music to avoid sharing folders, or song sheets.

				Theatre 1. Educate audience members on health rules and expectations through signage leading to and at the event site and in any programs or brochures. 2. Include taped or painted markings indicating 6-foot separation on the floor wherever audience members or students may congregate for waiting in a line, waiting to go onstage, etc. 3. Provide signage in and near restrooms reminding audience members to limit clustering in restrooms and lobby areas and to line up outside of the restroom at 6-foot intervals.
				Visual Art 1. Signs should be posted next to all art sinks and on the board when applicable, including all restrooms that students use during art class.

		Sanitizing	Procedures for cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by student (i.e., restrooms, drinking fountains, hallways, and transportation).	**All** 1. Establish procedures with students/staff/custodians outlining responsibility for cleaning of desks, chairs, or other shared equipment. 2. A container of approved sanitizing wipes can be kept by each classroom computer, and used to sanitize the keyboard and screen before and after each use. 3. Have staff receive in-service on the functionality of the room ventilation systems.
				Dance 1. Ballet barres, if used, should be wiped with sanitizing wipes after each class. 2. Windows and doors should be open for the duration of classes for better air exchange. 3. Provide 10 to 15-minute delays between classes for dissipation of virus in the air and studio cleaning. 4. Sanitizing wipes should be available in dressing rooms.
				Media Arts 1. Plan for materials and time to disinfect devices that are shared. a. Computers b. Cameras c. Mice d. Tablets e. 3D Printers
				Music (Classroom General/Technology) 1. Sanitize instruments, pianos and folders after each use. 2. Use hand towels on wooden instruments that cannot be cleaned with liquid or alcohol-based products. 3. Eliminate/minimize sharing of instruments.
				Music (Instrumental) 1. Sanitize instruments, pianos and folders after each use. 2. Use hand towels on wooden instruments that cannot be cleaned with liquid or alcohol-based products 3. Eliminate/minimize sharing of instruments. 4. All rehearsal documents can be kept in plastic covers for daily sanitizing.

Music (Vocal)

1. Sanitize instruments, pianos and folders after each use
2. Establish procedures for cleaning of folders and keyboards, or any other prop, or instrument used for class.
3. Any microphones used must be properly sanitized. Check manufacturer's instructions for proper cleaning/sanitizing materials.

Theatre

1. Provide sanitizing wipes for dressing rooms.
2. Provide hand sanitizer in the lobby and restrooms.
3. Sanitize performance, work and dressing areas after use.
4. Sanitize all public areas prior to and after a performance (auditorium seats, rails, restrooms, back of house, and other high touch surfaces) using CDC-approved disinfectants.
5. Sanitize stage areas:
    a. Sanitize all set and props before and after the performances.
    b. Wipe down all surfaces (set pieces, technical hardware, etc.) before and after rehearsals and performances
6. Sanitize backstage areas:
    a. sanitize all technical hardware--microphones / headsets, sound and lightboards, lights, and rigging before and after the performance or rehearsals, per manufacturer instruction.
    b. Sanitize all surfaces in the control booth, using CDC-approved disinfectants.
    c. Sanitize all dressing rooms, green rooms, production areas—before and after rehearsals, using CDC-approved disinfectants.
7. Launder all costumes and sanitize wigs after each rehearsal/performance.
8. All rehearsal documents can be kept in plastic covers for daily sanitizing.

Visual Art

1. Sanitize tools (e.g., brushes, clay tools, rulers, exactos, etc.) after each use.
2. Place used items from each class in a bin, for sanitizing.
3. At the end of the day, place all items in a sanitizing bath or sanitize using other measures.
4. Lay materials to air-dry overnight.
5. Include the art teacher in the sanitizing process (or refer to the custodians at each site to meet this need.)
6. Clean and repair ventilation systems (many art rooms are equipped with systems that circulate air; ventilation systems should be designed to pull air from art classrooms).

		Classroom Distancing	Protocols for classroom/learning space occupancy that allow for 6 feet of separation among students and staff throughout the day to the maximum extent feasible. Methods of limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students.	**All** 1. Maintain at least minimum physical distances by assigning specific areas for each student 2. Staggering classes to an A/B groups will reduce the number of students in any given area an any one moment. a. Adjusting course offerings to an every other day basis may be necessary for large ensembles 3. Consider that support teams (paraprofessionals, etc.) needs and space. 4. Monitor bathroom use to ensure social distancing. 5. Apply a room capacity formula (https://www.banquettablespro.com/social-distancing-room-space-calculator) that will calculate maximum capacity based on room size; if necessary, divide rehearsing students into small groups working in separate rooms. 6. When possible, all persons should enter and exit through separate doors of performance and classroom spaces.
				Dance 1. Maintain 10 feet distance between dancers when moving, 8-10 feet when doing center movement and 6 feet while observing or waiting to take a turn moving 2. Avoid contact or dancing immediately behind another dancer, especially in traveling/across the floor movement 3. Avoid dances which include floor work, partnering or contact 4. Dynamic exercises with larger movement should be avoided to minimize air turbulence 5. Encourage normal, rather than exaggerated or forced breathing and breath cues 6. Avoid instructor tactile feedback or cueing 7. Minimize clustering of students not directly involved in rehearsal. 8. Consult Dance USA return to studio guidelines.
				Media Arts
				Music (Classroom General/Technology)

