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**Your Question:**

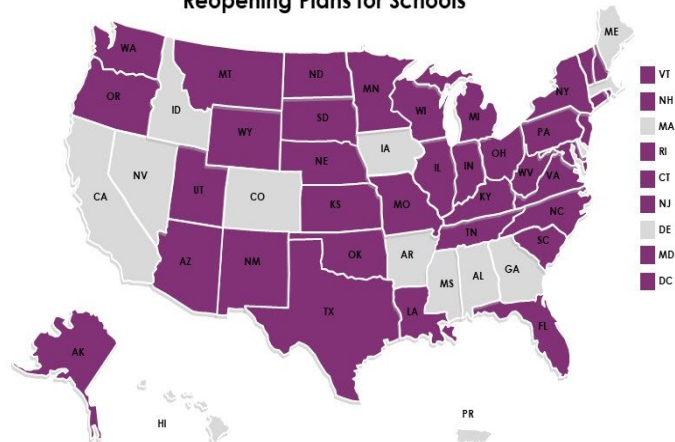
Can you provide an analysis of arts education provisions in state reopening plans?

**Our Response:**

**Arts Education in State Reopening Plans for Schools**

Education Commission of the States staff reviewed reopening plans and state education agencies' COVID-19 webpages for information about arts education. We searched for several keywords (music, arts, dance, theater and athletics) within reopening plans as well as completing a general scan for arts-related content. We found that 37 state plans mentioned at least one of the keywords. The reopening plans offer guidance for how districts and schools can conduct some arts-related activities safely by creating socially distanced environments, implementing strict cleaning procedures and encouraging the use of masks. Many plans also included information about activities that are prohibited, such as large group performances or assemblies.

**Directives, Guidance or Mentions of Arts Education in State Reopening Plans for Schools**



Given the rapidly changing environment as schools reopen, state, district and school plans are constantly in flux. For this reason, we include the most recent date that ECS checked a particular state’s plan, and, where available, the date of the plan. We also include a link to each SEA’s COVID information page to enable checking for future updates.

State	Date Last Checked by ECS Staff	State Education Agency (SEA) COVID-19 Webpage School Reopening Plan/Guidance Other relevant documents	Are there directives, guidance or mentions of arts education in state reopening plans for schools?
Alabama	8/28/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Novel Coronavirus (COVID-19) Education Information</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Roadmap to Reopening Schools</a></p>	
Alaska	8/28/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Alaska Smart Start 2020 - Education and Early Development</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Alaska Smart Start 2020: Restart &amp; Reentry Framework Guidance for K-12 Schools 2020-2021 School Year</a></p>	Provides special considerations for music and encourages virtual music classes to minimize the risk of viral transmission (page 18).
Arizona	8/28/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Office of Communications</a></p> <p><b>School Reopening Plan/Guidance:</b> Arizona Department of Education, <a href="#">Office of Communications</a>, COVID-19: Guidance and Suggestions</p> <p><b>Education Arts Reopening:</b> <a href="#">Arts and Physical Education Guidelines</a></p>	<p>Arts and Physical Education Guideline document breaks down recommendations for each discipline.</p> <p>Performing Arts (Dance, Music, Theatre) The goal of arts education is to develop students’ artistic literacy. In the performing arts disciplines of dance, music and theatre, the artistic processes of creating, performing, responding and connecting outlined in state standards provide educators with significant flexibility. The following student safety considerations can ensure the continued development of students’ artistic literacy:</p> <ul style="list-style-type: none"> <li>● Consider portions of a class be done outside to provide more social distancing, weather permitting.</li> <li>● Exclude activities that require physical contact from lesson plans.</li> <li>● Use markings on the floor and/or student workstations to adhere to social distance requirements in classrooms requiring movement.</li> </ul>

			<ul style="list-style-type: none"> <li>● Develop live-performance alternatives or substitutes that meet ‘Performing’ state standards, following national guidelines.</li> <li>● Follow the Instrument Cleaning Guidelines and Information released by NFHS, NAFME and NAMM.</li> <li>● Give special consideration to locker room/dressing room/green room usage and sanitation.</li> </ul> <p>Visual Arts (Including Media Arts) The goal of arts education is to develop students’ artistic literacy. In the visual arts disciplines of visual and media arts, the artistic processes of creating, presenting/producing, responding and connecting outlined in state standards provide educators with significant flexibility. The following student safety considerations can ensure the continued development of students' artistic literacy:</p> <ul style="list-style-type: none"> <li>● Develop art exhibition alternatives or substitutes that meet ‘Presenting’ state standards, following national guidelines.</li> <li>● Follow CDC and national guidelines regarding cleaning of shared materials and spaces.</li> </ul>
Arkansas	8/28/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Division of Elementary and Secondary Education</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Ready for Learning SCHOOL GUIDE</a></p>	
California	8/31/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus Response and School Reopening Guidance - Health Services &amp; School Nursing (CA Dept of Education)</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Stronger Together</a></p>	<p>No mention of arts in K-12 reopening plan.</p> <p>Referenced to visual arts briefly when discussing staggering times/days for group A and B students to: “[complete] computer science activities, theatre, visual arts, or science to enrich students’ learning experiences.”</p>
Colorado	8/31/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Resources for Schools</a></p> <p><b>School/District Reopening Plan/Guidance:</b> <a href="#">A Framework and Toolkit for School and District Leaders for Feedback</a></p>	

