Your Question:

You asked for an analysis of arts education provisions in state reopening plans.

Our Response:

Resources:

- Education Commission of the States, **COVID-19 Update: State Policy Responses and Other Executive Actions to the Coronavirus in Public Schools**: Education Commission of the States is tracking state policies on various topics, including continued and future learning. Included in that section are state reopening plans and other guidance that has been issued.
- National Governors Association, **Education's State Reopening Tracking**: NGA is keeping track of state reopening plans and webpages. This resource also includes how states are addressing K-12 education in the reopening process.

Overview

We reviewed several resources to determine which states have reopening plans and, of those, which states mention arts education, social-emotional learning and/or distance guidelines in those reopening plans. We found that many statewide reopening plans or guidance documents don't mention education and don't drill down to academic content.

Approximately 34 states have a reopening plan of some kind, including working drafts, phase-in plans and comprehensive reopening plans or guidance. Others have pending plans that will be released later in the summer after state-level working groups and task forces finish creating guidance and recommendations. A few of these statewide plans mention education, but the majority are focused on health, public health and the economy.

- States with general reopening plans: Alaska, Arizona, California, Colorado, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina (draft), Texas, Utah and Washington.

Because of the lack of information about education and arts education in the general state reopening plans, we also looked at state education agency webpages for further guidance about reopening schools. At least 35 states have some sort of plan, guidance, webpage or task force that has or will be issuing guidance on reopening schools:

- States with school reopening plans/guidance: Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nevada, New Hampshire (task force underway), New Jersey (task force), New York (task force), North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington and West Virginia.

Within the reopening plans, guidance or webpages, we found several references to arts education, social-emotional learning or whole child approaches and social-distancing guidelines.

- Discussion of Arts Education: at least 12 states include guidance around arts education in the reopening plans.
  - Arizona, Florida, Georgia, Indiana, Kentucky, Maryland, Minnesota, North Dakota, Oregon, South Carolina, Virginia and West Virginia

- Social-Emotional or Whole Child: at least 18 states include some language around social-emotional learning or whole child approaches in their state or school reopening plans.
    - Colorado, Georgia, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Minnesota, Montana, North Carolina, North Dakota, Oregon, Rhode Island, Tennessee, Vermont, Virginia and Washington
- Distancing Guidance: several states put specific language in school reopening plans about social distancing and restrictions on the numbers of people who can gather. Some states defer to CDC guidance or the guidelines that have been issued by the state regarding social distancing. Maryland and Montana are two examples where guidance was specific to arts education.
    - States that mention social distancing or group limits: Alaska, California, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Minnesota, Mississippi, Montana, Nevada, North Carolina, Pennsylvania, Virginia and Washington
    - **Maryland**: Further considerations outlined in the appendices include partial closure by class or grade, increasing space between students, suspending/reducing the use of common areas, cancelling classes or activities that occur within the school day with a high rate of mixing/contact (such as PE or choir).
    - **Montana**: Montana's guidance includes options for schools to support social distancing such as breaking larger classes in smaller groups and canceling or modifying school activities that place individuals in close proximity such as choir.

Below is a table with links to the statewide and school reopening plans/guidance/webpages etc., as well as the language from those plans related to arts education, social-emotional learning and a few examples of social distancing and group limits.

State	State Reopening Plan?	Does arts/enrichment show up in the plan? If so, how and language?	Other questions: Restrictions on gatherings or is social-emotional language included?
Alabama	Statewide Reopening Plan: No (sort of) **Governor indicated state reopening plan developed by SEAL task force should be complete by June 19** School Reopening Plan/Guidance: No	No	No
Alaska	Statewide Plan: Yes, **Reopen Alaska Responsibly** School Reopening Plan/Guidance: No specific education reopening guidance	No	Large gatherings: **https://covid19.alaska.gov/wp-content/uploads/2020/06/06012020-Large-Gatherings-and-Community-Events.pdf**
Arizona	Statewide Plan: Yes, **Roadmap for Reopening** School Reopening Plan/Guidance: Education Arts Reopening, **Arts and Physical Education Guidelines**	The Arts and Physical Education Guideline document breaks down recommendations for each discipline. 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:	No

