



Arts & Physical Education Re-Entry

A DISCIPLINED APPROACH TO ACTIVE
AND CREATIVE LEARNING

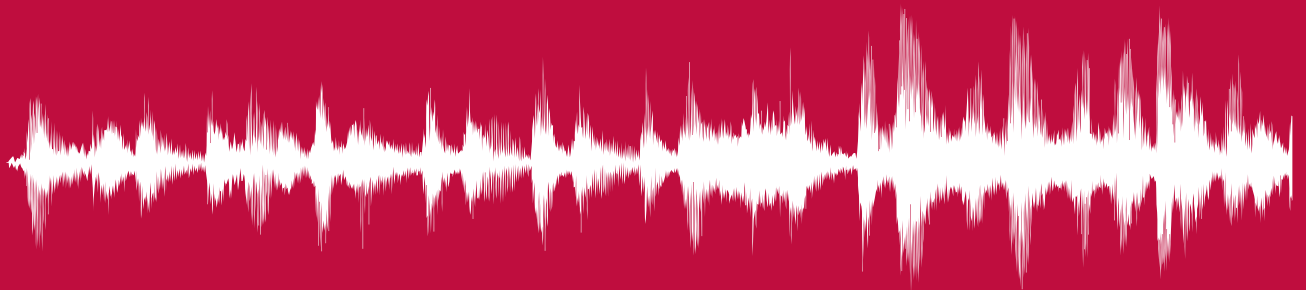


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Introduction

In June of 2020, the Arizona Department of Education released the [Arizona Arts and Physical Education Re-Entry Guidelines](#) as part of the [Roadmap for Reopening Schools](#). These guidelines provided an operating framework to contextualize the unique arts and physical education considerations that local education agencies (LEAs), all districts and charters, should consider when reopening schools. The June guidance provided general considerations but lacked specific examination of each artistic discipline and physical education environment. The following guidance, *Arts & Physical Education Re-Entry; A Disciplined Approach to Active and Creative Learning* aims to provide greater detailed specificity for schools around arts and physical education classrooms. Content-specific sub-committees organized this guidance in accordance with national recommendations, CDC guidelines, and an awareness of Arizona teacher and student needs.

Each section of the *Disciplined Approach* guidance was created by an independent sub-committee with the unique considerations of the content-area and student learning standards in mind. We recognize that the knowledge and awareness surrounding COVID-19 is constantly evolving; however, this collection of resources is intended to connect LEA leaders and Arizona Arts & Physical Education instructors to the guidance they will need to help make informed decisions throughout the coming year and beyond.

We understand that a Well-Rounded Education (as defined under the ESSA) includes Visual and Performing Arts and Physical Education as essential to the social/emotional and academic well-being of every student ([AZ Arts & Physical Education Re-entry Guidance](#)). ESSA also defines access to a well-rounded education as a student's civil right, and Arizona Administrative Code [R7-2-301](#) requires both Arts and Physical Education instruction for K-8 students. These subjects are essential to the overall growth and wellness of our students and the *Disciplined Approach* guidance was designed to help understand the "how" behind inclusion, implementation, continuation, and expansion of these important educational experiences.

This document is not intended to serve as a legal document, and the recommendations will need to be adjusted as updated scholarly research becomes available. The following statements are true to all recommendations gathered:

1. These guidelines do not replace or contradict the guidelines issued by the Centers for Disease Control (CDC) or your state or local public health departments regarding the timing or protocols for how schools should operate in our new normal of education.
2. Every LEA is handling the pandemic differently. It is recommended that concerns in regard to class size, leveled curriculums and scheduling be considered in your planning based on individual district considerations.
3. The following guidance is based on national recommendations produced by professional education organizations representing Arts and Physical Education.

4. LEAs should assign specific staff to be aware of and remain current on research and the changing recommendations of national guidelines regarding COVID-19 in the Arts & Physical Education classroom.
5. All guidelines should be modified to ensure English language learners and/or students with special needs, accommodations, or behavior plans are able to be successful in the Arts and Physical Education learning environments.

With the shared understanding that our collective knowledge of COVID-19 is evolving, the risk of COVID-19 spread increases in school settings as outlined in the following logic model. Each LEA will navigate instructional settings based on local needs, numbers of new infections, and state/federal recommendations:

Lowest Risk: Students and teachers engage in **virtual-only classes**, activities, and events.

Moderate Risk: Small (as defined by the LEA) **in-person classes**, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain **at least 6 feet apart** and do not share objects (e.g., **hybrid virtual** and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).

Highest Risk: Full sized (as defined by the LEA) **in-person classes**, activities, and events. Students are **not spaced apart**, share classroom materials or supplies, and mix between classes and activities.

Regardless of how instruction is delivered to meet school health needs, each artistic discipline and physical education class can be modified to ensure continued education for Arizona students and compliance with state and national expectations in the coming year. These subjects remain essential to the emotional and academic success of Arizona students. This guidance outlines how schools can innovate for their safe delivery.

As an important note, while it is clear that both Arts and Physical Education are vital to the overall social, emotional and academic health of our students, all LEAs must not neglect the social and emotional needs and considerations of teachers and staff. We have each experienced the current reality in a unique and personal way, and effort should be sustained to allow for the successful mental transition back into the physical school building for our entire education community. Health and wellness cannot be effectively modeled or implemented if we do not create space for our educators and support staff to feel safe and supported as well.

Note: This document is based on the latest available information and updates will be made when appropriate to provide arts educators with the most accurate and up to date information.

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A “Roadmap” to Reentering Arts and Physical Education Classrooms

All Arts & Physical Education teachers can leverage Arizona state standards to design learning experiences to meet the safety needs of students in both in person and distance learning settings. Although the “how” of the traditional ways in which instruction has been delivered for Arts and Physical Education teachers will undoubtedly look different in the fall, these educational experiences remain essential to the social and emotional well-being and well-rounded education for all Arizona learners including Gifted and Talented, English Language Learners and Special Education students.

Artistically Literate Students

The goal of Arts education is to develop students’ artistic literacy. In the Performing Arts disciplines of Dance, Music, and Theatre and the Visual Arts disciplines, including Media Arts, the artistic processes of creating, performing/presenting/producing, responding, and connecting as outlined in Arizona state standards provide educators with significant flexibility in how students develop this literacy.

Physically Literate Students

The overarching goal of physical education is to ensure that school-aged youth become physically literate individuals who possess the skills, knowledge and dispositions to lead active lives. The development of physically literate students as outlined in Arizona state standards provides educators with significant flexibility in how students become physically literate.

This document allows leaders and educators to access areas of interest. Recommendations are organized around the topics of:

- Teaching and Learning
- Accommodations
- Physical Distancing
- Materials and Supplies
- Sanitization Considerations
- Staffing & Scheduling
- Professional Learning

The Resources Page of consulted works in each discipline can be found at the end of this document.

Recognizing that each arts and physical education classroom is different, there are overarching commonalities that should be implemented for each class environment regardless of instructional subject.

Teaching and Learning

- Prioritize familiarization with online modalities (workspaces and logins, etc.) at the beginning of the school year in preparation for any potential remote learning scenarios.
 - Zoom, Flipgrid, Canvas, email, school approved social media, LMS Platforms (Microsoft Teams, Google Classroom / Google Suite) etc.
- Prioritize an orientation period to normalize the use of multiple means of stakeholder (parents, students, teachers) communication, availability, and best practices through online means before a potential switch to remote learning.
 - Zoom, Flipgrid, Canvas, school approved social media, LMS Platforms (Microsoft Teams, Google Classroom / Google Suite) etc.
- Avoid contamination issues by avoiding the distribution of physical materials.
 - Maximize use of digital materials instead of print.
- Empower students to explore and find solutions independently and consider the role of teacher as curator/facilitator of experiences.
- All Arts and Physical Education classes should continue to be offered, utilizing the Arizona State Standards, to provide well-rounded education for all children.
- Arts and Physical Education learning and goals may be adjusted, student outcomes may be altered, and curricula may be modified through collaborative work by professional educators to ensure continued instruction for all students in all areas.
- LEAs should provide an instructional platform and educator training for digital instruction with special consideration of multiple electronic devices, including cell phones, to ensure students' accessibility to instruction.
- There should not be consequences for missing class, rehearsal or practice while sick.

Accommodations

- All teaching can be re-designed to allow effective learning in the safest way possible.
- Group work (ensembles, group sports) can be conducted on a smaller scale or through blended learning approaches when necessary to limit student exposure.
- LEAs should provide time for educators to research, review and adapt distance learning resource materials that are available to Arts and Physical Education teachers through national professional organizations.

Physical Distancing

- Space and/or classroom size should accommodate social distancing of six feet minimum between students. Use the [Social Distancing Room Space & Capacity Calculator](#) as a resource.
- Classrooms should plan for student directional flow and singular traffic patterns.
- Strict attendance records should be maintained (in case of need for contact tracing) for full classes, rehearsals and small group work, including specific staff members present.

- Working within state and site guidelines, teaching staff should be allowed to conduct wellness checks as needed and follow protocol if a student displays symptoms. (**See Appendix A** for an optional wellness check resource.)

Materials and Supplies

- To the fullest extent possible, student materials should not be shared. This may require funding to provide additional materials that previously would have been shared.
- Each subject should determine the list of student materials and supplies required and provide this list to parents upfront, with support provided for those families in need.
- Individual students should bring their own water bottles and access to water bottle refilling stations should be provided.

Sanitization Considerations

- Classroom sanitation & safety procedures should mirror school procedures and include:
 - Masks should be worn according to state and local guidelines.
 - Hand sanitizer should be provided for use prior to anyone entering and upon exiting classrooms or rehearsal space. This may require funding to provide all teachers with adequate supply for their needs.
 - LEAs should provide and ensure properly ventilated rooms.
- Arts and Physical Education Instructors will need time and supplies to sanitize and disinfect materials and workstations between classes.
- Additional support staff may be needed to assist with student transitions or sanitization processes. If using shared materials or equipment, instructors will need time, supplies, and possibly additional assistance to sanitize all materials prior to new student use.

Staffing & Scheduling

- Specialized Content Instructors (Arts and Physical Education) are best utilized within their certified instructional areas and should teach the Arizona academic standards in their assigned content specialty.
- Support roles and extra duty responsibilities should be assigned equitably across the entire school staff.
- If students are unable to travel to Arts/Physical Education-specific instructional areas, instructors may be asked to teach in classroom settings. If this is necessary, time, supplies and collaboration with co-teachers should be provided.
- LEAs should consider flexibility in absence policies for teachers and staff.

Professional Learning

- All educators should be included in professional development related to COVID19.

- Inclusion of content experts in all discussions developing protocols for facilities, sanitation, and more.
- PD for sanitation protocols that align with LEA expectations and national guidance. This PD should be delivered by the LEA Building Services leadership or outside expert consultant.
- PD for health monitoring protocols as required by the LEA, such as temperature monitoring and maintenance of health records. This PD should be delivered by the site or LEA health leadership (i.e. Nurse) or outside expert consultant.
- Provided time and access to experts on emerging research and updated guidelines as local, state, and national levels continue to update information.
- Continuous evaluation of current protocols and practices to identify areas of refinement that support safety guidelines.
- Arts and Physical Education teachers should be provided discipline-specific professional development and regularly scheduled job-alike learning communities to effectively grow their practices for in-person, hybrid, or distance learning settings.

Arts and Physical Education Instructors are essential to the development of the whole child and should be given the same considerations any other teacher would be given. Participation in arts and wellness activities become even more vital to all students and all communities during these challenging times.

Choral / Vocal

Choral / Vocal students use the human voice as their vehicle of expression to navigate through the artistic processes of Creating, Connecting, Responding, and Performing/Presenting. The following guidance contains reentry considerations relevant to Choral and Vocal Education. This section is written from the perspective of local choir/voice educators and arts coordinators as guidance for local LEAs, principals, administrators, educators and local school boards specific to PreK-12 Choral/Vocal programs for use during the pandemic restrictions.

Teaching and Learning

- Vocal Music educators should follow [National Federation of State High School Associations singing recommendations. \(1-Page Preliminary Recommendations\)](#)
- LEAs should provide resources and time for training for Vocal Music educators to utilize digital resources such as purchased online instructional tools and recorded vocal tracks and lessons, incorporating technology into in-person and online Music classes.
- Focus on increasing student independent learning by building all students' technical skills and music fundamental knowledge to increase the overall competence of music literacy and analysis. This might include a focus on music history, score analysis, fundamental musical elements, composer's intent, analysis of recorded performances, etc., based on Arizona State Standards for Music: Performing Ensembles.
- Consider selecting solo and small ensemble repertoire for study.

- Work to support a successful mindset for solitary and/or small ensemble singing in all students, regardless of ability.
- Support positive social and emotional outcomes for students by exploring opportunities to promote ensemble, equity, community, culture, and relationships.
- Stay up to date with research and national guidance to educate students, families and communities about safety concerns specific to singing and how it relates to airborne pathogens.