<p><b>Connecticut</b></p>		<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Resources for Families and Educators</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</a></p>	<p>Pg. 37 has reopening guidance for Arts and Music Education. Refers to NAME musical instrument cleaning guidance, social distancing suggestions for group ensembles, requires individual art kits for students. More guidance on chorus instruction will be released.</p>
<p><b>Delaware</b></p>	<p>8/31/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 / Homepage</a></p> <p><b>School Reopening Plan/Guidance:</b>  <a href="#">Returning to Schools: Planning a Safe, Efficient, and Equitable Return to School for Students and Staff</a></p> <p><a href="#">Workgroups Developed for Reopening</a></p>	
<p><b>District of Columbia</b></p>	<p>8/21/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Guidance and Resources for COVID-19-related Closures and Recovery</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Guidance and Resources for COVID-19-related Closures and Recovery Plan updated 8/21/20</a></p>	<p>Page 7: “activities in which voices are projected, such as choir, theater, or band, present greater risk of spread of respiratory droplets even with physical distance of 6 feet. Such activities must be canceled even if group size and 6-foot distance can be maintained.”</p>
<p><b>Florida</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus (COVID-19)</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Reopening Florida Schools and CARES Act</a></p>	<p>Slide 53: Recommendations to Plan for Graduations, Sports, Band, Arts, Other Extracurriculars and Co-curriculars Florida’s K-12 schools should proactively plan to safely conduct extracurriculars and co-curriculars, including graduations, sports, and other close contact <a href="#">events and gatherings</a>.</p>
<p><b>Georgia</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 (Coronavirus) and Schools   Georgia Department of Education</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Georgia's K-12 Restart and Recovery</a></p> <p><a href="#">Guidance for Georgia’s K12 Schools and School-Based Programs</a></p>	<p>Original guidance briefly mentions allowing students to wear masks in large gatherings throughout the document.</p> <p>Under target interventions for support and learning mentions:</p> <p>“Identify essential concepts/skills grade levels and provide access to enrichment (<b>fine arts</b>, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)”</p>

			Updated 8/12/20 guidance does not contain these references anymore.
<b>Hawaii</b>	9/2/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">HIDOE COVID-19 Information and Updates</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Return to Learn: School Reopening Plan</a></p>	8/28 update contains information about cleaning athletics facilities, no mention of arts search terms.
<b>Idaho</b>	9/2/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Fall 2020 Public Schools Reopening / SDE</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Fall 2020 Public Schools Reopening / SDE</a></p> <p><b>Updated guidance:</b> <a href="#">Operations- Athletics, Activities, &amp; Mass Gatherings</a></p>	Updated plan has basic information about athletics and gatherings.
<b>Illinois</b>	9/2/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">STARTING THE 2020-21 SCHOOL YEAR</a></p> <p><a href="#">Fall 2020 Learning Recommendations</a></p>	On pg. 37 of 9/1 update, under “Authentic Learning” section, encourages educators to preserve access to the arts.
<b>Indiana</b>	9/2/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Resources for Indiana Schools   IDOE</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Re-entry Resources</a> (Updated Aug. 3)</p> <p><a href="#">IN-CLASS COVID-19 Health and Safety Re-entry Guidance</a> (June 5)</p>	Appendix A (Health Protocols) of the IN-CLASS re-entry guidance suggests that if closure is necessary, schools should consult with local health departments to determine the status of school activities (including extra-curricular, co-curricular and before/after programs). Appendix B (Social Distancing in the School Environment) provides suggestions on measures schools can take to increase social distancing. Appendix B specifically suggests reorganizing choir, band, orchestra and other large classes to allow for smaller classes and social distancing as well as suggesting that schools ensure adequate supplies to minimize the sharing of high touch materials (art supplies are provided as an example here). Guidance in Appendix C (Extra-Curricular and Co-Curricular Re-entry Considerations) suggests schools should decrease gathering sizes by half in large areas such as band rooms. Appendix C suggests that if equipment must be shared