		- Consider portions of a class be done outside to provide more social distancing, weather permitting. - Exclude activities that require physical contact from lesson plans. - Use markings on the floor or and/or student workstations to adhere to social distance requirements in classrooms requiring movement. - Develop live-performance alternatives or substitutes that meet 'Performing' state standards, following national guidelines. - Follow the Instrument Cleaning Guidelines and Information released by NFHS, NAfME, and NAMM. - Give special consideration to locker room/dressing room/green room usage and sanitation. 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: - Develop art exhibition alternatives or substitutes that meet 'Presenting' state standards, following national guidelines. - Follow CDC and national guidelines regarding cleaning of shared materials and spaces.	

Arkansas	Statewide Plan: general economic timeline, **Arkansas Ready Timeline** School Reopening Plan/Guidance: **Ready for Learning**	No	No
California	Statewide Plan: Yes, general health and safety guidance, **Resilience Roadmap - Coronavirus COVID-19 Response** School Reopening Plan/Guidance: **Stronger Together**	No Referenced 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."	SEL: Page 17: **https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf** "When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections."
Colorado	Statewide Plan: Yes, **Safer at Home** School/District Reopening Plan/Guidance: **A Framework and Toolkit for School and District Leaders for Feedback**	No	Under well-being and connected, offers information for positive behavioral interventions in response to COVID-19: **https://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis** Briefly mentions SEL in reference to guiding questions for gifted students and resources: **https://www.cde.state.co.us/planning20-21/instructionaloptions**

Connecticut	Statewide Plan: No School Reopening Plan/Guidance: no	No	No
Delaware	Statewide Plan: No School Reopening Plan/Guidance: **Workgroups Developed for Reopening**	No	No
Florida	Statewide Plan: No, task force recommendations to governor, **Guidelines for Opening Up Florida-COMBINED 4-29-20.cdr** School Reopening Plan/Guidance: **Reopening Florida Schools and CARES Act**	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 **events and gatherings**.	No
Georgia	Statewide Plan: No School Reopening Plan/Guidance: **Georgia's K-12 Restart and Recovery**	Briefly mentions allowing students to wear masks in large gatherings throughout the document. Under target interventions for support and learning mentions: "Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)	Asserts that the document will address the social and emotional needs related to reopening because of COVID-19 but not explicitly outline those efforts.
Hawaii	Statewide Plan: Yes, general guidelines and phase-in plan, **Beyond Recovery** School Reopening Plan/Guidance: No	No	No

Idaho	Statewide Plan: Yes, general phase-in School Reopening Plan/Guidance: **School DIstrict and Charter School Reopening**	No	No
Illinois	Statewide Plan: **Restore Illinois** School Reopening Plan/Guidance: No	No	No
Indiana	Yes Statewide Reopening Plan: **Back On Track Indiana** (K-12 facilities briefly mentioned in phased reopening but no guidance) School Reopening Plan/Guidance: **IN-CLASS COVID-19 Health and Safety Re-entry Guidance**	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 such as non-wind instruments, the equipment must be cleaned prior to and immediately following use.	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. The Indiana Department of Education has a specific **road map for SEL Reentry** (that is a separate document).
Iowa	Yes (from the SEA)	No	The guidance provides considerations of the different instructional models for schools to use (which supports social distancing).

	Statewide Reopening Plan: (No statewide plan/guidance other than a recent **proclamation** by the governor that outlines reopening allowances for businesses/establishments; there does appear to be separate **guidance** from the health agency but it does not mention education). School Reopening Plan/Guidance: **Return-to-Learn Guidance** **Return-to-Learn Support Document**		SEL considerations are included throughout the **Return-to-Learn Support Document** and there is also a whole section dedicated to social-emotional-behavioral health considerations for schools' return-to-learn plans.
Kansas	No (education specific guidance) Statewide Reopening Plan: **Ad Astra: A Plan to Reopen Kansas** School Reopening Plan/Guidance: (Not yet — **guidance expected in July**; the Continuous Learning Plan provided guidance intended for the end of the 2019-2020 school year.)	No	No
Kentucky	Yes Statewide Reopening Plan: **Healthy at Work: Reopening Kentucky** (does not mention education/schools) School Reopening Plan/Guidance: **KDE Reopening Guidance**	The Kentucky Department of Education has provided a guidance **document** to provide guidance on how educators can plan and prepare for drafting an adjusted curriculum based on the state standards (including arts) but there isn't any specific arts related guidance. In another guidance **document**, the Kentucky Department of Education suggests that "schools and districts may experience difficulty providing appropriate enrichment for students identified as gifted	The Kentucky Department of Education has provided a whole guidance document on considerations for reopening schools and **supporting student and staff wellness**. In the **initial guidance** for reopening schools, a few of the 'risk factors' identified included unforeseen safety concerns or violence that may stem from policy enforcement for visitors and the challenges while working to maintain social distancing within existing spaces and existing furnishings. There is also a guidance document on **alternative learning**