Accommodations

National Music Associations have developed specific recommendations for Music Educators to guide accommodations in a variety of classroom settings. Refer to the following documents for specific examples:

- This document provides detailed recommendations specific to grade levels and instructional models:
[COVID-19 Response Committee Report](#) - American Choral Directors Association (ACDA) Specific vocal recommendations begin on p. 23.
- This document provides general recommendations for choral and instrumental music:
[Fall 2020 Guidance for Music Education](#) - National Federation of State High School Associations (NFHS) & National Association for Music Education (NAFME) Specific vocal recommendations begin on p. 6.

Physical Distancing

- Floors/seating should be marked for student positioning to allow for physical distancing.
- Where teachers share a classroom, individual desks, music stands, or workstations should be provided for each teacher.
- Teachers should explore alternative seating including having students with high-risk concerns sit in the very back row, so they are less exposed.
- When rehearsal is determined safe by national research or change in the virus conditions, Conductors should face performers from 10 to 20 ft. away from the first row of singers.
- If singing is permitted, LEAs should consider providing and installing plexiglass shields between the conductor and the musicians. The same accommodation should be made for accompanists or instrumentalists.
- Performance possibilities and parameters should be determined by the LEA following CDC and National Music Organization recommendations.
- Students choosing not to perform for health and safety reasons should not be penalized.
- When not safe to perform, teachers and students may explore digital collaboration to present their artistry as a safe alternative.

Materials and Supplies

- Use digital tools such as laptops, tablets, and cell phones for available technology to study online choral resources. Follow local guidelines to determine if students may bring paper copies of choral scores to class.
- LEAs should review [Copyright Guidance](#) regarding music and how it is shared in digital formats. Educators are expected to follow appropriate guidance in all activities. This may require additional purchase of individual scores or licenses.
- Choral uniforms or uniform pieces (hats, gloves, etc.) should not be shared by students.
- Uniforms should be cleaned prior to distribution.
- The clothes required for rehearsals and uniforms for performance should be worn upon arrival and immediately return home for cleaning following the event. Follow the Locker Room (changing) and laundry (cleaning) guidelines for your site.
 - Consider altering your “uniform” to commonly available clothing or a unifying item (i.e. Choral group t-shirt) that each performer can independently manage the cleaning routine for and can be stored at home by the student.
- Where possible, students should bring their own supplies and/or materials.
- Recommended: Masks and/or face shields for students and educators required to align with LEA, local, state, and CDC guidelines.

Sanitization

LEAs should:

- Provide daily cleaning of any equipment used by the teacher and/or school staff.
- Provide supplies and time for cleaning of any shared student furniture or materials between student use.
- Ensure safe air circulation in classroom, rehearsal, and performance spaces.
- Provide hand sanitizer or hand-washing stations in the rehearsal/classroom area.

Staffing and Scheduling

- Class sizes should follow the LEA designated student-to-teacher ratio in order to allow for social distance.
- Scheduling for Vocal Music/Chorus should be done in collaboration with the school-based Vocal Music educators(s) and the administrator of scheduling.
- If breaking out into sectionals or small groups, the same staff person should consistently interact with an assigned group.

Professional Learning

Providing ongoing education of all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive discipline-specific learning opportunities allowing them to continue teaching safely within their content areas across all learning environments including in-person classes, hybrid models, and online/virtual.

All LEAs should strive to provide regular and consistent growth opportunities for Vocal Music staff by:

- Providing professional training for Vocal Music educators to effectively utilize distance learning tools that include instructional strategies, online textbooks, and resources provided by the LEA.
- Providing professional learning for Vocal Music educators regarding the use of appropriate technology and resources with an arts-focus for implementation.
- Providing Vocal Music educators with time to collaborate with National and State organizations; e.g., Arizona State Department of Education, National Association for Music Education (AMEA), American Choral Directors Association (AzACDA), American Orff-Schulwerk Association, Organization of American Kodaly Educator, and others to engage in professional development opportunities that support best practices for developing content in a remote learning environment.
- Providing time and support to Vocal Music educators to deepen their understanding and practice of social and emotional learning centered in the Arts and culturally responsive Arts Education.

Dance

Dance students use the human body as their vehicle of expression to navigate through the artistic processes of Creating, Connecting, Responding, and Performing/Presenting. The following guidance contains reentry considerations relevant to dance education. This section is written from the perspective of local dance educators and arts coordinators as guidance for local LEAs, principals, administrators, educators, and local school boards specific to PreK-12 Dance programs.

Teaching and Learning

Dance teachers should:

- Consider a “Flipped Classroom” curriculum to allow students to complete physically exerting movement components at home during periods of high risk.
- Consider concentrating on dance history, vocabulary and individual projects during periods of high risk or distance learning.
- Access and address Connecting and Responding in the Arizona State Dance Standards to create modified lessons. **(See Appendix B.)**
- Consider revision in the dance syllabus to accommodate Covid restrictions in both in-person and online learning.
- Connect with students who are absent by making a video recording, link or another type of makeup work option available
- Provide suggestions and guidance to students for proper attire and additional materials necessary in the syllabus (i.e. Hand towel, water bottle, dance shoes, proper hygiene).

- Locker room access should be restricted to restroom and hand washing use only. Dance students should arrive dressed appropriately for a physically active class.

Accommodations

- Performance possibilities and parameters should be determined by the LEA following CDC and National Dance Organization recommendations.
- Students choosing not to participate in public performances for health and safety reasons should not be penalized.
- Dance Room:
 - As the virus is thought to be less virulent in humid conditions, monitor air conditioning and encourage a more humid environment.
- Criteria for participation in dance classes:
 - Follow all state, local and site guidelines for safe participation in-person learning.
 - No signs or symptoms of COVID-19 (**See Appendix A**) in the past 14 days.
 - Dancers who are quarantined should be advised to continue to train at home, if able.
- Music
 - Recorded music is the safest alternative. A working sound system should be provided in all Dance studios.
 - LEAs should consider providing a classroom headset microphone with the sound system to amplify the dance teacher's voice. Each teacher should have their own headset to prevent cross-contamination.
 - Sound equipment should be cleaned before and after use.
 - Educators should consider the volume of music. The louder the music, the louder the instructor will have to project, potentially causing droplets to travel further.
 - If utilized, live musicians should be assigned to a consistent studio to limit social exposure and ease sanitizing concerns. Stationary instruments should be cleaned appropriately between musicians.

Physical Distancing

- Dance teachers will adjust curriculum according to their classroom space to maintain social distancing guidelines. Consider using alternate spaces for traveling movement or across the floor (outside, stage, cafeteria, gymnasium, auxiliary gymnasium, lobby areas, etc.).
- Dance room doors are to be propped open so as to minimize surfaces to be touched and for suitable ventilation in the dance room. This should be balanced with the understanding that humid spaces may be safer to dance in.
- Dance teachers, musicians, and students should follow state and LEA policies and wear masks and/or gloves as advised.
- Depending on the size of the dance space and determined number of students, proper layout of the classroom will need to be made to follow social distancing guidelines.
 - Barre:

- Dancers need to stand at least 6 feet (2 meters) apart or 43 square feet (4 square meters).
 - Mark with tape or some other indicator.
 - Wipe down the barre before and after each use.
 - Dynamic exercises with larger movement should be avoided to minimize air turbulence in the room.
- Center Work
 - For stationary center work, dancers should be able to maintain 8-10 feet distance.
 - Normal breathing should be encouraged over forced breath cues, as forced exhalation spreads larger droplets farther distances.
- Across the Floor
 - Dancers should avoid following right behind each other; it is safer to work next to each other. If dancers travel directly behind each other, they are in the slipstream where droplets remain suspended. To avoid contact, dancers need to allow even further distance.
 - Dancers should maintain 6 feet distance apart standing side by side in one line and allow each group to complete the combination to the end of the room before the next group starts.
 - Dancers should be reminded to maintain a distance of at least 6 feet when waiting to go across the floor and after completing the combination.
- Transition
 - High School Dancers that are waiting for entrance/attendance into the dance room/stage for class will maintain appropriate social distancing guidelines (6 feet apart).
 - K-8 Dancers will be escorted by the classroom teacher or a designated staff member to the dance room maintaining appropriate social distancing guidelines (6 feet apart).
 - Avoid dancers congregating before or after class.

Materials and Supplies

- Cleaning supplies and hand sanitizer, supplied by LEAs, must be enough to maintain a safe working environment with cleanings multiple times/day. Refer to the [CDC Disinfecting Guidelines](#).
- Students will supply their own water bottles. Water refill stations should be provided.
- There should be no sharing of shoes or personal clothing or items between dancers.
- Dance teachers should develop a safe plan for costuming for performances.

Sanitization

- When scheduling, administration should allow at least 10 minutes between classes to allow for cleaning.

- LEAs should supply adequate amounts of the necessary cleaning supplies for frequent sanitization.
- Teachers and dancers are responsible for cleaning equipment. Teachers will distribute and monitor the cleaning supplies. Appropriate maintenance staff members should also be responsible for cleaning and maintaining the classroom on a regular basis
- Immediate cleaning of the dance room floor and equipment (i.e. Sound Systems, Yoga Mats, Yoga Blocks, Ballet Barre, Mirrors, Therabands) is required following each student's use.
 - Touch areas need to be specifically attended to such as, door handles, ballet barres, copy and fax machines, stair railings, and bathrooms/dressing room areas.

Staffing & Scheduling

STAFFING

- Class sizes should follow the LEA designated student-to-teacher ratio in order to allow for social distance.
- Extracurricular dance programs should also be maintained as much as possible to support growth in order to sustain offering dance education.

SCHEDULING

- Scheduling should be fair and equitable across disciplines maintaining a well-rounded learning environment for all students.
- Schools may consider adjusting duty rosters to provide coverage to ensure the supervision of areas are maintained while disinfecting protocols are completed between classes.
- Considerations for completing disinfecting protocols between classes may affect transition times.

Professional Learning

Providing ongoing education of all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive discipline-specific learning opportunities allowing them to continue teaching safely within their content areas across all learning environments including in-person classes, hybrid models, and online/virtual.

All LEAs should strive to provide regular and consistent growth opportunities for Dance Education staff by:

- Providing Dance teachers with content specific professional development and adequate time for researching, planning and implementing distance learning, blended learning, hybrid learning and/or flipped classroom instruction.
- Providing time and opportunity for teachers to collaborate through Dance Professional Learning Communities (PLCs) to develop modified lessons, provide instructional support and collaborate on the new foundations of social distancing classroom environment.

General Music

General music students explore sound as their vehicle of expression to navigate through the artistic processes of Creating, Connecting, Responding, and Performing/Presenting. The following guidance contains reentry considerations relevant to general music education. This section is written from the perspective of local general music educators and arts coordinators as guidance for local LEAs, principals, administrators, educators, and local school boards specific to PreK-8 General Music programs.

Teaching and Learning

- Instruction should focus on music literacy, movement, instrumental performance, audiation, composition, improvisation, etc. as detailed by grade level in Arizona State Standards for General Music Education.
- Group and individual singing indoors should be avoided until mitigation techniques are proven effective (NAFME 19 June 2020).
- Alternatives to Singing for in-person classes:
 - Music standards are written in such a way that standards based music education can be delivered by changing the medium from traditional singing to other mediums mentioned (speech, instruments, movement, etc.)
 - Humming as a tool to teach vocal control and the development of aural skills with the intent to return to singing when feasible.
 - Audiation (the process of comprehension and internal realization of music, or the sensation of an individual hearing or feeling sound when it is not physically present, i.e. singing in your head.)
 - Pre-recorded instructional singing
- At the time of this writing, research about the safety of using recorders has been inconclusive. With this in mind, it is recommended to wait to use recorders in the classroom until more data becomes available.
- Remote Learning
 - Provide remote instruction equitably for all students.
 - Give consideration to the large number of students music teachers serve grouping students by grade level for instruction and assessments.
- Hybrid Learning
 - Ensure that important concepts are prioritized for an in-person experience. Online activities should be supplemental or used as enrichment.
 - Pacing and planning should take into account students who are participating at home in addition to in-class students.

Accommodations

- Health/Safety Considerations
 - Proper room ventilation and air filtration should be provided and maintained.

- Continue to wear face coverings in accordance with city and state guidance.
- Room Set-up: **NOTE: If the music room is not large enough to accommodate social distancing, discuss other options with your administration (e.g. traveling, alternate classrooms, outdoor instruction).**

The following is a sample of a classroom with modifications based on suggested guidance from works consulted:

- Space the classroom into a 6' perimeter from the wall for the teacher to navigate.
- If there are no chairs or tables each student should have a clearly marked sit/stand spot with a 6' circle brightly marked with floor tape/velcro indicating a safe space for movement activities and instrumental playing.
- Students should face predominantly towards the front of the classroom to limit exposure from viral particles.
- Students should be expected to go directly to their assigned circles upon entry.
- All musical equipment inside the student circles is specific to that circle and individual. Everything is sanitized at the end of class.