			Music (Instrumental) 1. Shift from a concert format to a recital format 2. Schedule large ensembles in auditoriums, cafeterias, gyms or other large spaces when existing rooms are insufficient 3. Modify teacher schedules to allow for use of other spaces 4. Rethink use of music staff to monitor additional available spaces. 5. Minimize clustering of students not directly involved in rehearsal. 6. Avoid unnecessary touching or movement that might increase the transmission of aerosol droplets. 7. Keep cases in rehearsal room to avoid crowding storage room. 8. Use of outdoor space, following school district policy for security.
			Music (Vocal) 1. Shift from a concert format to a recital format 2. Live streamed concerts with limited audience for family members. 3. If school concerts involve multiple ensembles, consider multiple performances with a reduced number of ensembles and small groups. 4. Schedule large ensembles in auditoriums, cafeterias, gyms or other large spaces when existing rooms are insufficient. 5. Reorganize to allow for smaller ensembles and social interaction. If possible, utilize other available classrooms for sectionals or group rehearsals where physical distancing is achievable. a. Student Rotations: Ideally, students rotate room assignments across four days, allowing face-to-face instruction one day of every four, with day five providing a combined rehearsal in a very large space (auditorium, student center, etc.) that accommodates mandated distance between students. 6. Minimize clustering of students not directly involved in rehearsal. 7. Avoid unnecessary touching, movement or singing that might increase the transmission of aerosol droplets. 8. Use of humming during the learning process rather than open mouth singing 9. Extended use of audiation as an instruction strategy 10. Plan repertoire for uneven balance within the ensemble based on scheduling outcomes.

Theatre

1. Schedule large ensembles in auditoriums, cafeterias, gyms or other large spaces when existing rooms are insufficient
2. Consider physical distancing of more than the recommended 6 feet between actors.
3. Theatre classes can be restructured around social distancing rules, including a focus on monologues, individual exercises, or small two or three person scenes which can be performed with social distancing.
4. Creative staging techniques can be employed to maintain social distancing such as the use of puppetry and projections to replace live person crowd scenes.
5. Limit the number of students in the control booth, based on social distancing rules.
6. Minimize clustering of
    a. students not directly involved in rehearsal.
    b. audience members prior to a production, during intermission, or after a performance.
7. Avoid unnecessary touching, movement or singing that might increase the transmission of aerosol droplets.
8. Rehearsals
    a. Virtual rehearsals may be used whenever possible in conjunction with live rehearsals to limit the number of students gathered.
    b. Rehearsal times may be staggered to limit the numbers of students at any given time.
    c. Regular temperature checks may be conducted at the beginning of each rehearsal and performance.
9. Conduct technical rehearsals with the minimal number of students possible and adhere to social distancing for both performers and technicians throughout.
10. Create a pre-marked pathway entrance and exit in and out of the theatre to limit large groupings.
11. Consider selling tickets with designated arrival times to stagger numbers of people entering the auditorium at the same time. Utilize ushers to dismiss audience members row by row to limit numbers of people exiting at the same time.
12. Small plays, commedia, Greek theatre and docudramas can be considered; which allow for creative social distancing and masked work.
13. A socially distanced performance may be live streamed so that audience members may attend virtually.
14. A socially distanced performance may be projected on a building wall to allow for socially

				distanced outdoor attendance.
				Visual Art 1. Students should receive explicit instruction for proximity to others during conversational dialogue. 2. Do not gather students for group discussions or demonstrations; use technology to project demonstrations. 3. Use outdoor classroom space whenever available to allow for whole group instruction.