		and talented in visual and performing arts or leadership."	**design strategies** that include hybrid instructional delivery methods to reduce the number of students in the building.
Louisiana	Yes Statewide Reopening Plan: There is only a recent **order** from the governor moving Louisiana to phase two of reopening and a **site** for guidance for businesses. School Reopening Plan/Guidance: **Strong Start 2020**	No	Guidance asks LEAs to be able to ensure continuous learning with modified operations and/or flexible calendars/schedules given the public health context. Social and emotional support is encouraged and vaguely mentioned in several places in the **main guidance document** and there is **another whole guidance document** that serves as a guide to supporting the well-being of students and staff.
Maine	Yes Statewide Reopening Plan: **Restarting Maine's Economy** (very briefly mentions that the administration is working with stakeholders to develop plans for a safe return to school in the fall). School Reopening Plan/Guidance: **Maine Schools Return to Classroom Instruction Framework** (working draft).	No	Maine's working draft of their Return to Classroom Instruction Framework dedicates a section to considerations of social, emotional, behavioral, and mental health prior to reentry, upon reentry, and on an ongoing basis. Additionally, the framework suggests that school administrative units consider flexible grouping, multi-age classrooms, and interdisciplinary courses.
Maryland	Yes Statewide Reopening Plan: **Maryland Strong: Roadmap to Recovery** (does not appear to mention education/schools). School Reopening Plan/Guidance:	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 limit use of supplies and equipment by one group of children at a time and clean and disinfect between use. The state's guidance provides various models that schools can adopt to support	Guidance does mention the importance of mental and emotional well-being for students and staff and the importance of access to school counselors and school-based health clinics and outlines specific considerations or measures to be addressed throughout the document. Maryland's guidance provides different schedule options to support social distancing. In the section about community

	Maryland's Recovery Plan for Education	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).	schools, the guidance suggests that community school coordinators should work with community partners, lead agencies, and other stakeholders to develop extracurricular programming that addresses both students' social emotional needs and academic learning loss. In preparation for reopening, the guidance suggests that a determination be made about class changes and whether they should be static or fluid (teacher change classes vs students change classes). Further considerations outlined in the appendices include partial closure by class or grade, increasing space between students, suspending/reducing the use of common areas, cancelling classes or activities that occur within the school day with a high rate of mixing/contact (such as PE or choir).
Massachusetts	Yes

Statewide Reopening Plan: **Reopening Massachusetts**

School Reopening Plan/Guidance: **Initial Fall School Reopening Guidance** | No | The social-emotional needs of students are briefly mentioned but there doesn't appear to be further guidance around this specifically. This guidance does go over suggested practices to support social distancing measures including masks/face coverings, physical distancing/use of facility spaces, and different instructional delivery models. |
| Michigan | No (education specific guidance)

Statewide Reopening Plan: **Michigan Safe Start** (education is briefly mentioned in the reopening phases).