Physical Distancing

- Limit class sizes (number of students) to accommodate for social distancing and equipment use.
- Provide marked off areas for students to move within that are spaced appropriately.
- Movement
 - Indoor movement activities should focus on non-locomotor movements. Contact between students should be avoided.
 - Body Percussion
 - Partner and group contact should be avoided.
 - Folk Dancing
 - Limit movement activities to personal experiences inside the marked student area. Line, circle, and other social dances should only occur while maintaining a proper distance.
 - Consider low physical intensity as rigorous movement could increase the aerosol spread and create airflow difficulty with face coverings.
 - Outdoor movement activities for greater social distancing and improved ventilation should be considered as alternatives, weather permitting.

Materials, Supplies, and Sanitization

- Minimally Shared Equipment and Materials (The following are recommendations of possible instruments and resources that are easy to sanitize and can be distributed to students as close to an individual basis as possible.) LEAs should provide funding to support materials for families in need.
 - Rhythm sticks or affordable chopsticks as an alternative
 - Egg shakers

- Rhythm surface for drumming (practice pads, carpet, rubber, etc.)
- Glockenspiels and mallets (preferably hard rubber due to ease of cleaning)
- Tubano or hand drums
- Plastic-bodied ukulele or other synthetic-bodied ukuleles
- Boomwhackers
- NOTE: Some classroom instruments should not be implemented due to the destructive nature of repeated sanitization due to the fact they are made of wood (i.e., xylophones, violins, ukuleles, guitars).
- Consider providing students with a bag of personal music supplies to bring to music classes (e.g., lapboard, dry-erase marker, sock eraser, tissues, hand sanitizer, scarf movement, puppet/small beanie, chopsticks, shaker egg, small manipulatives, etc.)
- Encourage a personal set of instruments that students do not share if possible, including but not limited to: ukuleles, rhythm sticks, hand drums, mallet instruments, small hand percussion, Boomwhackers, etc.
- Physical/paper worksheets, sheet music, and manipulatives that cannot be sanitized should be avoided.
- Any shared materials need to be sanitized after every use. Proper sanitizing chemicals and soaps, provided by LEAs, should be implemented on all surfaces. [COVID19 Instrument Cleaning Guidelines](#) should be considered along with general music-specific procedures for materials that schools have on site including:
 - Movement props - Movement props should not be shared, due to their difficulty to properly clean.
 - Puppets - Only used by the instructor, no student use unless each student has their own personal item.
 - Manipulatives - Use hard plastic manipulatives that are easily wiped down, or washed with soapy water.
 - Sheet music should not be distributed to students unless it stays with them for personal use. Materials of this nature should not be recollected. Educators must uphold copyright practices.
 - Provide separate bins for clean instruments and used instruments (if not sanitizing immediately following class).

Staffing & Scheduling

- Class sizes should follow the LEA designated student-to-teacher ratio in order to allow for social distance.
- Schedules need to be created in a manner to allow the teacher time to sanitize and reset materials between classes. A minimum of 10 minutes between each class period is suggested. If this is not feasible, then extra staff must be provided to assist with sanitization needs.

Professional Learning

Providing ongoing education of all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive discipline-specific learning opportunities allowing them to continue teaching safely within their content areas across all learning environments including in-person classes, hybrid models, and online/virtual.

All LEAs should strive to provide regular and consistent growth opportunities for General Music staff by:

- Providing training for appropriate cleaning and sanitization procedures.
- Providing specific training in music-specific technology, resources, and teaching remotely.
- Providing training in effective core technology and communications software and resources.
- Seeking funding for PLC and PD clinicians and opportunities.
- Providing online PLC gatherings of local content area teachers.
- Encouraging/providing funding for membership to outside music education organizations and PD opportunities.
- If not already available, LEAs should consider acquiring online, standards-based music curriculum resources to supplement in-person instruction.

Instrumental Music: Band, Orchestra, Mariachi

Instrumental music students explore musical instruments as their vehicles of expression to navigate through the artistic processes of Creating, Connecting, Responding, and Performing/Presenting. The following guidance contains reentry considerations relevant to instrumental music education. This section is written from the perspective of local instrumental educators and arts coordinators as guidance for local LEA's, principals, administrators, educators, and local school boards specific to Instrumental Music programs.

Teaching and Learning

- The safety and viability of in-person students playing instruments in class settings should be determined by LEAs in collaboration with their instrumental educators based on information from the CDC and national Music organization guidance.
- Small Chamber ensembles can be used as centerpieces for temporary curriculum modifications.
- Recruiting events will need to possibly move to video presentations instead of in person.

Educators should...

- Use on-line resources, sectionals and private lessons for extra help.
- Use large hallways and/or lobbies for small ensembles.
- Consider using on-line evaluations and formative assessments.

- Consider creating video modules featuring teacher instruction including lectures, demonstration and directed listening experiences for students.
 - Consider equitable access to technology and equipment.
- Consider synchronous and asynchronous large ensemble instruction options.
- Consider pre-recorded or video auditions.
- Consider collaborating with faculty and/or student composers in the creation and performance of new works.
- Consider partnering with guest artists to provide video masterclasses.
- Consult the [Library of Congress](#) - Band Responding Unit (Curriculum Project).
- Consider increasing music literacy by using unison activities utilizing classroom projection (music theory, rhythms/note reading).
- Emphasize musical foundations such as pitch and rhythm, as well as skills-based activities that students can complete with or without an instrument at home. (ie: finger dexterity exercises, pencil bow holds, foundations of vibrato, development of diaphragm and ombasure etc.)
- Encourage student focus on the areas of Responding and Connecting in the Arizona Music Education Standards and on independent music learning.
- Consider setting up recording banks or portfolios for each student using LEA learning management systems.
- Consider exploring use of technology in recording, listening and responding:
 - Ex.: Listen to assigned YouTube links and respond on google forms.
- Educators should be allowed time to explore the use of music technology resources referenced in **Appendix C**.
- If equipment access is an issue or school is completely on-line:
 - Provide opportunities for learning supplements if instruments are not accessible.
 - Encourage schools to investigate and encompass the Arizona artistic processes of creating, responding, and connecting as an alternative to sharing equipment.

Accommodations

- NO shared instruments or other equipment that can transmit aerosols.
- Students do not touch or move other students instruments or supplies.
- Music stands are not shared (one per musician) and are disinfected between classes.
- Students spray their mouthpieces with Steri-Spray at the conclusion of each rehearsal.
- Students are encouraged to provide their own supplies as they are able. When this is not feasible, shared equipment such as mallets, cymbals, and other percussion equipment will be disinfected prior to another student using.
- Encourage wearing cloth face covering as much as possible when not rehearsing, performing, or outside (even when practicing social distancing).
- Limit access to and the number of students in all storage spaces and avoid congregating in common areas.

Physical Distancing

- When rehearsal is determined safe by national research or change in the virus conditions, Conductors should face performers from 10 to 20 ft. away from the first row of musicians.
- A plexiglass barrier should be erected between the conductor and first row if at all possible. If not, a face shield or other barrier should be utilized.
- If playing is allowed, students enter through an assigned door, collect their own instrument and go directly to their assigned seat - following social distancing guidelines.
- Consider outdoor rehearsal, weather permitting.
- Relocate to larger rehearsal space to allow for social distancing, such as gymnasium or auditorium.
- Divide rehearsal into consistent rehearsal cohorts.
- Split large ensembles into woodwinds and brass/percussion and meet separately. Divide the various string sections into smaller groups.
 - Use alternative group recordings once parts are mastered so students can learn in context.
- Students may stand during rehearsal.
- Students choosing not to perform for health and safety reasons should not be penalized.

Materials and Supplies

- LEA's provide specific cleaning supplies for instrumental ensemble needs:
 - Isopropyl Alcohol (70% or higher) - instrument cleaning, cases (interior and exterior), and mouthpieces. Caution as this can cause damage to certain instrument finishes.
 - Steri-Spray for instrument cleaning.
 - Proper sanitization supplies as recommended by CDC guidelines.
- One chair and one stand is provided for each instrument. Sanitized after use.
- The Director's workstation, stand and equipment is not shared between educators unless sanitized between adults.
- Each student should have their own supplies (valve oil, cork grease, etc.) - it should be a 1:1 ratio. This includes sheet music, folders, pencils and water bottles.

Sanitization

- Frequent disinfecting the musical instrument and ensuring students properly maintain their equipment is essential in preventing the spread of COVID-19. Students and teachers should follow the [Instrument Cleaning Guidelines](#).
 - Create a cleaning and disinfecting schedule.
 - Schedule time in the first week to assist students in learning appropriate instrument care and cleaning.
- Consider the process for brass emptying of saliva in multiple disposal areas to maintain floor cleanliness (while maintaining social distancing).

- Frequently used objects in the classroom, including music stands, chairs, door knobs, switches, keyboards, faucets and other applicable objects will be disinfected appropriately by educators and maintenance staff.

Staffing & Scheduling

- Band, Orchestra and Mariachi teachers are essential and most effective when teaching their content area ([Arizona Music Educators Official Statement](#)).
- LEAs and Districts are encouraged to include instrumental teachers in planning class schedules, outside rehearsals and possible performances as allowed.
- An alternate day schedule may be used.
 - Example:
 - Group A rehearses
 - Group B has listening activity, style study, analytical and other non-playing assignments in different spaces or remotely.
- Staff members must demonstrate and model appropriate safety precautions at all times. This includes wearing masks, hand cleaning, and social distancing.

Professional Learning

Providing ongoing education of all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive discipline-specific learning opportunities allowing them to continue teaching safely within their content areas across all learning environments including in-person classes, hybrid models, and online/virtual.

All LEAs should strive to provide regular and consistent growth opportunities for Instrumental Music staff by:

- Giving Instrumental Music teachers the time and opportunity to attend appropriate LEA and school professional development offerings.
- Providing teachers with content specific professional development and adequate time for researching, planning and implementing distance learning, blended learning, hybrid learning and/or flipped classroom instruction.
- Providing time and opportunity for teachers to collaborate with district Instrumental Music Professional Learning Communities (PLCs) to develop modified lessons, provide instructional support and collaborate on the new foundations of social distancing classroom environment.
- Providing time and resources to explore technology platforms that offer quality professional development for Instrumental Music teachers. **See Appendix D**

Marching Band

Marching Band students explore musical instruments and movement as their vehicles of expression to navigate through the artistic processes of Creating, Connecting, Responding, and Performing/Presenting. The following guidance contains reentry considerations relevant to marching band education. This section is written from the perspective of local marching band educators and arts coordinators as guidance for local LEAs, principals, administrators, educators, and local school boards specific to Marching Band programs.

This committee recognizes the diversity of Marching Band programs throughout the state and has developed this document to function across that spectrum accordingly. It is recommended that LEA, site and classroom leadership dialogue to identify top priorities for moving forward. Additionally, Marching Band, as a genre, is an extension of the Band curriculum in the same way as jazz bands, percussion ensembles, chamber ensembles, and more. Thus, many instructional considerations will be consistent from those offered from the previous Instrumental Music guidelines and other guidance documents and may not be specifically articulated here. Throughout this document, the Marching Band should be understood to include all aspects of a Marching Band, such as winds, percussion, and color guard.

Teaching and Learning

The logistics and actions in Marching Band instruction should primarily mirror the recommendations outlined for Physical Education, Athletic team practice and competition, and other indoor/outdoor school-based activities.

- The learning outcomes, as an extension of the instrumental education curriculum, should continue to emphasize concept and process over product when accommodating for student safety.
- Flexibility in the ensemble identity is encouraged. If the restrictions and regulations hinder the appropriate teaching/performing of a halftime/competitive show, consider shifting to a pep band or other performance experience.
- Programs where marching band is a part of a reward system formula (i.e. Varsity letter), consider offering an alternative or exception for Fall 2020 participation.
- If Marching Band is offered as a Physical Education graduation credit, consider appropriate activities that align with the expectations of that curriculum.
- Refer to the **Instrumental Music: Band & Orchestra** section for additional teaching and learning recommendations.

Accommodations

Marching Band Educators should:

- Focus in-person instruction on whole group learning, using appropriate distancing guidelines. Consider using a flipped-class model, incorporating video instruction and

assessment of understanding using available LMS resources that support video teaching/learning exchanges.