			<p>such as non-wind instruments, the equipment must be cleaned prior to and immediately following use.</p> <p>The IN-CLASS Re-entry Guidance suggests schools should review policies and procedures to address volunteers, visitors, interns and deliveries. Appendix A of this guidance suggests that if closure is necessary, schools should consult with local health departments to determine the status of school activities (including extra-curricular, co-curricular and before/after programs). Appendix B of this guidance also suggests schools to limit or eliminate classroom visitors.</p>
Iowa	9/2/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Guidance and Information</a></p> <p><b>School Reopening Plan/Guidance:</b>  <a href="#">Return-to-Learn Guidance</a>  <a href="#">Return-to-Learn Support Document</a></p>	
Kansas	9/2/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Navigating Change: Kansas' Guide to Learning and School Safety Operations</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Kansas' Guide to Learning and School Safety Options</a></p>	<p>The state plan seems to just cover standards to be met and makes limited tie-ins to how to achieve them in a virtual/distance/hybrid environment. The standards do mention arts in several places, but the information doesn't seem relevant to a reopening plan.</p>
Kentucky	9/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Updates and Information for P-12 Education</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">KDE Reopening Guidance</a></p>	<p><b>Cleaning and Disinfecting</b>  Page 22 of the <a href="#">Guidance and Safety Expectations and Best Practices for Kentucky Schools</a> (updated 8/31/20) provides guidance for gymnasiums, physical education classrooms and weightlifting rooms on additional measures for cleaning and disinfecting.</p> <p><b>Class sizes</b>  <a href="#">Class Sizes in Virtual Programs and Courses</a> (updated 8/10/20) states:  "The commissioner of education is tasked with enforcing the maximum class sizes established in <a href="#">KRS 157.360(5)(a)</a> in schools and programs that lack school based decision making. <a href="#">KRS 157.360(5)(a)</a> only excludes "vocal and instrumental music" and "physical education classes" from the established cap sizes."</p>

<p><b>Louisiana</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19</a></p> <p><b>School Reopening Plan/Guidance:</b>  <a href="#">SCHOOL REOPENING GUIDELINES &amp; RESOURCES</a> (July 28)</p> <p><a href="#">Strong Start 2020</a> (June 25)</p>	<p>The <a href="#">reopening plan</a> encourages the use of gymnasiums and auditoriums for distancing of students.</p> <p>According to <a href="#">Non-Core/CTE Curriculum and Course Materials guidance</a>, The Supplemental Course Academy (SCA) gives school systems access to a variety of courses through online, face-to-face and hybrid options, and it includes content for non-core academics such as art.</p>
<p><b>Maine</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus (COVID-19) Resources for Schools   Department of Education</a></p> <p><b>School Reopening Plan/Guidance:</b>  <a href="#">Maine Schools Return to Classroom Instruction Framework</a> (working draft).</p>	<p>No. Arts-related policies do not appear to be specifically included in Maine’s working draft of the Return to Classroom Instruction framework.</p>
<p><b>Maryland</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Resources for Maryland Schools</a></p> <p><b>School Reopening Plan/Guidance:</b>  <a href="#">Maryland’s Recovery Plan for Education</a></p>	<p>Maryland’s Recovery Plan for Education recommends ensuring adequate supplies to minimize sharing of high-touch materials, such as assigning each student their own art supplies or limiting use of supplies and equipment by one group of children at a time and cleaning and disinfecting between use. The state’s guidance provides various models that schools can adopt to support social distancing, and fine arts teachers are explicitly mentioned in these models. In each of the instructional program models mentioned, they also say that “Fine Arts, Physical Education, and Health Education teachers will be included, to teach their respective content. These classes will be offered as a rotation to provide the necessary content and support to students for a well-rounded curriculum while also helping to reduce the student-teacher ratios to 10 or fewer in each learning environment.” The guidance also discusses Maryland Out of School Time programs and how they will continue to provide students a broad array of additional services, programs and activities such as art and music (among other things).</p> <p>In preparation for reopening, the guidance suggests that a determination be made about class changes and whether they should be static or fluid (teachers change classes vs. students change classes). Further considerations outlined in the</p>

			<p>appendices include partial closure by class or grade, increasing space between students, suspending/reducing the use of common areas and cancelling classes or activities that occur within the school day with a high rate of mixing/contact (such as PE or choir).</p>
Massachusetts	9/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Information and Resources - Student and Family Support (SFS)</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Initial Fall School Reopening Guidance</a></p> <p><a href="#">Coronavirus/COVID-19: Guidance/On the Desktop Messages</a></p>	
Michigan	9/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">MDE - MDE COVID-19 Education Information and Resources</a></p> <p><b>School Reopening Plan/Guidance:</b> (<a href="#">there are work groups but no published plan/guidance yet</a>) <a href="#">MI Safe Schools</a>: (June 30)</p>	<p><a href="#">Guidance</a> is provided by phase. During phases 1-3, all athletics and extracurricular activities are suspended. During phase 4, extracurricular activities can occur if students are wearing masks, and athletics can resume as long as activities are in compliance with the Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS). Phases 5-6 contain additional guidance.</p>
Minnesota	9/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Updates</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Minnesota Department of Education (MDE)</a>, Safe Learning Plan <a href="#">MDE 2020-21 Planning Guidance of Minnesota Public Schools</a> <a href="#">MDH 2020-2021 Planning Guide for Schools</a> <a href="#">Safe Learning Plan for 2020-2021</a></p>	<p>Minnesota does have a separate document for <a href="#">Arts Education in the 2020-2021 School Year Recommendations and Resources</a> (updated 8/13/20) that includes guidance on music, visual and media arts, theater and dance.</p>
Mississippi	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Mississippi Schools: Guidance for the 2020-21 School Year</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Consideration for Reopening Mississippi Schools</a></p>	