School Reopening Plan/Guidance: | No | No |

	([there are work groups but no published plan/guidance yet](#))		
Minnesota	Yes Statewide Reopening Plan: **[Minnesota Stay Safe Plan](#)** (briefly mentions school building in reopening phases). School Reopening Plan/Guidance: **[MDE 2020-21 Planning Guidance of Minnesota Public Schools](#)** **[MDH 2020-2021 Planning Guide for Schools](#)**	Minnesota does have a separate document for **[Arts Standards Support for Distance Learning,](#)** but arts related policies do not appear to be specifically included in the 2020-21 planning guidance.	In the MDE's guidance, indoor meetings or events held by an outside organization in school facilities must follow the seated entertainment and meeting venue guidance and that the occupancy limits are set at 25% capacity and not to exceed 250 participants. MDE's guidance also discusses how schools should work with community partners and other stakeholders to provide out-of-school time programming that addresses both students' social and emotional needs and academic learning loss. MDE's guidance provides a few sections dedicated to trauma informed and restorative practices, school climate and social-emotional learning. The guidance includes several scenarios for instructional delivery to support social distancing.
Mississippi	Yes (sort of) Statewide Reopening Plan: The governor has released a **[Safe Return order](#)** (briefly mentions schools). School Reopening Plan/Guidance: **[Consideration for Reopening Mississippi Schools](#)**	No	In Mississippi's guidance, suggested considerations include limiting student movement and restricting gatherings to achieve social distancing guidelines.
Missouri	No (education specific guidance) Statewide Reopening Plan: **[Reopening Missouri: Show Me Strong Recovery Plan](#)** (only mentions summer school).	No	No

	School Reopening Plan/Guidance: The SEA has conducted a webinar on reopening guidance and posted the **slide deck** but there does not appear to be further guidance.		
Montana	Yes

Statewide Reopening Plan: **Montana: Reopening the Big Sky** (briefly mentions schools).

School Reopening Plan/Guidance: **Reopening Montana Schools 2020** | In order to adhere to social distancing, Montana's guidance suggests canceling or modifying activities that place individuals in close proximity such as choir. | Montana's guidance does include options for schools to support social distancing such as breaking larger classes in smaller groups and canceling or modifying school activities that place individuals in close proximity such as choir. The state's guidance also includes sections on social, emotional and behavioral considerations during reopening phases. |
| Nebraska | Statewide Plan: No

School Reopening Plan/Guidance: No (current guidance on **Launch Nebraska** is related to summer programming) | No | No |
| Nevada | Statewide Plan: Yes
Nevada United Roadmap to Recovery

School Reopening Plan/Guidance:
Nevada Department of Ed Path Forward

There is currently a committee working on a framework for re-opening schools. The framework will address health/safety but will not address academics. | No | Current guidance is for trade and technical schools: **Nevada Health Response**
- Start or continue distance learning, if possible, for all classes.
- Require face masks for all participants, including instructors and staff attending in-person trainings or education.
- Limit attendance, arrange seating, and/or stagger classes, so that a minimum 6 feet is maintained between all attendees, in all directions, at all times. |

			• Classrooms and instructional areas shall be limited to the lesser of 50% capacity per fire code or 50 people.
New Hampshire	Statewide Plan: Yes **Stay at Home 2.0** (no details about schools) School Reopening Plan/Guidance: **K-12 Taskforce** (meeting throughout the summer)	No	No
New Jersey	Statewide Plan: Yes **The Road Back** (includes principles for reopening the state but does not include education information) School Reopening Plan/Guidance: No	No	No
New Mexico	Statewide Plan: Yes **All Together New Mexico** (does not include education information) School Reopening Plan/Guidance: no	No	No
New York	Statewide Plan: Yes **New York Forward** (does not include education information) School Reopening Plan/Guidance: no	No	No
North Carolina	Statewide Plan: Yes **Path Forward for North Carolina** School Reopening Plan/Guidance: Yes	No	Distancing requirements for in-person instruction: • Remove or rope off space not to be used

	Lighting Our Way Forward: North Carolina's Guidebook for Reopening Schools
	
	Southern Regional Education Board K-12 Education Recovery Task Force
			• Arrange desks or seating so that students are separated from one another by 6 feet when feasible
			• If it is not possible to arrange seating 6 feet apart, have all students sit facing the same direction (i.e., all sitting on the same side of a table)
			• If available, place barriers between students
			• Provide frequent reminders, including signage, for students and staff to stay at least 6 feet apart from one another when feasible
			