- Consider shifting the focus of the Marching Band at this time to be a small group. If appropriate, additionally consider dividing the band into smaller groups (A, B, C band) and use a rotating schedule for required performances.
- Consult national and local guidelines on safe travel to away games and competitions. If groups travel, be sure to solicit the appropriate expectations and protocols from destination schools and destination municipalities.
- In addition to destination sites, it is important to solicit expectations and protocols from hosting organizations (i.e. Arizona Band & Orchestra Directors Association - ABODA and Arizona Marching Band Association - AzMBA).
- Prioritize clear, ongoing communication with parents and stakeholders.
- Maintain flexibility regarding schedules, attendance, and performance expectations.
- Be sure to evaluate budget impact and workforce resource availability when exploring these options. LEAs should plan for additional financial investments to reduce sharing of equipment that may include additional sheet music, stands, chairs, instruments, cleaning kits, staff, and more.
 - Develop a contingency plan and communicate with appropriate stakeholders for financial commitments that may be altered as additional guidance is provided. (Example, if the Marching Band season is initiated and then must be halted, how will student fees and potential refunds be addressed.)
- Students choosing not to perform for health and safety reasons should not be penalized.

Physical Distancing

- Students should maintain recommended distancing when performing stationary or on the move (recommended min: 8'-10') and may adjust (recommended min: 6') when working on individualized, non-musical skills (i.e. visual block).
- If social distance considerations cannot be adhered to in large group settings, use small group work and adjusted scheduling to accommodate social distancing recommendations.

Materials and Supplies

Sharing of materials should be avoided wherever possible. Specific guidance on shared materials and general classroom logistics are detailed in the [NAfME & NFHS Fall 2020 Guidance Document](#) and are highlighted below.

- All performance equipment (i.e. percussion mallets) should be provided by the individual performer. If this is not feasible, identify a specific sanitation protocol (including disinfectant and/or gloves) and an adult to supervise the implementation.
- Color Guard equipment should be designated for specific, consistent, single student use in rehearsal and performance. Routines should be designed to minimize cross-contamination of flags and rifles. If this is not feasible, identify a specific sanitation

protocol (including disinfectant and/or gloves) and an adult to supervise the implementation.

- Reduce or eliminate the use of shared music stands, chairs, etc. If this is not feasible, identify a specific sanitation protocol and an adult to supervise its implementation.
- The clothes required for rehearsals and uniforms for performance should be worn upon arrival and immediately return home for cleaning following the event. Follow the Locker Room (changing) and Laundry (cleaning) guidelines for your site.
 - Consider altering your “uniform” to commonly available clothing or a unifying item (i.e. band t-shirt) that each performer can independently manage the cleaning routine for and can be stored at home by the student.

Sanitization:

- Consult the [Covid-19 Instrument Cleaning Guidelines](#) released by NAFME.
- Eliminate or dramatically reduce any shared equipment resources in your program. At the end of rehearsals, equipment should be sanitized by each user. Shared equipment should be sanitized between use (including chairs, stands, floors, and high-touch areas).
- Collaborate with Building Services leadership on facility ventilation and sanitation. When possible, A/C units should be set to vent outside air and not recirculate inside air.

Staffing & Scheduling:

Consult the national, state, and LEA guidance for specific staff and volunteer protocols.

- Programs should identify a single individual responsible for managing the health records and protocols. This may include a staff member or approved parent volunteer (i.e. band nurse).
- Consider increasing instructional staff members to correspond to student/teacher ratios set by LEA activities guidelines.
- Consider limiting non-instructional visitors and volunteers.
- Encourage a high level of independence from each performer by communicating detailed protocols and expectations to stakeholders.

Professional Learning:

Providing ongoing education of all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive discipline-specific learning opportunities allowing them to continue teaching safely within their content areas across all learning environments including in-person classes, hybrid models, and online/virtual. Marching Band Educators should participate in Professional Development as outlined in the Instrumental Music Educator section.

Media Arts

Media Arts students explore digital media as their vehicles of expression to navigate through the artistic processes of Creating, Connecting, Responding, and Presenting. The following guidance contains reentry considerations relevant to media arts education. This section is written from the perspective of local media arts educators and arts coordinators as guidance for local LEA's, principals, administrators, educators, and local school boards specific to Media Arts programs.

Media Arts classes cover a broad range of topics produced using new media technologies (digital tools, computers, analog methodologies, etc.), covering content in overlapping interdisciplinary fields that include: digital cinematography, music creation and production, graphic design, digital artwork, animation, interactive design, 3D modeling and more.

Teaching and Learning

- Prioritize essential learning outcome concepts over hands-on “lab” experiences.
- Prioritize students continuing to develop and evolve their individual creative/design process as per Arizona Arts Standards. Students should still be creating in an effort to continue higher level thinking, evaluation, and synthesis.
 - Examples: Digital platform concerts, podcasts, YouTube premiered film festival, web-based galleries.
 - Video/documentation of student produced artifacts.
- Consider alternatives to industry standard software and hardware- free or low-cost considerations are available for student use on, or off-campus. **See Appendix E**
- Encourage students to make use of items they have easy access to at home.
 - Lego bricks to build scale models for film sets.
 - Carpet scraps to create sound treatment.
 - Collage materials used for stop-motion animation, etc.
- Employ robust peer and self-reflective practices to ensure students are receiving viable feedback on the artifacts they create with whatever resources they have available.
- Prepare for continual shifts in learning modalities (online, in-person, hybrid) over time as circumstances change.
 - Where possible, shift from team projects to solo projects that can be completed in school or remotely.
 - Use video tutorials where possible to support student learning.

Accommodations

- Seek balance between structure and flexibility with due dates and requirements.
- Encourage additional opportunities for students to synchronously and asynchronously interact to help prevent students learning in a “vacuum”.
 - Synchronous examples: regular meetings via Zoom, Microsoft Teams, etc.
 - Asynchronous examples: Google forms, Poll Everywhere, Flipgrid, etc.

- Use Universal Design for Learning (UDL) or adaptive learning to address the needs of students.
 - Accessibility Options: Include large print, highlighted text, translation of the text to promote equitable student learning. Use closed caption features whenever possible.
- Use digital collaboration platforms for group projects using school LMS resources and others provided by the LEA.

Physical Distancing

- Alternative schedules, smaller class sizes, blended learning, and open lab hours can help during periods of physical distancing.
- Consider moving in person, team-based collaboration to online modalities when possible
 - Use shared documents and wikis in order to keep students physically separated and to support possible remote instruction scenarios.
 - Utilize screen sharing (LAN School, Veyon, etc.) if possible when answering software related questions and during demonstrations to minimize classroom circulation.
- Prioritize student interactions via distance learning modalities to maintain collaborative project goals.
 - Have students make use of personal devices to capture/record/film the Creative/Design process progress for later distance learning modality peer review/reflection.
- Implement best practices from relevant guidelines.
 - Increase space between computer stations.
 - Create procedures that avoid line formations during equipment distribution.
 - In a TV studio, reduce production staff size. Anchors need to be 6 feet apart or record at different times. Editing staff can work in shifts.
 - Teachers should maintain a safe distance when supporting student work on computers, i.e., over the shoulder coaching would require the teacher to be further away from the student.
- Avoid having students congregate in the hallway before school, after school, and between classes.
- Establish 6-foot floor/wall markers.
- Recognize that Media Arts classes face additional challenges, depending on infrastructure, when changing classroom setup/layout to meet capacity requirements.
 - Depending on infrastructure, a computer lab may not be movable in layout in compliance with safety guidelines.
 - Specialty rooms (dark room, soundproof room, etc.) may be too small to comply with social distancing rules.

Materials and Supplies

- Consider that some activities that have been hands-on in the past may need to become operated by only the teacher or a specific advanced student. The use of document cameras, projectors (web-cameras for online modalities) is recommended.
- Limit student access to materials/supplies/equipment that can be more easily and repeatedly cleaned.
 - Consider assigning limited, specialized resources such as digital cameras or drawing tablets to a single student for a longer duration rather than cycling through several students per day.
 - Items can be checked out to specific students and quarantined after usage.
- Allow for additional, isolated storage space (bins, sealed bags, etc.) for items requiring sanitation after student use.
 - Consider providing storage bags for students to transport their own tools and extend the life of equipment.
- Consider individual student kits of essential items, based on available resources and funds. Focus on essential learning outcomes rather than industry standard tools will help to significantly lower costs for kits.
 - Consider inexpensive, USB microphones rather than separate mics and interfaces, small footprint MIDI controllers, mobile devices as substitute for various hardware elements (camera, mic, MIDI controller, content editing, etc.).
 - Create a “digital kit” of smartphone apps.
 - Clip on phone lenses are an inexpensive kit option for digital photography and video creation.
- Be flexible with technology availability and know what the limits of available technology are: applications, software, broadband, storage.

Sanitization

- LEAs should provide electronic friendly sanitizer wipes and other necessary cleaning supplies. Appropriate, safe cleaning procedures for electronic equipment should be determined and coordinated in partnership with the teacher and supported by LEA staff.
- Implement best practices from relevant guidelines for cleaning and sanitizing items.
- Implement best practices regarding quarantine as an alternative to sanitization with items that cannot be cleaned.
- Develop a schedule for increased routine cleaning and disinfection.
- Discourage sharing of items that are difficult to clean or disinfect.
- Consider having students and teachers wear gloves and masks while in class/lab.
- Computer labs will need to be sanitized between each rotation of students.

Staffing & Scheduling

- Even if in an in-person modality, consider what activities can be done outside of class, reserving in class time for supervised “lab” projects.

- Examples: Reflective and peer review related work.
- Analysis of effective industry based best practices, etc.
- Schedule open lab times where possible: before and after school, lunch, weekends.
- Explore challenges proactively with teachers as content area experts.
- Recognize that physical distancing will affect student to teacher ratio.
- Prioritize time for cleaning shared equipment at the beginning and end of class with adherence to LEA, local, state and national recommendations.

Professional Learning

Providing ongoing education of all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive discipline-specific learning opportunities allowing them to continue teaching safely within their content areas across all learning environments including in-person classes, hybrid models, and online/virtual.

- Participate in formal and informal, content specific, PD opportunities for Media Arts teachers to share success and struggles.
- Recognize that professional development can be more effective in smaller, subject specific PLCs, due to current challenges.
 - Provide online professional development where possible.
 - Provide weekly teacher support to navigate remote tools.
 - Allow time to view and create webinars on LEA-approved, effective tools with an arts focus.
- Teachers will need specialized training on sanitizing electronics.
 - Continually revisit as guidelines can change over time.
- Support educators to deepen their understanding and practice of social and emotional learning centered in the arts and culturally-responsive arts education.
 - PLCs, online discussion groups, professional development, etc.

Physical Education

This document is written from the perspective of local physical education instructors and curriculum coordinators with the intention of being shared with local LEAs, principals, administrators, and local school boards.

The skills and knowledge gained by students through physical education are vitally important during the COVID-19 pandemic (Shape America). Instruction in health and physical education can help students manage emotions of stress, anxiety and fear through the development of health skills, participation in physical activity, and overall development of health and physical literacy (SA).

This guidance is specific to Physical Education in the K-12 setting. For all intramural and athletic competitions, please adhere to the [Arizona Interscholastic Association Guidance](#).

Teaching and Learning

Depending on the local circumstances surrounding COVID-19, schools may need to provide in person, hybrid, or distance learning for students. Even when students are learning at home, physical educators should provide students with guidance and activities to help them meet the national recommendation of 60 minutes or more of moderate-to-vigorous physical activity daily for children and adolescents ages 6-17.

Educators should continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing.

INSTRUCTIONAL STRATEGIES FOR IN-PERSON PHYSICAL EDUCATION:

- Have students and staff wash or sanitize hands as they enter and exit the class. Teach students proper hand hygiene, respiratory etiquette, and physical distancing guidelines. Use CDC downloadable resources on handwashing as visual cues and reminders (SA).
- Recognize and address the stigma that may occur as a result of COVID-19 when students cough or sneeze or are unable to wear face coverings due to underlying conditions.
- Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games).
- Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- Include opportunities for student choice and incorporate student-suggested activities when appropriate.
- Ensure lessons are planned around the available space for instruction. Create additional spaces in the school to teach, such as an exercise trail indoors and outdoors.
- Identify activities and units that can enhance the development of health education skills (e.g., self-management, interpersonal communication).
- Advise students to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors.
- Students should not share clothing, gloves, masks, etc.

INSTRUCTIONAL STRATEGIES FOR DISTANCE, REMOTE, OR HYBRID INSTRUCTION:

- Develop connections: Physical Education teachers must make more of a concerted effort to connect when in a distance learning environment.

- Assess your curriculum: Check current PE curriculum and determine which lessons or activities can be repurposed as at-home work or for online use (depending on students' access to technology).
- Consider if your students can participate safely in the selected activities. (Will students have enough space? Will an adult need to help or supervise the activity?)
- Communicate expectations: Be sure to explain PE class expectations to parents/guardians and students and convey the relevance/importance of what students will be learning. Can special events or activities still be done remotely (e.g., At-Home Family Field Day)?
- Consider using videos or pictures of yourself teaching so students can hear your voice and see your face. Utilize tech platforms provided by the LEA.
- Make content accessible for all learners: Think about your students and what individual needs they may have.
- Student Choice: Allow students to have a choice with each lesson that will meet them at their own skill level.
- Provide content using a variety of methods to ensure all students can access it.
- Connect with special education specialists or ELL teachers for support.