Missouri	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus (COVID-19) Information   Missouri Department of Elementary and Secondary Education</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Pandemic Recover Considerations: Re-Entry and Reopening of Schools</a></p>	<p>In the reopening <a href="#">considerations</a> provided by the Missouri School Board Association, recommendations are made to improve social and emotional health of students using the arts:</p> <ul style="list-style-type: none"> <li>● Utilize Arts and other activity/project -based courses to help students process and address social and emotional issues. Models for these programs already exist in many youth and military-arts-therapy programs. (See Suggested Reading Resources)</li> <li>● Create student-driven performances that express student feelings and ideas on COVID-19.</li> <li>● Establish special art projects that encourage students to process feelings.</li> <li>● Utilize musical and dance performance and creation to address Post Traumatic Stress issues.</li> <li>● Explore Arts Integration and STEAM instruction as evidence-based methodologies to address Social-Emotional Education for students.</li> </ul> <p><a href="#">Appendix C</a> offers guidance based on CDC recommendations for physical education, physical activities and sports.</p>
Montana	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Reopening Montana Schools 2020</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Reopening Montana Schools 2020</a></p>	<p><a href="#">Reopening Montana Schools Guidance</a> provides information for music and PE dependent on reopening structure.</p>
Nebraska	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus Resources</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Launch Nebraska</a></p>	<p><a href="#">Fine Arts Guidance</a> provides guidance and resources for fine arts education.</p>
Nevada	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID resources</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Nevada's Path Forward</a></p>	
New Hampshire	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 (coronavirus) Resources for Schools   Department of Education</a></p> <p><b>School Reopening Plan/Guidance:</b></p>	<p><a href="#">Guidance</a> from the New Hampshire Department of Education recommends cohorting students and references arts-related subjects: “Classrooms should be grouped/cohorted together to the extent possible so that students and teachers in one</p>

		<p><a href="#">New Hampshire Grades K-12 Back-to-School Guidance K-12 Taskforce</a> (meeting throughout the summer)</p>	<p>classroom/group avoid interaction (i.e., crossover) with another classroom/group. This will be most feasible for elementary school-aged students. When possible, students should not mix with other classes during art, gym, music sessions, etc. Consider having the teacher move between classrooms instead of students.”</p> <p><a href="#">Performing arts guidance</a> is also provided by the Governor’s Economic Reopening Taskforce.</p>
<b>New Jersey</b>	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Restart &amp; Recovery Plan: The Road Back</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">The Road Back: Restart and Recovery Plan for Education</a></p> <p><b>Arts-specific guidance and curricular resources:</b> <a href="#">Arts Ed NJ</a></p>	<p>The <a href="#">recovery plan</a> recommends educators “design learning experiences that build student understanding by linking together concepts within and across grades. [The] literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts.”</p> <p>Specific arts guidance and resources available from <a href="#">Arts Ed NJ</a>.</p>
<b>New Mexico</b>	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Reentry District and School Guidance – New Mexico Public Education Department</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Reentry Guidance</a></p>	<p><a href="#">Specific guidance</a> is provided for physical education and other elective courses. The state identifies PE, band, choir and theater as classes with “unique risks.”</p>
<b>New York</b>	8/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus (COVID-19) School Reopening Plan/Guidance: Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance</a></p>	<p>The state’s <a href="#">reopening guide</a> states “due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.” Additional information is also provided in the guide for the safe management of physical education classes.</p>

<p><b>North Carolina</b></p>	<p>8/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Response &amp; Resources</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Lighting Our Way Forward: North Carolina's Guidebook for Reopening Schools</a></p>	<p>The state's plan did not have any information specific to arts education.</p> <p><a href="#">Recommendations for Arts Education as North Carolina Reopens Schools</a> offers guidance from Arts NC, a statewide advocacy organization. Additionally, the North Carolina Dance Education Organization released <a href="#">guidelines</a> on dance education.</p>
<p><b>North Dakota</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">NDDPI Updates and Guidance on COVID-19   North Dakota Department of Public Instruction</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">North Dakota K-12 Smart Restart Guidance</a></p>	<p><b>Academic Planning - District-level Considerations: Staff, Student and/or classroom restructuring; Guiding Questions</b></p> <p>What planning needs to occur in order to meet the needs of courses with large populations and/or having close contact? (Examples to explore: physical education, band, choir, extra curriculars, CTE, etc.)</p> <p>Schools will utilize the <a href="#">North Dakota High School Activities Association's (NDHSAA) guidance</a> for all decisions regarding school athletics, activities and competitions.</p>
<p><b>Ohio</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus (COVID-19) Information for Ohio's Schools and Districts</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Reset and Restart Planning Guide for Ohio Schools and Districts</a></p>	<p><b><u>Within social distancing guidance:</u></b> Keeping a distance of six feet or greater between people adds another layer of prevention against the spread of COVID-19 by minimizing the chance of coming into contact with the virus through respiratory droplets. Distancing of six feet or greater is key in preventing droplet spread when speaking loudly, singing or playing a musical instrument, which have been connected to increased respiratory droplet spread.</p> <p>Due to the nature of band, choir, theater and other similar classes, 6-foot social distancing may not be adequate. Teachers and students should maintain at as much distance as possible when actively playing and performing.</p> <p><b><u>Guiding Principles:</u></b></p> <p>Prioritizing student learning</p> <ul style="list-style-type: none"> <li>• Continue to value and use Ohio's Learning Standards as the basis for guiding instruction and student acquisition of knowledge and skills. Ensure opportunities for students to master core subject areas and pursue well-rounded learning</li> </ul>