		Materials	Procedures to limit the sharing of materials among students.	**All** 1. Provide space for storage of individual students work, materials and/or instruments. 2. Avoid sharing of physical materials.
				Dance 1. Avoid use of mats, equipment, props a. If used, avoid sharing b. If shared, wipe down and sanitize after each class
				Media Arts
				Music (Classroom General/Technology) 1. Use individual mouthpieces, percussion mallets and sticks. 2.
				Music (Instrumental) 1. Use individual mouthpieces, percussion mallets and sticks. 2. To the extent possible, students should use their own music and own personal stand in rehearsals and concerts. 3. In order to reduce possible transmission through the sharing of chairs, students (other than bassoons and tubas) should be encouraged to stand in rehearsals and performances. 4. To the extent possible, students should not share instruments. If instrument sharing is absolutely required, then instruments should be thoroughly sanitized according to the strictest standards possible. Instrument hygiene resources can be found here.
				Music (Vocal) 1. Provide individual folders of music as opposed to shared folders in folder racks. 2. Consider electronic delivery of musical scores to iPads, taking into account all copyright laws. 3. Music can be projected on a screen for all students to view. 4. Delay assignment of school-owned uniforms. Make use of individually owned items such as program choir shirts for group performances. 5. The use of microphones must be carefully designed to eliminate sharing.

Theatre

1. Provide (purchase) enough scripts and materials so that students do not have to share. Consider digital access.
2. Consider use of digital scripts (that honor copyright restrictions).
3. Provide instructions for proper sanitizing of ipads, tablets, phones and laptops.
4. Plan funding for
    a. production rights to copyrighted scripts, consistent with a planned production schedule either virtual or in-person
    b. subscriptions and access to web-based content that supports general and advanced theatre classes, either in-person or virtually.
    c. textbook/resource adoption and updates for specialized resources, particularly those that meet your virtual teaching needs
5. Avoid sharing of makeup, costumes, wigs or microphones.
6. Use costumes that can be laundered after each performance.
7. Limit food consumption to water; with a water bottle provided for each student and clearly labelled with their name.
8. Gloves and protective gear should be used as appropriate while handling lighting equipment, rigging, etc. and students should not share protective gear.
9. Creative use of space and set design can employ projections, minimal set pieces and washable set items to minimize construction, avoid set changes and make sanitizing easier.

Visual Art

1. Bring out new materials for each new group of students; students should not share from a community basket of materials if possible.
2. Scaffolding of assignments may need to occur to reflect material quantities and availability.
3. Storage of student work:
    a. Store student work in class folders, but classes should be separated from one another to allow time between handling.
    b. For example: Do not store all of one grade level together to avoid contamination of art papers from a previous group.
    c. At higher levels, students should maintain an artwork folder or portfolio that is carried with them to and from class to avoid storage contamination.

		Communal Settings	Procedures for the safe use of cafeterias and other congregate settings. Methods of staggering the use of communal spaces and hallways and ensuring regular cleaning.	**All** 1. Strategic scheduling should occur to limit the number of students in the hallways when entering and leaving classrooms/rehearsal spaces. 2. There should be no congregating in common areas for backpack pickup and drop-off.
				Dance 1. Students should wear their dance clothes under their regular clothes to limit the need for occupancy of dressing rooms. 2. Dancers should not congregate outside the studio between classes or rehearsals
				Media Arts
				Music (Classroom General/Technology)
				Music (Instrumental) 1. Assign students to specific areas of communal areas 2. Stagger number of students in communal areas 3. Live stream performances with limited audience, limited ensembles, etc.
				Music (Vocal) 1. Live streamed concerts with limited audience for family members 2. Small group singers might be featured along with the full choir 3. If school concerts involve multiple ensembles, consider multiple performances with a reduced number of ensembles and small groups.

			Theatre 1. Theatre performances can adhere to social distancing rules by staggering seating and pre-sales of tickets planned around blocked off sections of seats. One way of calculating acceptable audience attendance based on house capacity is to use the following tool to ensures 6-foot social distancing (https://www.banquettablespro.com/social-distancing-room-space-calculator) 2. Encourage social distancing at all events- even outdoor events- through signage, pre-performance announcements, reserved or ushered seating and program notices. 3. Consider scheduling additional performances over a longer period to allow for more community members to attend and to make up for lost revenues due to smaller individual attendance. 4. Seek a partner arrangement with another school or community-professional theatre with a larger seating capacity, or consider producing a show outside, if space and the weather make it possible. 5. School districts should include theatre teachers in the planning process for any class scheduling times and scheduling of large group areas to take into account the needs of productions and theatre classwork.
			Visual Art