Accommodations

The meaningful participation of all students, regardless of background, identity, or ability, is essential for optimal instruction and learning. Local school systems must provide reasonable accommodations that fully ensure students with disabilities an equal opportunity to participate in a standards-based physical education program regardless of context. Adapted physical education (APE) should continue to be offered as a service to ensure that students benefit from standards-based instruction in the least restrictive environment.

- Adapt learning expectations to meet the students' current conditions.
- Many disability-related modifications and services can be effectively provided through alternative delivery options, such as distance technology.
- Meet students where they are. Be aware that students may move, think, feel and act differently now and may need time to relearn skills.
- Be mindful that students' progress is very dependent on their home support systems. Guardians and caregivers may need additional guidance.
- Integrate social-emotional learning skills and competencies through all physical education programming (State Standards 4 & 5).
- Strive to understand all students' pandemic experiences. Stress and trauma can inhibit learning.
- As much as possible, one-on-one communications with students will provide a needed connection that fosters a sense of belonging. Encourage students to be active. Promote autonomy in activity selections.
- LEAs should provide time to collaborate with classroom teachers and paraprofessionals.

- Be creative about how students can connect with each other emotionally and build skills like communication, cooperation, teamwork and responsibility following distance learning guidelines.
- Simplify instruction. Limit the number of clicks needed to access digital physical education materials.
- When possible, work with LEA Adaptive Specialist to ensure that digital materials for online PE lessons (e.g., closed captioning, color contrast, enlargeable PDFs, and formatted tables) are accessible by all students [Accessibility Best Practices \(PDF\)](#).

Materials and Supplies

- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., each student uses their own piece of equipment) or limit the use of supplies and equipment by one group of students at a time.
- Items that are difficult to clean, (porous or cloth material) should be removed from the instructional area or quarantined after student use.
- Sanitizing wipes for consistent cleaning of physical education equipment should be provided by the LEA. It is recommended to use gloves when sanitizing equipment.
- While wearing face coverings, physical education teachers may need to utilize a microphone for students to hear them. If needed, this should be provided by the LEA.
- Keep each student's belongings in a separate, safe and clean space. LEAs should consider purchasing baskets to hold student belongings in lieu of lockers.

Sanitation

- Consult with the LEA/school COVID-19 Response Team and CDC guidance on proper physical education equipment sanitation procedures.
- Sanitize all equipment between class periods.
 - Students may be able to assist with this, with adult supervision.
- Sanitation chemicals may shorten the life of materials and equipment. The Instructor should monitor this and use appropriate sanitation supplies for each item.
- Proper room ventilation and air filtration should be maintained by the LEA.
- Monitor the usage and sanitation of facilities that are being utilized by community organizations. Facilities should be cleaned and properly sanitized after each organization by the community organization leaders using supplies provided by the users.

Physical Distancing

- Select a location for physical education instruction where students and staff can respect physical distancing guidelines and remain 6 feet apart. If available facilities do not have sufficient space, class sizes should be adjusted appropriately to allow for physical distancing of 6 feet apart.

- Classes should not be combined, and class size should not be increased from general education classroom standards for physical education instruction. More space for instruction may be required for physical education.
- Evaluate available outdoor spaces on school property. When weather permits (heat index advisory/pollution, rain, etc.) outdoor spaces may be utilized for physical education instruction.
- When outdoors, avoid the use of playground equipment, benches, or other permanent structures that cannot be sanitized appropriately.
- Use site approved materials to create markings on the floor of the MPR, gymnasium, and/or student workstations to adhere to social distancing requirements.
- Face coverings are recommended to be worn during activity in closed areas of teaching such as a classroom or alternative teaching site. If able to maintain social distancing of 6 feet or more during low intensity activities, face coverings may be optional. If teaching outside and maintaining social distancing of 6 ft, face covering may be optional.
 - Consult with the school-wide COVID-19 response team, school nurse, and Special Education Department on proper protocol for students with asthma or other underlying conditions or physical/cognitive delays which may prohibit them from wearing face coverings.
- Coordinate with classroom teachers and the school-wide COVID-19 response team on a plan for transporting students from the classroom to the physical education space (e.g., gymnasium, outdoors, multipurpose room).
- Ensure that students and staff with disabilities have proper accommodations and guidance to follow these cues.
- Consider having a specific entrance and a different exit point from the utilized learning environment (minimize student contact).

Staffing & Scheduling

- Effort should be made to plan and allow for physical education instruction to take place in the gymnasium or MPR. Doors and windows should be open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity.
 - Consult with the school-wide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff.
- Time considerations: Schedules need to be created in a manner to allow the teacher time to sanitize and reset materials between classes. (The minimum recommendation is an additional 10 minutes between classes).
- Class sizes should follow the LEA designated student to teacher ratio for the utilized teaching environment in order to allow for physical distancing. This may affect the number of courses that can be offered.

Professional Learning

Providing ongoing training of Physical Education teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive regular discipline-specific learning opportunities allowing them to continue teaching safely within their content areas and across various learning environments: in-person classes, hybrid models, online/virtual.

All LEAs should strive to provide regular and consistent growth opportunities for Physical Education staff by:

- Providing training for appropriate cleaning and sanitization procedures.
- Providing specific training in physical education specific technology and resources.
- Providing training in effective technology and communications software and resources.
- Supporting and providing time for online PLC gatherings of Physical Education teachers. If possible, LEAs should provide funding for Professional Learning Clinicians.
- Encouraging and funding membership for teachers to Physical Education and Health organizations and Professional Learning opportunities.
- Assigning specific staff to monitor and share the latest scientific research regarding the spread of COVID-19 and its implications for Physical Education teachers and classrooms.
- Providing training and supplies for health monitoring protocols as required by the LEA, such as temperature monitoring and maintenance of health records. This PD should be delivered by the site or LEA health leadership (i.e. Nurse) or outside expert consultant.
- Continuous evaluation of current protocols and practices to identify areas of refinement that support safety guidelines.

Elementary Specific Considerations

- Coordinate with classroom teachers and the school-wide COVID-19 response team on a plan for transporting students from the classroom to the physical education space (e.g., gymnasium, outdoors, multipurpose room).
- Give students guidance on how to safely transition between classrooms while still maintaining physical distancing. Plan time to practice these transitions with students. Provide visual guides and signs on floors and in hallways to help facilitate physical distancing as students and staff move from classroom to classroom.
- Schools could consider repurposing staff to implement the following:
 - Transporting students to and from the Gymnasium/MPR.
 - Use of school personnel to assist in sanitization.
 - Consider implementing available monitors and approved volunteers to assist in this process.
- If students are required to remain in the same classroom for all instructional periods throughout the day, Physical Education teachers rotate through classrooms to deliver instruction.

- Ensure that Physical Education teachers are familiar with the classrooms and spaces where instruction will be delivered so they may collaborate with the classroom teacher and adjust their lessons and activities appropriately based on the space available.
- Schools may consider adjusting duty rosters to provide coverage to ensure supervision of areas is maintained while disinfecting protocols are completed between classes.

Secondary Specific Considerations

- It is recommended that schools eliminate the use of locker rooms, except for hand washing and restroom use.
- It is recommended that schools eliminate the requirement that students must change into a physical education uniform for participation in physical education.
- It is recommended that schools monitor the usage and sanitation of weight room facilities.
- Classes should not be combined, and facilities should be cleaned and properly sanitized between each class and each athletic team.

Theatre Arts

Theatre Arts students explore the human need to express thoughts and feelings through written text, dramatic interpretation, and staged productions as their vehicles of expression to navigate through the artistic processes of Creating, Connecting, Responding, and Performing/Presenting. The following guidance contains reentry considerations relevant to Theatre education. This section is written from the perspective of local Theatre educators and arts coordinators as guidance for local LEAs, principals, administrators, educators, and local school boards specific to Theatre Arts programs. The vitality of Theatre Arts programs is more important than ever to support the social and emotional wellbeing of students in this time of great change and trauma.

Teaching and Learning

- Shift instruction from large ensemble to solo/small group.
- Prioritize teacher to student one-on-one time (live or virtual) to provide feedback on individual skill development.
- Instructional emphasis, based on state standards for Theatre Arts education, should be shifted to include more individualized project-based learning such as:
 - Monologues – dramatic, comedic, and student-written
 - Character Analysis
 - Different Acting Styles – Stanislavski, Strasburg, Meisner, Hagen, Adler, etc.
 - Theatre History – Greeks, Japanese, Medieval, Elizabethan, etc.
 - Theatrical Masks
 - Puppetry

- Technical Theatre – prop making, costume design, make-up design, scenic elements, lighting design, sound mixing, etc.
- Musical Theatre – analyzing different genres such as Golden Age, Juke Box, Mega Musicals, Book Musicals, Concept Musicals, etc.
- Explore and utilize existing models of readers theater, staged readings, radio plays, concert versions of musicals, small cast revues and monologue recitals.
- Nurture student development and relationships with trauma-sensitive practices and socio-emotional learning strategies.
- Allow students to use digital collaboration to develop and perform group pieces.
- Teachers and students should have reliable broadband content and daily access to a computer, tablet or smartphone, no matter the model by which instruction is delivered.
- If there is the possibility of school provided electronic device shortage, allow devices that are currently accessible and available to students (i.e. Allow utilization of students' personal devices for projects).
- Collaborate with LEA experts to design and modify lessons as needed to be equitable and effective for all learners including gifted & talented, English language learners and exceptional needs students.
- Focus on foundational creative dramatics games and exercises that don't require physical proximity.
- Coursework must continue to educate students on the elements and importance of intellectual property, copyright, artist/creatives income and licensing fees, and especially as there is an increased interest and demand for streaming of theatre performances.
- Curriculum and scheduling should be mindful of how instruction can support the social and emotional wellbeing of students, whether through playmaking, classroom instruction, or virtual environments.
- The safety and viability of any possible public performance should be determined by LEAs in collaboration with their Theatre Arts educators based on information from the CDC and national Theatre organization guidance.

Accommodations

- Avoid theatre exercises and games that involve touching or close contact.
- Focus on individual instructional techniques and individual educational plans.
- Students choosing not to publicly perform for health and safety reasons should not be penalized.
- A review of rental agreements of facilities to outside organizations is strongly suggested, at minimum with additional consideration of sanitization practices, custodial staffing and screening of attendees.
- Ticket sales and revenues may be impacted, which may greatly reduce Theatre Arts program funding. LEAs should supplement program budgeting to help off-set this challenge and reconsider this practice moving forward.

Physical Distancing

- Limit class size (number of students) to accommodate social distancing based on size of rehearsal or classroom space.
- Ensure classroom spaces accommodate 6-foot distance between for each student, while also maintaining distance learning opportunities.
- Move away from the traditional scene shop models for the time being. Focus on digital/video design elements and sculpting the empty space with light rather than physical scenic elements.
- Masks should be worn according to LEA, local and state guidelines.

Materials and Supplies

- For remote learning, LEAs maintain local policies and procedures to assess accessibility and safety of online resources and applications. Educators should adhere to those guidelines.
- Teachers and students should have access to the software and hardware needed to create virtual performances.
- Consider utilizing as much free lesson content as possible and encourage student writing of monologues and scripts. Provide digital copies when possible.
- Incorporate quality professional performances and documentaries available to view online, following LEA restrictions and copyright guidance for in-class use.
- Research and consider new scripts that are being developed for digital collaboration performances. Be cautious of appropriate use in line with copyright and royalties.
 - Scripts and other materials sent home with students may not be able to be returned to the classroom. Follow official recommendations for use.
 - Textbooks and hard copies of scripts should be available for those without digital access.
- Set, lighting, sound, props, costume and makeup resources, theatre software, hardware, and tools are available to support theatre instruction, both in-person and virtually. LEAs should work with Theatre teachers to fund and provide needed resources as much as possible.

Sanitization

- Shared resources should be sanitized between classes.
- Do not allow any sharing of makeup, props, costumes, or wigs.
- Students should not share any voice amplification equipment, if possible.
- Specific roles and responsibilities should be identified so as to reduce cross contamination.
- Sanitize or utilize gloves for all technical equipment -- for example: microphones/headsets, rigging, sound and light boards, lights and rigging before and after each rehearsal per manufacturer instruction. See this [resource](#) from Shure for specific microphone sanitization practice.

- Equipment that cannot be sanitized should not be used or should be quarantined until safe to reuse.

Staffing & Scheduling

- Scheduling models and facility capacities should be modified to accommodate fewer students and staff in a physical environment in accordance with state and local guidelines.
- Time considerations: Schedules need to be created in a manner to allow the teacher time to sanitize and reset materials between classes. (Minimum recommendation is an additional 10 minutes between classes).
- Arts Education dedicated spaces such as the auditorium, dressing rooms, backstage and/or shop areas should be limited to Arts Education instruction and classes.