			<p>(such as music, arts, other electives, career-technical education, industry credentials).</p> <p><a href="#">Extracurricular/Co-curricular Activities (athletics, music, student groups)</a>: The Ohio Department of Education continues to collaborate with the Ohio Department of Health and Ohio High School Athletic Association, Ohio Music Education Association and others to determine summer practice routines and fall sports routines to be implemented. Schools and districts should work with their local health departments and stakeholders to determine the appropriateness and practical realities of whether to continue certain activities. Participation in each activity will need to be determined based upon maintaining Ohio Department of Health, local health department, Ohio Department of Education and Ohio High School Athletic Association guidance. Alternative methods for practice, instruction, rehearsal and performance should be considered to maintain maximum participation while minimizing health and safety risks.</p>
Oklahoma	9/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus/COVID-19 FAQs For Oklahoma Public Schools</a></p> <p><b>School Reopening plan/guidance:</b> <a href="#">Return to Learn Oklahoma: A Framework for Reopening Schools</a></p>	<p><b>Pg. 27: Establish safety protocols for fine arts classes</b>  <b>NOTE: includes detailed guidance for dance, drama/theater, music and visual arts.</b></p> <p>The latest research indicates that singing, playing music instruments, vocal projection and movement increase aerosol transmission. School districts should supply teachers with reusable or disposable gloves, wipes and spray disinfectant to use as needed throughout the school year. Masks should be worn by all students and staff prior to entering the classroom or rehearsal space. Masks should continue to be worn until all students are seated and ready for instruction and while playing, singing, acting or dancing to the extent possible.</p> <p>Review spaces throughout the school building – including the stage/auditorium/cafetorium (when available), outdoor spaces, etc. – for possible use to enhance social distancing. Outdoor spaces will be more comfortable for students and staff if a large, open-sided tent is provided. Consider the following suggestions for each discipline to allow fine arts to continue in a safe manner.</p>

			<p><b>Support Fine Arts PK-12 instruction</b></p> <p>It is important to understand that many music, art, drama and dance teachers have worked with the same population of students every year and may be able to more easily adapt their curriculum to the start of a new school year. Teachers should focus on standards for the current grade level while scaffolding knowledge that may have been missed or forgotten from the 2019-20 school year. To prepare for the upcoming school year, teachers are encouraged to consider the following:</p> <ul style="list-style-type: none"> <li>• Become familiar with the new Oklahoma Academic Standards for Fine Arts and consider nontraditional teaching methods for the four artistic processes.</li> <li>• Review curriculum goals of past years and think through modifications of those goals (based on the local incidence of COVID-19 and CDC recommendations) while prioritizing student needs.</li> <li>• Keep in mind that students in transition grades (K, 6th/7th and 9th) may need the most support as they begin learning in a new space and arts discipline with a potentially altered school schedule. Beginner students in an instrumental music program may need to audition on instruments during class in the fall and be sorted into instrument-specific classes in the spring.</li> </ul>
<p><b>Oregon</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Oregon Department of Education : COVID-19 Resources : Health, Safety &amp; Wellness</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Ready Schools Safe Learners</a></p> <p><a href="#">Visual and Performing Arts Additional Considerations</a></p>	<p><b>2f. Classrooms/Repurposed Learning Spaces - Recommended</b></p> <p>Limit Transitions: Modify classes where possible and where students are likely to be in close contact (e.g., music, art, physical education, etc.) by bringing the specialist teacher to individual classrooms instead of having students go to the shared space. Refrain from mixing classes with other classes and teachers (e.g., having a mixed math class with another set of students).</p> <p><b>5a. Instructional Time - Recommended</b></p> <p>Continue to provide well-rounded education (health, arts, CTE, physical education, music, etc.), while monitoring progress through academic content standards in English language arts, math, science and social science.</p>

**5c. Learning Day, Instructional Schedule, and Academic Calendar**

*Elementary School Instructional Schedules - Recommended*  
Design schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, etc., where appropriate safety considerations can be maintained.

*Secondary (Middle and High) School Instructional Schedules - Recommended*

Design schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, CTE, etc., where appropriate safety considerations can be maintained.