		Faculty Prep	Schedules for training all faculty and staff on the implementation of the Health and Safety Plans before providing services to students.	**All** 1. Provide sufficient time for arts teachers to map out ways in which they will enact the district's larger reopening plan. 2. Develop plans for lock-down and fire/evacuation drills that provide for social distancing. 3. Provide synchronous/asynchronous training to all staff throughout summer months. 4. Consider changes to curriculum should a staggered attendance pattern be adopted.
				Dance
				Media Arts
				Music (Classroom General/Technology) 1. Music coordinators should specifically train music staff as the music room has unique circumstances. 2. Training should begin prior to the start of school for students and regroup monthly to review and adjust procedures.
				Music (Instrumental) 1. Music coordinators should specifically train music staff as the music room has unique circumstances. 2. Training should begin prior to the start of school for students and regroup monthly to review and adjust procedures.
				Music (Vocal) 1. Music coordinators should specifically train music staff as the music room has unique circumstances. 2. Training should begin prior to the start of school for students and regroup monthly to review and adjust procedures.
				Theatre 1. Schedule virtual PD days in which educators may attend workshops specific to the needs of their students. Consider asynchronous training modules. 2. Utilize theatre, communications and film staff and theatre students to help design and deliver health and safety PSA's through school communications channels such as daily announcements, school television or broadcast studios and school websites.

				Visual Art 1. Art coordinators should specifically train art staff as the art room has unique circumstances. 2. Training should begin prior to the start of school for students and regroup monthly to review and adjust procedures.

		Visitors & Volunteers	Processes for identifying and restricting non-essential visitors and volunteers.	**All** 1. Only necessary personnel will be permitted; this includes student teachers and parents with assigned roles. 2. Have a list of necessary visitors, those not on the list are not granted access. 3. Volunteers must meet mandated safety guidelines (mask, gloves for technology or antibacterial products for safe use of shared technology between class periods, etc.). 4. Parents will pick up students outside. 5. Protocols for audiences attending performances while social distancing will need to be developed if in person performances/exhibits are permitted. This will include identifying the backstage routes and staging areas for the performers.
				Dance
				Media Arts
				Music (Classroom General/Technology)
				Music (Instrumental)
				Music (Vocal) 1. Only necessary personnel will be permitted; this includes student teachers and parents 2. with assigned roles.

			Theatre 1. Require volunteers—parents, ushers, box office staff, etc.-- to follow the same safety guidelines as all other school personnel. 2. Follow school and district procedures. This may require training of additional personnel to help monitor, especially outside of school hours. 3. Require all students/patrons to a. undergo temperature checks before entering the theatre. b. wear masks throughout the performances. c. follow a pre-marked pathway of entrance in and out of the theatre. 4. Eliminate concession sales. 5. Advise students and/or audience members to limit clustering in groups before the production begins, during intermission, and afterwards. 6. Non-essential visitors can be prohibited by limiting rehearsals, classes and production activities to only the students, staff and pre-screened volunteers.
			Visual Art 1. Non-essential visitors should avoid participation in the art room or art related activities. Art helpers and parent volunteers should not take place at this stage. This includes volunteers that assist with art displays in hallways as well as the classroom.

	Transportation	Protocols for adjusting transportation schedules and practices to create social distance between students.	**All** 1. Eliminate need for non-essential bussing. a. Suspend field trips b. Have students participate in on-campus events only. 2. Split students into A/B groups thus having a 50% capacity for both busing and cafeteria. 3. Develop bus transportation groups by household and bus route. 4. Limit number of students on buses. 5. Utilize parents driving students to off-campus events (secure appropriate permissions).
			Dance
			Media Arts
			Music (Classroom General/Technology)

				Music (Instrumental) 1. Limit number of students on buses. 2. Utilize parents driving students to off-campus events (secure appropriate permissions).
				Music (Vocal)
				Theatre 1. School districts should include theatre teachers in the planning process for transportation needs so that rehearsal times can be staggered around school wide transportation schedules. 2. Theatre teachers can involve parents in the planning of rehearsal schedules to minimize any need for shared rides.
				Visual Art 1. Avoid field trip transportation by providing virtual art tours.

Parent Communication	System for ensuring ongoing communication with families around the elements of the local Health and Safety plan, including ways that families can practice safe hygiene in the home.

All

1. Provide updates to parents regarding changes to protocols when public events are once again being held.
2. Educate families on health rules and expectations through messaging as follows:
    a. school or program website.
    b. social media channels.
    c. online ticket purchasing.
    d. emails and push notifications.
3. Monitor student mental health during this time through informal check ins.

Dance

Media Arts

Music (Classroom General/Technology)

Music (Instrumental)

1. Create a music department plan & guidelines to reopening school designed to instruct parents on unique responsibilities students in the music program might have that are in addition to those outlined by the school district.

Music (Vocal)

1. Utilize websites and social media accounts to encourage digital community engagement.
2. Prepare to supply the community with recorded performances for traditional events

Theatre

1. Provide specific information about personal, curricular, extracurricular, and live performance (when allowed) procedures and expectations for students and audience members.
2. Develop and disseminate instructions for parents/guardians and students on any additional guidelines for safe involvement in theatre programs in addition to those outlined by the district/school.

Visual Art

1. Include unique art classroom protocols as part of ongoing family and school communications.