Professional Learning

Providing ongoing education of all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive regular discipline-specific learning opportunities allowing them to continue teaching safely within their content areas and across various learning environments: in-person classes, hybrid models, online/virtual.

All LEAs should strive to provide regular and consistent growth opportunities for Theatre Arts education staff by:

- Including Theatre Arts teachers in professional development opportunities and training in LEA supported digital platforms and technology for varied teaching scenarios. Professional Development for hybrid and remote learning instructional systems should be made available to all teaching staff.
- Supporting educators to deepen their understanding and practice of social and emotional learning centered in the arts and culturally-responsive arts education.
- Allowing teachers time to make connections with the [Arizona Thespians](#) and [Educational Theatre Association](#).
- Encouraging connections with the Arizona Department of Education - Arts Education, which allows requests for professional development. <https://www.azed.gov/artseducation/>.
- Allowing time for reviewing current information and resources from the American Alliance for Theatre in Education <https://www.aate.com/>.

Performance and Facility Recommendations

- If considering a return to performance, work with LEA and site administration to ensure a revised performer and audience protocol that follows current local, state and national health guidance.
- See above for rehearsal space recommendations re: cast members.

- Consider outdoor spaces for performance, if possible. Maintain social distancing.
- Increase the number of performances so smaller audiences can be spread out over a longer period of time.
- Increase the time between performances to allow for deep cleaning of stage and audience areas.
- If using sound systems, no shared microphones. All individual microphones should be carefully cleaned and kept isolated when not in use for no cross-contamination.
- Careful, approved handling, sharing, and sanitizing of props, costumes, wigs, furniture or any other supplies needed for performance must be considered and closely monitored.
- Consider carefully the use of live musicians and the safety of all concerned. Use of recorded tracks is a safer alternative until the restrictions for live music are lifted.
- Cast members should arrive in costume and make-up.
 - No shared dressing rooms.
 - Consider additional green room areas with regard to physical distancing backstage.
- Audience seating should be adjusted based on the physical set up and restrictions of the performance space (i.e. indoors, outdoors, back box, auditorium, cafeteria, theatre, etc.)
 - In a typical, individual seat auditorium or theater, one person per every 4th seat.
 - Seats are an average of 18 to 24 inches wide including armrests. Three seats in between are the minimum to achieve safe physical distancing
 - Seated only in every fourth row leaving two empty rows in between each occupied row. (Theater rows are, on average, only 3.5 to 4 feet deep at the most.)
- Designate separate entrance and egress locations for audience, cast and support staff.
- Eliminate or minimize physical contact of audience members in the theatre space by considering alternate procedures for ticket sales, refreshments, lobby use, and programs.
- Arrange for deep cleaning of all public spaces before, between and after performances, including seating, lobby and restrooms.

Visual Arts

Visual Arts students explore aesthetic representation as their vehicle of expression to navigate through the artistic processes of Creating, Connecting, Responding, and Performing/Presenting. The following guidance contains reentry considerations relevant to Visual Art education. This section is written from the perspective of local Visual Art educators and arts coordinators as guidance for local LEAs, principals, administrators, educators, and local school boards specific to Visual Arts programs. Welcoming and inclusive Visual Arts classrooms are often viewed by students as their 'safe and happy' place, where empathy is built, their unique abilities are nurtured, and where authentic, engaging learning experiences abound.

Teaching and Learning

Visual Arts Educators should:

- Strive to maintain a balance of technology-based and traditional hands-on learning.
- Revise curriculum to include one-day projects that students take home to eliminate wet media storage.
- Create digital portfolios to minimize physical storage of art and use digital images from portfolios for art shows and fairs at a later date.
- Consider holding Virtual Art Studio Hours, especially during any online or hybrid school re-opening models.
- Establish protocols and practices for safe use and storage of art materials and projects.
- Where possible, integrate technology into the instruction.
 - Use digital collaboration platforms for group projects, and other platforms as available and appropriate.
 - Virtual field trips from various sources.
 - Virtual visiting speakers from local museums and galleries, art schools, various artists.
- Consider allowing students to bring personal technology to prevent sharing of devices.
- Consider implementing a Flipped Classroom model to meet the needs of students and the site environment as well as to maximize the potential of hybrid learning:
 - Initial instruction is given virtually on at-home learning days, and creation is completed in the classroom with teacher feedback and guidance.
 - Based on Arizona State Standards for Visual Arts, lessons should focus on Art Criticism, Aesthetics, and Art History in the classroom and Art Creation at home to eliminate issues with shared materials and cleanup.
 - Students critique, analyze, reflect on work already created in the classroom while home through shared virtual artwork collections or portfolios.

Accommodations

- LEAs should provide sufficient PPE for art teachers and students for regularly handling classroom materials and tools, including:
 - Barriers to limit student/teacher exposure:
 - Barrier at teacher's desk.
 - Moveable barriers that can be used at different areas in the art room to maintain social distancing.
 - Teacher face shields.
- Consider creating a special space for students not able to wear PPE. These students should be given a special set of materials that will never be shared except with their paraprofessional, who is responsible for disinfecting tools.
- Extended deadlines or modified assignments for students with special needs or lack of supplies or technology.

Physical Distancing

- Mask use policy determined by LEA guidelines, following local, state and CDC guidelines.
- Fewer students per classroom, worktable or individual desks.
 - CDC guidelines and classroom layout should be used to determine class enrollment numbers.
 - Create a walking perimeter in the classroom for the teacher to move about.
- Eliminate excessive clutter and any non-essential furniture to create more floor space.
- Elementary Art classrooms should designate floor and table seating areas with approved materials.
- Utilize outdoor learning environments, when possible, to maintain social distancing.

Materials and Supplies

- Ensure that each student has their own age appropriate kit of individual “high touch” supplies and “maker tools” (i.e., upper grades: drawing materials, scissors, brushes, modeling tools; lower grades: colored pencils, crayons, ruler, etc.) that are carried with them and stored in their backpack or homeroom space. This kit, with the supply list determined by the Visual Arts teacher, can be LEA provided, parent provided, or fee based.
- Wet or alternative materials (e.g. clay, paper mâché, plaster, plasticine clay, and etc.) should be allocated to each student and should not be shared.
- When possible, materials can be distributed in sealable plastic containers.
- Materials that have been touched by students should not be recycled or reused during this time.
- Consider concerns relating to equitable access when determining supply/material source. There may be a need for site provided student art tools/ materials/ supplies kits to take and use at home to align with distance learning lessons.
- Consider a shift in digital tools. Limit device sharing. Consider personal keyboards and styluses for students. Consider allowing students to bring in their own devices.

Sanitization

- If possible, cover keyboards and other high touch electronics with plastic wrap to allow for frequent room sanitization while not damaging equipment.
- Avoid shared equipment as much as possible. Establish procedures for students to wash/sanitize hands before and after the use of shared equipment.
- High touch, shared surfaces, and equipment (enlargers, pottery wheels, bandsaws, 3-D printers, computers, etc.) need to be cleaned and sanitized between student use.
- LEAs should provide and replenish CDC approved antibacterial soap, hand sanitizer, surface sanitizer, and paper towels. Amounts should be appropriate to accommodate the number of students who rotate through the room each day.
- Tables and stools should be wiped down between classes.

Staffing & Scheduling

- Provide longer transitions for cleaning the art room and tools between classes. This may require adjustments to class length (minimum of 10 minutes between classes).
 - Consider adjusting schedules to rolling passing times and shorter class periods or block scheduling to accommodate for time to disinfect and reorganize spaces and materials.
- Use current data to inform any decisions regarding travel to alternative classrooms. When deemed appropriate/necessary by administration, art teachers can travel to student classrooms rather than have a cohort travel to a dedicated art space.

Professional Learning

Providing ongoing education to all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive regular discipline-specific learning opportunities allowing them to continue teaching safely within their content areas and across various learning environments: in-person classes, hybrid models, online/virtual.

All LEAs should strive to provide regular and consistent growth opportunities for Visual Arts staff by:

- Including Visual Arts teachers in professional development opportunities and training in LEA supported digital platforms and technology for varied teaching scenarios. Professional Development for hybrid and remote learning instructional systems should be made available to all teaching staff.
- Providing teachers with instructional technology/remote learning professional development that is specific to art, rather than general technology.
- Consider designating someone in the LEA to coordinate and communicate Visual Arts-specific webinars and seek out up to date research and resources from national and professional organizations to support best practices in the art room, i.e. (NAEA) (ADE).
- Create dedicated time to collaborate virtually with other content-specific teachers.
- Provide SEL support for art educators.

Recess

This document is written from the perspective of local physical education instructors, curriculum coordinators and LEA leaders with the intention of being shared with local LEAs, principals, administrators, and local school boards. This section is specific to physical activity during recess and non-instructional time.

When making scheduling and planning decisions, LEAs should be aware that Arizona Statute [SB 1083](#) requires at least two recess periods daily for grades K-5.

As LEAs consider re-opening strategies, it is imperative that Recess not be eliminated. Recess helps students achieve the recommended 60 minutes of physical activity per day for children and adolescents which can improve fitness, enhance academic achievement, and increase mental health and wellbeing. Recess also helps students practice social skills such as cooperation, following rules, and communication. The [Global Recess Alliance](#), (GRA) a newly formed group of scholars, health professionals, and education leaders, says it this way:

After months of sheltering in place, children will feel the effects of interrupted routines, family stress, boredom, loneliness, anxiety, and a lack of physical activity and social play. A critical part of successfully returning to school will be helping students heal from these collective traumas and focusing on mental and physical health. It is important - for both teachers and students - to ensure that they have the time and space in the school day to connect with others in activities that allow for meaningful and playful engagement.

While the GRA reminds LEAs to “recognize the importance of physically active play and consider a risk-benefit approach” meaning that “strict rules like ‘no running’ and ‘no ball throwing’ can undermine the benefits of play and physical activity,” the American Academy of Pediatrics states, “*It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.*”

Teaching and Learning

Below are considerations for recess as referenced in SHAPE America Recess	Below are considerations for recess as referenced in the Global Recess Alliance
Provide recess or free time to engage in safe physical activity daily for all K-12 students whenever possible. Recess should provide opportunities for all students to be active and allow for free choice by students.	Schedule sustained periods of recess for every child every day, at least twice per day, preferably more.
Do not withhold recess as punishment for a student.	Count recess as instructional time to allow teachers to be with their classes during recess; provide dedicated break times for teachers separately.

Accommodations

Below are considerations for recess as referenced in SHAPE America Recess	Below are considerations for recess as referenced in the Global Recess Alliance
Evaluate available indoor and outdoor spaces on school property that can be used for recess. Identify multiple areas where recess	Hold recess outdoors whenever possible. Offer a variety of outside spaces where free

can be held for different cohorts of students to minimize crowding. Whenever possible, use outdoor spaces for recess.	choice of different activities can take place, including quiet, creative, and solo activity spaces.
If using indoor spaces for recess, keep the doors and windows open to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. Consult with the schoolwide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff.	Consider all the available indoor and outdoor spaces to provide a range of activity options and minimize crowding.
Use painted play spaces or create play areas with stencils or cones to designate zones to help students identify how to safely comply with physical distancing guidelines and to provide sufficient opportunities for free choice during recess.	Mark out 'zones' to reduce the number of children who are in contact with each other and shared equipment.

Physical Distancing

Below are considerations for recess as referenced in SHAPE America Recess	Below are considerations for recess as referenced in the Global Recess Alliance
Significantly limit or eliminate the use of playground equipment or play structures. If playground equipment must be used, it requires normal, routine cleaning. Targeted disinfection may be appropriate for high-touch surfaces like railings. Consult with the schoolwide COVID-19 response team and CDC guidance on playground and recess play equipment sanitation procedures.	Wipe down or spray all equipment and playground structures (if open) after each recess; see the U.S. Centers for Disease Control guidelines for disinfecting community facilities here .
Encourage recess games and activities that do not require physical contact or students to be in close physical proximity with each other.	Minimize contact sport engagement during recess to ensure social distancing.

Materials and Supplies

Below are considerations for recess as referenced in SHAPE America Recess	Below are considerations for recess as referenced in the Global Recess Alliance
Limit the use of recess play equipment (e.g., balls, frisbees) and eliminate the use of	Do not allow children to bring equipment from home.

equipment that would be passed between or shared by multiple students.	
If using play equipment, keep extra materials available in case a piece of equipment becomes dirty or unsanitary during an activity.	Have a list of inclusive games handy, including those that need no equipment.
Play equipment that will be touched or handled by students should be cleaned with soap and water and then disinfected with an EPA-approved disinfectant that is effective against COVID-19 and is safe for that piece of equipment (check manufacturer recommendations). Disinfectants should only be used on materials that students are not likely to put in their mouths.	Allocate separate bins of equipment for each class, to be used only during recess; clean equipment between recess periods.