**5f. Instructional and Extra-Curricular Activities Requiring Additional Considerations**

Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness. It is critical that schools continue to offer options for a well-rounded education whether On-site, Hybrid or Comprehensive Distance Learning. Opportunities to engage students in active learning often requires hands-on, interactive and physical activities (e.g., laboratory activities, career and technical education (CTE), band, choir, theater, physical education and driver’s education). As such, these activities may require modifications or specific health and safety protocols to protect staff and students.

**Required**

Develop plans for the implementation of laboratories, visual and performing arts, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations and modifications of all education decisions to ensure full inclusion by all students.

**6c. Before and After School Programs - Recommended**

Schools could partner with out-of-school time providers to facilitate computer science activities, theatre, visual arts and

			<p>other well-rounded activities to enrich students' learning experiences;</p> <p><b>7. Mental, Social, and Emotional Health - Recommended</b> Encourage student voice through artistic expression – writing, art, movement, theatre arts and music.</p>
Pennsylvania	9/1/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Resources for School Communities During COVID-19</a></p> <p><b>School reopening plan/guidance:</b> <a href="#">Reopening Guidance for the 2020-21 School Year</a></p> <p><a href="#">Preliminary guidance for phased reopening of Pre-K-12 schools</a></p>	<p>Protocols for distancing student desks/seating and other social distancing practices classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day to the maximum extent feasible.</p> <p>Turn desks to face in the same direction or have students sit on only one side of tables, spaced apart. Consider the unique needs of music programming (e.g., band, orchestra, choir) and transmission risk-mitigation protocols to address hygiene, disinfection of equipment, distancing during practice and competition, and numbers of participants. Due to potential increased risk of droplet transmission, physical distancing should be prioritized for wind instruments.</p> <p><a href="#">School Sports Guidance</a></p> <p>Protocols for sporting activities consistent with the CDC Considerations for Youth Sports for recess, and physical education classes (guidance for organized school sports will be published separately)</p> <ul style="list-style-type: none"> <li>● Select and provide safe opportunities for exercise and sports events for students. Consider the following; <ul style="list-style-type: none"> <li>○ Physical proximity of players, and the length of time that players are close to each other or to staff.</li> <li>○ Amount of necessary touching of shared equipment and gear (e.g., protective gear, balls, bats, racquets, mats, or water bottles).</li> <li>○ Ability to engage in social distancing while not actively engaged in play (e.g., practice, games, locker rooms, showers).</li> <li>○ Engagement of players at higher risk of developing serious disease.</li> <li>○ Size of the team.</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>● Limit travel outside of the local community.</li> <li>● Implement transmission risk-mitigation protocols in noncontact sports to address hygiene, disinfection of equipment, distancing during practice and competition, and numbers of participants.</li> <li>● Require enhanced surveillance and testing for any contact sports to minimize higher risk of transmission in participating athletes.</li> </ul>
<p><b>Rhode Island</b></p>	<p>9/1/20</p>	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 (Coronavirus) Updates and Resources</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Back to School RI</a></p>	<p><b>Band and Chorus</b></p> <p>It is recommended that activities during which respiratory droplets are likely to be expelled such as chorus and any group band rehearsal or performance involving wind or brass instruments be suspended or occur virtually. If schools choose for them to happen in-person, students and staff should be at least 14 feet apart, and the chorus size should not be greater than the stable group size for high schools. It is recommended to establish student groups that are consistent with class or bus groups whenever possible.</p> <p><i>Updated 8/25/20:</i> Other considerations may be given for certain instruments where students can wear face coverings while playing (e.g., violin, guitars, ukuleles, mandolins, etc.). The CDC guidance also states:</p> <ul style="list-style-type: none"> <li>● When students are not singing or playing an instrument that requires the use of their mouth, they should wear a cloth face covering in music class (unless class is outdoors and distance can be maintained).</li> <li>● Social distancing helps protect students in music class.</li> <li>● While students are singing or playing an instrument that requires the use of their mouth, use visual cues to keep them at least 14 feet apart. If it's safe and weather permits, consider moving class outdoors where air circulation is better than indoors and maintain at least 14 feet distance between students.</li> </ul> <p><b>Athletics</b></p> <p>Further guidance on fall athletics will be provided later this summer. For the most recent rules, please visit <a href="#">ReopeningRI</a>.</p>



South Carolina

8/31/20

SEA COVID-19 Webpage: [COVID-19 \(Coronavirus\) and South Carolina Schools](#)

School Reopening Plan/Guidance: [AccelerateED Task Force](#)

**3. Ensuring a Well-Rounded Education** - As our state learned during the spring 2020 closures, certain courses and content face unique challenges for delivery via distance learning. These same courses are likely to be the ones that face the greatest instructional challenges due to new health and safety requirements like social distancing or wearing of masks. ***However, in spite of those challenges, it is unanimously the recommendation of this task force that districts continue to ensure students have access to a well-rounded education in both in-person and distance learning environments this fall.*** These courses are an essential component of the world-class education identified in the *Profile of the SC Graduate*, and access to a well-rounded education has documented benefits for the social and emotional wellness of students through promotion of attributes like hope and engagement. In determining how to ensure student access, districts should refer to the guidance provided by the relevant state and national professional organizations. Specifically, students in South Carolina should have continued opportunities to participate in or access:

**a. The Arts (visual and performing)**- In order to ensure student access to the arts, districts should consider the following:

- i. Instruction in the arts focuses on core standards of creation, connection, presentation/performance, and response. While new health and safety protocols in schools may present challenges for instruction focused on the domain of presentation/performance, arts teachers have the capacity to shift instructional focus to the other domains in ways that are consistent with health requirements.
- ii. Districts should seek to partner with the SCDE and state and local arts organizations to enhance student access to the arts. For example, while new school guidelines prohibiting use of shared materials could complicate efforts for scene shop construction in a theater class, students could partner with a local arts organization that might be able to translate student design into finished product. Arts organizations like the SC Arts Alliance for Everyone and the Arts in the Basic Curriculum Project are strong examples of partners that can assist with the development of a depository of instructional resources and materials for teacher use within health guidelines. These

			<p>organizations can also be important providers of professional learning opportunities in districts that lack staffing capacity for district-led opportunities for teachers in the arts.</p> <p>iii. Districts should look to state and national arts organizations for guidance on how to safely ensure student access to the arts for in-person instruction and meaningful access for distance learning. For a list of organizations and existing resources, see Appendices H and I.</p>
South Dakota	8/31/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Starting Well 2020, SD Department of Education</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Starting Well 2020, SD Department of Education</a></p>	<p><a href="#">Fall 2020 - Music Education Implementation of any suggestion or recommendation must follow guidelines set forth by the CDC, South Dakota Department of Health and local and district officials.</a></p> <p>Classroom Design Decisions: 5. What steps can you take to minimize sharing of high touch materials (example: art supplies, classroom libraries, etc.)?</p>
Tennessee	8/31/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Reopening Guidance</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Reopening Schools - Overview Guide for LEAs .docx</a></p>	<p>Overview: <a href="#">Best Practices for K-12 Arts Education Programs as Tennessee Reopens Schools</a></p> <p>Full Report: <a href="#">Best Practices for K-12 Arts Education Programs as Tennessee Reopens Schools</a></p> <p>Pg. 34: Includes “ways to account for extra-curricular activities (clubs, sports, band, etc.) and how social distancing measures may impact how they are managed” in the operational considerations for having all students back in the building.</p>
Texas	8/31/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus (COVID-19) Support and Guidance</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">SY 20-21 Public Health Planning Guidance</a></p> <p><a href="#">Governor's Strike Force - Education   Office of the Texas Governor   Greg Abbott</a></p>	<p><b>MITIGATE: Practices to Mitigate the Likelihood of COVID-19 Spread Inside the School</b></p> <p><b>Operational Considerations:</b></p> <p><b>Health and Hygiene Practices: General</b></p> <p>Campuses should institute more frequent cleaning practices, including additional cleaning by janitorial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate. Schools should arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day. This would include objects such as door handles, common tables/desks, shared supplies such as</p>

			art supplies, and high touch devices such as shared laptops or tablets.
<b>Utah</b>	8/31/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus Information and Resources</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">School Reopening Planning Handbook (PDF File)</a></p>	<p>Enhanced Environment Hygiene &amp; Safety State Requirements</p> <ul style="list-style-type: none"> <li>- Develop protocols for implementing an increased cleaning and hygiene regimen.</li> <li>- Per State Public Health Order, each individual, including an employee, student, or visitor, on school property or on a school bus is required to wear a face covering. See the State Public Health Order for exceptions based on individual circumstances and for certain activities.</li> <li>- Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use.</li> </ul> <p>Recommended Considerations</p> <ul style="list-style-type: none"> <li>- Clean and disinfect frequently touched surfaces and items at least daily (doorknobs, desks, computers, sporting equipment, shared supplies, etc.).</li> </ul>
<b>Vermont</b>	8/31/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Guidance for Vermont Schools</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">COVID-19 Guidance for Vermont Schools</a></p>	<p>General principles to promote physical distancing and reduce viral spread:</p> <p>Limit sharing of materials:</p> <ul style="list-style-type: none"> <li>● Do not share electronic devices, toys, books, musical instruments, games or learning aids.</li> </ul> <p>Communal Spaces, Large Group Activities and Public Use of Schools General guidance (Step II and Step III):</p> <ul style="list-style-type: none"> <li>● Indoor group activities with the potential to generate increased respiratory droplets and aerosols should be avoided. This includes activities such as singing (e.g. choir, glee club, a cappella groups, musical theater, etc.) and music that involves woodwind or brass instruments. However, if students are outside and spaced six feet apart, singing may be permissible, and use of woodwinds and brass instruments is permissible.</li> <li>● School-sponsored/associated events and extracurricular activities (sports, theater, etc.) may occur in accordance with parameters outlined by the Governor.</li> </ul>