Sanitization

Below are considerations for recess as referenced in SHAPE America Recess	Below are considerations for recess as referenced in the Global Recess Alliance
Have students and staff wash or sanitize hands before and after recess. Use CDC downloadable resources on handwashing as visual cues and reminders.	Add handwashing stations to be used before, during and after each recess and model their use.

Staffing & Scheduling

Below are considerations for recess as referenced in SHAPE America Recess	Below are considerations for recess as referenced in the Global Recess Alliance
Provide adequate adult supervision for recess.	Some students will need help getting connected. Adults should be prepared to support healthy and inclusive play that attends to the needs of all children. Provide leadership opportunities for students to help support each other and maintain the equipment.
The school-wide COVID-19 response team should develop a plan for transporting students from the classroom to the designated recess area. Give students guidance on how to safely transition between areas while still maintaining physical	Involve children in the planning and organizing of recess time, including discussion about activities, inclusion, social harm, equipment management, fair play, and Importantly, handwashing.

distancing. Plan time to practice these transitions with students.	
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Professional Learning

Providing ongoing education of all teachers and staff during this time is imperative for safe school re-entry. Specialized content instructors should receive regular discipline-specific learning opportunities allowing them to continue teaching safely within their content areas and across various learning environments: in-person classes, hybrid models, online/virtual.

Below are considerations for recess as referenced in SHAPE America Recess	Below are considerations for recess as referenced in the Global Recess Alliance
Ensure recess supervisors are trained in strategies to assist students in maintaining physical distancing and student conflict resolution, especially considering the impact of potential student trauma caused by COVID-19.	Advise recess staff so they are prepared to support students who have just experienced a major life disruption. Students may be more energetic, aggressive, or withdrawn, and they may have less capacity to self-regulate, resolve their own conflicts, or figure out how to play together.

See Appendix F for a list of suggested recess activities.

Arts & Cultural Partnerships with Schools

Education and Community Engagement Directors from Arizona’s arts and cultural institutions have worked collaboratively to offer recommendations concerning school and organizational partnerships and programs. This document will outline the following:

1. **Why** supplemental programming and partnerships with arts and cultural institutions are critical to our student populations
2. **How** schools can work with arts and cultural institutions to engage in supplemental programming and partnerships

Why: The Science Grounding

Stress has a major impact on the developing brain. In the pandemic, students may have experienced high levels of stress from the disruption of their daily lives, worries about their own and family members’ health, and possibly financial strains in the household and community. For children living in unstable or unsafe conditions, the stress and trauma—resulting in ongoing, unbuffered cortisol—threaten to have long-term negative impacts on their bodies and brains. These students will likely return to school needing additional support to rebalance their limbic systems and refocus on the task of learning and being productive in a school community.

This is where collaborations with arts and cultural partners can play a key role.

Oxytocin—released through the experience of trusting relationships and safe, calm, predictable environments—acts as a buffer to cortisol, allowing children to access the higher order thinking, planning, remembering, and regulating functions of their limbic system. Arts and cultural programs not only complement academic skill-building, but also, more importantly, specialize in building positive relationships with young people and their families. Arts and cultural programs also focus on creating safe, healthy learning environments that foster a sense of belonging for all students, reinforce high expectations for behavior, and inspire engagement, skill development, and mastery—all of which are enhanced and deepened through the trust built between students and program staff. In this time of dysregulation and readjustment, arts and cultural learning providers are key allies in reaching students. They offer safe spaces and experiences for children to rebalance their nervous systems and cultivate their passion for learning.

Collaboration: A Critical Engagement and Reentry Strategy

Arts and cultural programs have innate social and emotional benefits that allow for reflection, self-discovery, connection, and empowerment with the added benefit of being able to integrate seamlessly into varied learning environments and formats. Many arts and cultural partners are ready and willing to re-envision and adapt existing program models to fit the needs of each educational partner. Leveraging the resources and expertise of arts and cultural partners is a critical community engagement and re-entry strategy that can help educational partners co-create a supportive learning environment where teachers, students, and families can connect, engage, process, and thrive.

Collaborations of this nature fall into three categories: **Extended Learning** (After-School & Out-of-School Time Opportunities), **Digital, Virtual, & Online Programming**, and **In-Person Programming**. Arts and culture organizations can also partner with school teachers and content instructors to provide additional instructional strategies to navigate these challenging times. Regardless of the type of collaboration, LEAs, schools, and teachers should:

Take Time to Build & Strengthen Partnerships: Engage arts and cultural partners in the planning process as early as possible to align with instructional programs and school policies and procedures. Arts and cultural partners are experienced in designing innovative solutions and flexible models for supporting students. Ask questions – arts and cultural partners welcome collaboration!

Use Data to Deepen Relationships & Provide Continuous Improvement As program delivery methods and engagement techniques shift during this time, plan to allow time for intentional planning and review – this will be essential to assessing the efficacy of programs and partnerships. Be flexible with expectations and goals – it may take some trials and revisions to achieve the right mix. Collaborate with arts and cultural partners

on program assessments – data on student learning and engagement is beneficial to all involved parties!

Utilize Arts & Cultural Networks & Contacts Reach out directly to your arts and cultural contacts to learn about the programs and opportunities each organization is offering. *Act One* has been an arts and cultural connector in Arizona since 2011. Visit www.act1az.org to learn more about the various arts and cultural opportunities that are available to schools and students.

Extended Learning (After-School & Out-of-School Time)

Extended learning partners have a unique set of assets and expertise that are important in building positive relationships, safe and healthy environments, and intentional programming and activities that students most need in this time of uncertainty and stress.

After-school and out-of-school time programs are often run by nonprofit, community-based organizations, sometimes under contracts with LEAs for public funding like the state After School Education and Safety (ASES) Program or the federal 21st Century Community Learning Center (21st CCLC). Sometimes these programs operate with private grants and/or charge parent fees. They may run programs on school sites or in the community. The following are models of collaboration with these organizations that schools can consider:

Model: Different Grade Levels

Schools or districts who choose to stagger their re-entry by grade-band could choose to partner with extended learning providers to help keep students engaged, reestablishing their identity as part of the educational community through before or after school programming. Participating students have the opportunity to be with peers, practice social and emotional skills, get support with their school work, and have enriching activities to keep them engaged and active, while maintaining appropriate safety guidelines.

Model: Blended In-Person and Distance Learning

Some LEAs are planning to move forward with a blended approach to learning with both in-person school days and distance learning days. Extended learning providers can be flexible and partner with schools in varied capacities to ensure that all students have remote access to learning and school meals, and are also maintaining healthy, positive connections with adults from their school communities.

Model: Staggered Times

Some LEAs may have A and B groups that attend on alternating days or in AM and PM rotations. In either case, extended learning staff could be

- Working with the group that is not currently in class,

- Doing innovative and engaging activities that build on the lessons taught in class,
- Supporting students in completing projects assigned in class, or
- Doing computer science activities, theatre, visual arts, or science to enrich students' learning experiences.

Model: All In-Person Instruction

Extended learning providers will still be essential partners in helping students readjust to the school environment and re-engage with learning, providing the bridge between academics and social & emotional learning and project-based learning.

Next steps for Extended Learning Partnerships

As LEA and School leaders, what are your next steps?

1. Find out who is offering after-school and out-of-school-time programs at or near your schools.
2. Invite them to talk about their approach and their programs and engage them in the planning process as early as possible.
3. If a new partnership, create a memoranda of understanding (MOUs). If an existing partnership, assess if any existing memoranda of understanding (MOUs) require updates on modifications to ensure students and staff are safe.

Digital, Virtual, & Online Programming

Many arts and cultural organizations are now offering digital, virtual, and online options for self-guided/administered and/or professionally facilitated programs and content that simultaneously address social and emotional learning skills, arts standards, and academic standards. It is recommended that LEAs, schools, and teachers review the terms below to determine what type of programming and collaboration will best suit the needs of their group(s).

Digital: Any experience that uses technology (online or as a stand-alone system). Can be used to describe both synchronous and asynchronous learning, but often represents passive, asynchronous experiences (i.e., an online exhibition with lesson plans).

Virtual: Still digital in nature, but often describes a synchronous, interactive and/or immersive experience (i.e., a live, virtual field trip that explores a gallery with facilitation by a guide, Q&A, and/or relevant learning activities).

Online: An experience using an internet-connected platform, which requires content to be downloaded by the user for consumption (e.g., YouTube, Vimeo, Google Hangout, Zoom, etc.).

In-Person Programming

Arts and culture organizations will partner with schools, districts and charters to learn and follow local policies and procedures for safe in-person programming. To complement local guidelines, a number of organizations have already issued preliminary guidance concerning the re-opening of the arts and cultural sector. A non-exhaustive resource list can be found in the resources section of the guidance under School & Organizational Partnerships.

Professional Development for Teachers & Staff

Reopening schools requires special attention to professional development and learning as educators explore new instructional models. Any large-scale transition for schools can only be achieved with commitment through strong educator support. Local education agencies (LEAs), administrators, and teachers should attempt to extend collaboration beyond school and district boundaries, including arts and cultural organizations. It is recommended that districts, schools, and teachers review the practical guidance below when engaging in professional development collaborations with arts and cultural organizations.

Design and Structure of Remote Professional Development

Quality professional development should be designed and structured to be ongoing, intensive, and embedded in practice. The purpose and focus of remote professional development should be clear and agreed upon by stakeholders.

1. Remote professional development should be systematized and differentiated to include opportunities for teachers to analyze their own practice and apply new learning.
2. Scheduling of professional development events should be convenient for teachers and recorded for those who cannot participate.
3. Online professional development sessions are facilitated with great care with expertise in the platform and features, clear and timely communication with participants, structures that support the effective flow of the session, and anticipation of challenges.

Arts and Culture organizations are prepared to actively collaborate with schools and districts to meet the educational needs of students and continuing education needs of teachers and staff.

Data

Quality professional development should be rooted in student and educator needs demonstrated through data. In addition to academic and instructional data, data regarding social-emotional learning, wellness, and communication for students, families and educators is also important. Data should be gathered regarding remote professional development events and instructional supports, and school stakeholders and organizational partners should work together to collect, analyze, and interpret data.

Content and Pedagogy

Quality professional development should be focused on content and pedagogy. Administrators and teachers should build a shared understanding of what quality distance learning looks like and what the system needs in order to achieve it. School leaders should support teachers in building confidence in the distance learning environment by providing opportunities to learn and experiment with tools and resources. Remote professional development sessions should also be facilitated with adult social and emotional learning in mind.

Resources

Quality professional development should be supported by adequate resources. District and school leadership should ensure that all educators have the necessary resources and equipment to access remote professional development. Districts and schools should leverage funding flexibilities and opportunities to engage in partnerships and collaborations with a diverse range of stakeholders in the community. Leaders should identify and make use of local expertise and experience to support professional development.

Alignment and Coherence

Quality professional development should be coherent and aligned with other standards, policies, and programs. Federal and state requirements and expectations have been changing to support schools and districts during this time. Familiarity and monitoring of these changes can help to focus on immediate professional development needs and priorities and align local policies, structures, and practices. Continue to use and adapt, as much as possible, current curriculum, learning management systems, and professional development structures to maintain continuity.

Equity

Quality professional development should be designed to ensure equitable outcomes. Remote professional development should improve educator understanding of the cultural, intellectual, social, emotional, and physical needs of each learner. Access to remote professional development should be equitable ensuring all educators have the resources to participate fully.

APPENDIX A COVID-19 Monitoring Form

Class:					
Date:					
Teacher:					
Student Name	Fever	Cough	Sore Throat	Shortness of Breath	Close contact with COVID-19 or cared for someone with COVID-19?
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No

APPENDIX B Dance Lesson Planning Ideas

These lessons ideas are easy ways to “flip the classroom” for hybrid learning and online learning. When planning lessons, the dance teacher can utilize the connecting and responding artistic Processes of the Arizona Arts Education Standards to produce online and in class lessons, which allow for minimal movement helping to maintain the social distancing guidelines.

1. Dance performance (video) critiques and discussions
2. Self-care and mindfulness practice and research
3. Yoga
4. Pilates
5. Goal setting and tracking
6. Shortened workouts and stretches
7. Center barre
8. History projects
9. Dance Foldables
10. Create a resume and headshot
11. Dance genre research
12. Site specific choreography
13. Vocabulary (definitions and pronunciation)
14. Choreography explorations

Example: Dancer A writes out a sequence with descriptive words and emails the choreography to Dancer B. Dancer B interprets their choreography and creates a piece.