			<ul style="list-style-type: none"> <li>○ Guidance on organized sports can be found on the <a href="#">ACCD's Restart website</a>.</li> </ul> <p>Guidance specific to sports:  <a href="https://education.vermont.gov/sites/aoe/files/documents/edu-anr-fall-sports-programs-for-the-2020-2021-school-year.pdf">https://education.vermont.gov/sites/aoe/files/documents/edu-anr-fall-sports-programs-for-the-2020-2021-school-year.pdf</a></p>
<b>Virginia</b>	8/28/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 &amp; Virginia Public Schools</a></p> <p><b>School Reopening Plan/Guidance:</b>  <a href="#">VDOE: Recover, Redesign, Restart 2020</a></p> <p><a href="#">Fine Arts Instruction</a></p>	<p>Pg 38: includes a section on Athletics and Extracurricular Activities.</p> <p>Pg. 88: REMOTE LEARNING CONSIDERATIONS FOR FINE ARTS - includes dance, music, theater and visual arts. (See Appendices) includes remote learning support for fine arts educators (See pgs. 91-92) and guidance for educators of career and technical education in arts.</p>
<b>Washington</b>	8/28/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Novel Coronavirus (COVID-19) Guidance &amp; Resources</a></p> <p><b>School Reopening Plan/Guidance:</b> several resources  <a href="#">Reopening Washington Schools 2020 District Planning Guide</a></p>	<p><b>Pg. 14:</b> Challenges related to lab science, choir, band and orchestra instructional settings were discussed in the facilities workgroup.</p>
<b>West Virginia</b>	8/28/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Coronavirus 19 Information</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">School System Re-entry</a></p>	<p><b>Extracurricular and Extended Activities:</b> includes band and choir guidance.</p> <p>In-Person and/or Blended Instruction  Pre-K through Grade Five</p> <ul style="list-style-type: none"> <li>● Provide related arts instruction in the classroom or outside to minimize contact with other students.</li> </ul> <p>Grades Six through Twelve</p> <ul style="list-style-type: none"> <li>● Consider creative means and alternative delivery methods of offering physical education instruction and scheduling music courses so that age-appropriate social distancing is maintained and the spread of respiratory droplets is reduced.</li> </ul> <p>Cleaning &amp; Hygiene  Schools and counties are required to:</p>

			<ul style="list-style-type: none"> <li>● Disinfect all shared objects (e.g., gym or physical education equipment, art supplies, toys, games) between use</li> </ul> <p>It is recommended that schools and counties:</p> <ul style="list-style-type: none"> <li>● Eliminate use of shared art supplies, toys, games, etc. by creating student-specific groups of materials.</li> </ul>
Wisconsin	8/28/20	<p><b>SEA COVID-19 Webpage:</b> <a href="#">Information on COVID-19</a></p> <p><b>School Reopening Plan/Guidance:</b> <a href="#">Education Forward: Operating Schools During a Pandemic</a></p>	<p><a href="#">Modify classes</a> where students are likely to be in very close contact.</p> <ul style="list-style-type: none"> <li>● Bring in specialist teachers (music, art, physical education) to individual classrooms versus rotating all kids through a shared space that is not able to be cleaned with each new student introduction.</li> <li>● Whenever possible, hold physical education and music classes outside and encourage students to spread out.</li> <li>● Discourage the sharing of music stands. It is important students in music classes maintain social distancing. Have students in one line, or stagger spacing to ensure maximum distancing. Recognize singing and playing of some musical instruments increases the risk of transmission of COVID-19 via respiratory droplets. Consider increasing the amount of social distancing beyond six feet.</li> <li>● Consider using visual cues to demonstrate physical spacing.</li> </ul>

<b>Wyoming</b>	8/28/20	<b>SEA COVID-19 Webpage:</b> <a href="#">COVID-19 Resources</a>  <b>School Reopening Plan/Guidance:</b> <a href="#">Smart Start Working Document</a>	<b>Student Activities</b> <b>Tier I - Open Requirements:</b> <ul style="list-style-type: none"><li>• Each school district will operate student activities in a way that maximizes social distancing, use of face coverings and appropriate hygiene measures. When social distancing is not possible, staff and students should wear face coverings to the greatest extent possible. For athletics, face coverings should be worn by coaches, staff, officials, parents and spectators whenever six feet of separation cannot be maintained. Players should refrain from wearing face coverings during strenuous activity.</li><li>• School districts will follow the guidance provided by the Wyoming High School Activities Association.</li><li>• Athletes must be screened prior to participating in allowable sanctioned sports.</li><li>• Employ enhanced sanitation and cleaning measures.</li></ul> <a href="#">Wyoming High School Activities Association</a> Guidance: Includes guidance for <a href="#">general high school athletics and activities</a> and specific guidance for <a href="#">marching band</a> .
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