APPENDIX C Music Technology Resources

The Arizona Department of Education does not endorse any one software resource. LEAs should thoroughly research before making decisions about music technology software. Potential music technology resources include but are not limited to:

- [ABRSM Theory Works](#)
- [Bandlab.com](#)
- [Be A Part of the Orchestra](#)
- [Breezin' thru theory](#)
- [Chord!](#)
- [EarMaster](#)
- [Essential Elements Music Class Interactive](#)
- [Flat](#)
- [Flipgrid](#)
- [Google Classroom](#)
- [IMSLP Petrucci Music Library](#) (public domain sheet music)
- [Live Music Tutor](#)
- Microsoft Teams
- [musescore](#)
- [musicfirst](#)
- Music notation software; such as [finale](#) and [sibelius](#)
- [Music Play Online](#)
- [Musictheory.net](#)
- [Music Theory Illustrated](#)
- [Music Theory Pro](#)
- [Noteflight](#)
- [Quaver music](#)
- [shedthemusic.com](#)
- [SightReadingFactory](#)
- [Smartmusic](#)
- [Tenuto](#)
- [Theory Lessons](#)
- Video conferencing software; such as [Google Meet](#), [Zoom](#), [WebEx](#), ect...

APPENDIX D Online Music PD Resources

Potential online music professional Development Resources include but are not limited to:

- [COVID-19 & Social Distancing Music Making Resources NAMM Foundation](#)
- [Free NAfME Academy Webinars](#)
- [Free Online Webinars](#) for PD Credit available through ASTA and NAfME on COVID related Topics and Teaching:
- Google Classroom Music Resources
 - [Ideas for Google Classroom in Band](#)
 - [Google Classroom for the Large Ensemble NAfME](#)
 - [4 Steps to Use Google Classroom in your Music Class NAfME](#)
 - [What is Google Classroom? Band Directors Talk Shop](#)
 - [Playing Assignments in Google Classroom YouTube](#)
- Microsoft Teams
 - [Microsoft Education Category: Music](#)
 - [Online Lessons Using Microsoft Teams for Remote Learning](#)
- [Midnight Music](#) - resource for creating online content for music teachers: (site offers free webinars, along with paid subscription)
- [Music in a Minuet NAfME](#)
- [Music Publishers Agree to Allow Education Use of Copyrighted Music NAfME](#)
- [Virtual Learning Resources for Music Educators NAfME](#)

APPENDIX E Media Arts Online Resources

The Arizona Department of Education does not endorse any one software resource. LEAs should thoroughly research before making decisions about media arts software. Provided below is a sampling of free and/or easily accessed links to specific resources to assist students in Media Arts learning:

Digital Art & Design:

- [Assembly](#) (Illustrator alternative)
- [Blender](#) (3D modeling)
- [Canva](#) (graphic design app/website)
- [FlipAnim](#) (Animation)
- [MediBang](#) (digital painting & animation)
- [Photopea](#) (Photoshop alternative)
- [Pixlr](#) (Photoshop alternative)
- [TinkerCAD](#) (3D modeling)
- [Vect](#) (Illustrator alternative)
- [Vectornator](#) (Illustrator alternative)

Film/TV (History and Production)

- [Adobe Creative Cloud](#)
- [Arcadia News Network](#) (Program Example)
- [Celtix](#)
- [Canon Camera Education](#)
- [Crash Course - Film History](#)
- [Crash Course - Film Production](#)
- [Filmmaker IQ](#)
- [Garageband](#)
- [Google Play](#) (Video Editors)
- [iMovie](#) (Mac only)

Music (Creation and Production)

- [Albeton Live](#)
- [Audacity](#)
- [Arturia](#)
- [Band Lab](#)
- [Cakewalk](#) (PC only)
- [Cubase LE](#)
- [FL Studio](#)
- [Garageband](#) (Mac only)
- [Google play store](#)
- [iOS App store](#)
- [Logic Pro](#) (Mac only)
- [PreSonus Studio One Prime](#)
- [Pro Tools](#)
- [Pro Tools First](#)
- [Soundtrap](#)
- [Two Notes Audio Engineering Amp/Cabinet plugin](#)

APPENDIX F Suggested Recess Activities

LEAs are reminded to remain cognizant of excessive heat warning protocols in their respective communities. ASBA offers information and protocols [here](#).

The Global Recess Alliance also further reminds Districts that “Structured or sedentary activities like watching movies or activity break videos that do not provide students free choice and peer interactions are not substitutes for recess.”

Suggested Activities for (Indoor / Outdoor) Recess

- **[Recess Activity Posters](#)**

- **Alliance for a Healthier Generation**
 - [Physical Activity Break Cards](#)
 - [Soccer Sprint with MLS Star](#)
 - [One-On-One Fitness with WNBA Star](#)
 - [Active Academics](#)
 - [Adventure to Learning](#)
 - [Physical Activity Task Cards](#)
 - [Indoor Recess](#)

- **[GoNoodle](#)**

Use the “Indoor Recess” Channel. These videos are longer and more robust than typical GoNoodle videos.

- **[Adventure to Fitness](#)**

There are a few videos that can be accessed for free. If schools pay for an account, there are numerous videos that would be appropriate for an indoor recess.

- **[GeoMotion TV](#)**

GeoMotion TV is a learning and fitness tool. It is a streaming video website that delivers a variety of activities for children ages 4-14. GeoMotion TV videos are designed to get children up and moving while learning.

- **[Jam-A-Minute](#)**

The JAM School Program is a free resource for schools that brings physical activity and health education to the classroom. JAM offers a one-minute classroom energizer called JAMmin' Minute, an athlete-featured 5-minute routine called JAM Blast, and a monthly Health-E-tips newsletter.

- **[Peaceful Playgrounds Social Distancing at Recess](#)**

This is a licensed program that provides ideas and guidance for maintaining 6'-foot social distancing requirements in a "multi-zoned" playground area.

- **Playworks**
Playworks is a 501c3 non-profit organization that helps schools design engaging and safe playgrounds.
- **Alliance for a Healthier Generation**
The Alliance for a Healthier Generation Physical Activity in the Classroom page includes downloadable physical activity cards and videos.
- **Mobile App – Sworkit Kids**
You can hook-up a device to a projector to view this on the big screen. You can do preset workouts or custom make the workout on the app. The app also allows you to set the time frame of how long you want the video to play.
- **Puppet Master**
Have students quickly find a partner and decide who is partner #1 and who is partner #2. Partner #1 is the first puppet master. Use one hand as the stage and use the other hand (finger movements) to control the puppet. Partner #2 performs the movements shown by the puppet master. The first puppet master has one minute to control their partner's movements in order to get their partner's heart rate as high as they can. After one minute switch roles. Movements should be performed in their own space. Be creative!
- **Sherlock Holmes**
Choose one student to be Sherlock Holmes and send him/her out of the room. Then, select one student to be the exercise leader. This person must silently lead the class in exercises. Sherlock Holmes enters the room and watches to see who the leader is. Students should try to confuse the detective by not looking directly at the leader and changing exercises when the detective is not looking.
- **Toe Tapping Energizing Brain Break**
Stand Up. Face your partner. Both you and your partner put out your right leg and tap your right feet together 1 time and say "1" out loud. Tap your left feet together 3 times and say "3" out loud. Tap your right feet together 2 times and say "2" out loud. Continue the 1, 3, 2 toe tapping pattern alternating feet. See how fast you can go.

Works Consulted/Additional Resources

Dance

- [2020-2021 School Reentry Considerations: K-12 Physical Education, Health Education and Physical Activity SHAPE America](#)
- [Coping with COVID-19: General Health and Cleaning Guidelines](#)
- [Dance USA: Resources Related to the Coronavirus](#)
- [Fall 2020 Guidance for Music Education NFHS & NAfME](#)
- [Returning to Dancing and Training Considerations Due to COVID19 Dance USA](#)
- [Unprecedented International Coalition led by Performing Arts Organizations to Commission COVID-19 Study](#)

Media Arts

- [Australian Screen Production Industry COVID-Safe Guidelines](#)
- [Best Practices for Using Art Supplies Hygienically during the COVID-19 Outbreak American Arttherapy Association](#)
- [COVID-19: Cleaning Computers & Electronics for All Users Yale Environmental Health and Safety](#)
- [NAfME \(National Association for Music Education\) COVID-19 Resources](#)

Music

- [ABA COVID-19 Student Safety and Music Program Continuation Ideas for Consideration](#)
- [Adapting Primary Sources to Build Responsive Musicians NAfME](#)
- [Arizona Music Educators Official Statement](#)
- [American Choral Director's Association COVID-19 Response Committee Report](#)
- [CBDNA COVID-19 Response Committee Report](#)
- [Choral Singing in the Time of COVID19 San Francisco Gay Men's Chorus](#)
- [Choruses and COVID19 \(Coronavirus\) Chorus America](#)
- [COVID-19 Instrument Cleaning Guidelines NFHS & NAfME](#)
- [Fall 2020 Guidance for Music Education NFHS & NAfME](#)
- [Guidance for a Return to High School Marching Band NFHS & SMAC](#)
- [Planning for School Reopening in the Fall of 2020 Manitoba Orff Chapter](#)
- [Making Music Together: Considerations for a Safe Return to the Instrumental Music Classroom](#)
- [Recommended Guidelines for Returning to Athletic Activity AIA](#)
- [Summer Marching Band Practices and Rehearsals Requirements University of Texas Interscholastic League](#)
- [Unprecedented International Coalition led by Performing Arts Organizations to Commission COVID-19 Study](#)

National & State Reentry Guidance

Arts

- [Arts Together: Planning Guidance for Arts Educators in Maryland Public Schools COVID19 Response and Path Forward](#)
- [AZ Arts and Physical Education Reentry Guidelines](#)
- [COVID19 and Beyond Guidelines for Connecticut K-12 Art Programs Connecticut Arts Administrators Associations](#)
- [Public School and Arts Education Reopening Report Americans for the Arts](#)
- [September Ready: Fall 2020 Guidance for Arts Education, Arts Ed NJ](#)

General Health

- [Considerations for Schools CDC](#)
- [COVID-19 and School Funding: What to Expect and What States Can Do Education Commission of the States](#)
- [COVID-19 Planning Considerations: Guidance for School Re-entry American Academy of Pediatrics](#)
- [Pandemic Recovery Considerations: Re-Entry and Reopening of Schools Missouri School Boards' Association's Center for Education Safety](#)
- [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes CDC](#)
- [Schools-Decision-Tree CDC](#)

Physical Education

- [Physical Education Recommendations in the 20-21 School Year: Recommendations and Resources Minnesota Department of Education](#)
- [Physical Education Together: Guidelines for Temporary Modifications to Physical Education Programs in Maryland Public Schools](#)

Physical Education

- [2020-2021 School Reentry Considerations: K-12 Physical Education, Health Education and Physical Activity SHAPE America](#)
- [Guidance for Opening up High School Athletics and Activities NFHS](#)
- [Physical Education Restriction Levels](#)

Theatre

- [A Message from MTI Regarding COVID-19](#)
- [Concord Theatricals Virtual Performances and Digital Rights](#)

- [Public Statement of Library Copyright Specialists: Fair Use & Emergency Remote Teaching & Research](#)
- [Recommendations for Reopening School Theatre Programs: Theatre Education in the Time of COVID-19 Educational Theatre Association](#)

Visual Arts

- [Adult SEL Toolkit Panorama Education](#)
- [An Open Letter to Superintendents, Principals, and School Board Members NAEA](#)
- [How long does the Corona Virus Live on Surfaces? WebMD](#)
- [Remote Learning Toolkit NAEA](#)
- [Tips for Returning to the Visual Art and Design Classroom NAEA](#)
- [Tips for Teaching Visual Art and Design in a Distance Learning Environment NAEA](#)

Recess

- [2020-2021 School Reentry Considerations: K-12 Physical Education, Health Education and Physical Activity SHAPE America](#)
- [Kids Will Need Recess More Than Ever When Returning to School Post-Coronavirus](#)
- [Statement on Recess Global Recess Alliance](#)
- [Why quality recess time is needed now more than ever Association for Supervision and Curriculum Development](#)

Arts & Cultural Partnerships with Schools

- [Connecticut's Arts & Culture Industry Guidelines for Operating during COVID-19 Connecticut Department of Community and Economic Development, Office of the Arts](#)
- [Considerations for Museum Reopenings American Alliance of Museums](#)
- [Event Safety Alliance Reopening Guide](#)
- [Guide to Reopening the Arts North Carolina Arts Council](#)
- [Operating during COVID-19: Considerations for Oklahoma Nonprofit Arts Organizations Oklahoma Arts Council](#)
- [Reopening Resources: Ideas from the field for Colorado Arts & Culture Colorado Creative Industries](#)
- [Reopening Safely: Tips and Resources to Prepare Pennsylvania Council on the Arts](#)
- [Reopening the Cultural Sector in U.S. Cities Bloomberg Philanthropies](#)
- [School's Out, Make It Count: Arizona Quality Standards for Out-of-School Time Programs Arizona Center for Afterschool Excellence](#)
- [Science of Learning and Development Alliance Resources](#)
- [Stronger Together: Expanded Learning California Department of Education](#)