			Social Emotional Learning and Student Mental Health strategies for implementation of effective supports:
			    • Continue to use effective site-based teams (e.g. MTSS)
			    • Provide professional development to teachers and staff
			    • Use existing resources for mental health support
			Source: **Lighting Our Way Forward: North Carolina's Guidebook for Reopening Schools**

North Dakota	Statewide Plan: Yes **North Dakota Smart Restart** School Reopening Plan/Guidance: Yes **North Dakota K-12 Smart Restart Guidance**	In the section of the report focused on relationships, connections, and transitions, this guiding question references "other specialists":"How will student progress continue to be measured? How will this be communicated with fellow educators? (examples to explore: special education, Title I, EL, other specialists, consecutive grade levels or subject areas, etc.) How will these results inform student-centered approaches to instruction and learning?" **North Dakota K-12 Smart Restart**	Social Emotional Learning Guiding questions for supporting SEL for students and teachers: **North Dakota K-12 Smart Restart**

Ohio	Statewide Plan: Yes **Responsible Restart Ohio** (does not include education information) School Reopening Plan/Guidance: No	No	No
Oklahoma	Statewide Plan: Yes **Open Up and Recovery Safely** (Does not include information about reopening schools) School Reopening Plan/Guidance: No	No	No
Oregon	Statewide Plan: Yes **Reopening Oregon** School Reopening Plan/Guidance: Yes **Ready Schools Safe Learners**	Elementary School Instructional Schedules (p. 36) "Consider designing schedules to maximize well-rounded learning opportunities, including access to **physical education, music, health, art, etc.**, where appropriate safety considerations can be maintained." Secondary Instructional Schedules (p. 36) "Consider designing schedules to maximize well-rounded learning opportunities, including access to **physical education, music, health, art**, CTE, etc., where appropriate safety considerations can be maintained." **Ready Schools, Safe Learners: Guidance for School Year 2020-2021**	SEL: Strategies listed under building relationships (p. 30): Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and **social emotional learning activities**. Respond to trauma and collective grieving as it arises. These routines should continue in any of the learning models including Short-Term or Comprehensive Distance Learning. Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, **social emotional wellness**, and navigating differences across culture, power, and privilege. **Ready Schools, Safe Learners: Guidance for School Year 2020-2021**

Pennsylvania	Statewide Plan: Yes **Plan for Pennsylvania** School Reopening Plan/Guidance: Yes **Preliminary guidance for phased reopening of Pre-K-12 schools**	No	Districts and schools must have "Protocols for classroom/learning space occupancy that allow for 6 feet of separation among students and staff throughout the day to the maximum extent feasible" **Preliminary guidance for phased reopening of Pre-K-12 schools**
Rhode Island	Statewide Plan: Yes, no education mentioned, **Reopening Rhode Island | Rhode Island's Phased COVID-19 Plan** School Reopening Plan/Guidance: RI Dept. of Ed. **COVID-19 Webpage** (includes a reopening plan) Working Draft of Ed Reopening Framework (5/22): **Reimagining RI Education: Fall Reopening Plan Framework School Year 2020-21**	No	SEL (pg. 5 of **Ed Reopening Framework**): 2) Set an ambitious goal to ensure that every student is on track for success academically and socially and emotionally by the end of the 2021 school year. This could include developing a process for schools to create and implement individualized plans for each student based on their needs SEL (pg. 8 of **Ed Reopening Framework**): 3) Explore resources and plan restorative supports and professional learning offerings for teachers around topics such as COVID-19 and trauma, social emotional learning, restorative practices, and culturally responsive education.
South Carolina	Statewide Plan: Yes, in **draft** form School Reopening Plan/Guidance: **AccelerateED Task Force**	**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***	No

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:

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 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. 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.	
South Dakota	Statewide Plan: No	No	No
Tennessee	Statewide Plan: No School Reopening Plan/Guidance: **Reopening Schools - Overview Guide for LEAs .docx**	No	"Whole Child" is one of 4 components of the reopening framework. Pg. 8: "Whole Child: Students and families may have additional non-academic needs as a result of the pandemic. We must also focus on equipping educators to help them address non-academic needs. All of these areas should be attended to, especially as schools reopen." Pg. 27: 2. Whole Child: Districts should ensure that there is a whole child plan in place to address the different social and mental health needs that may exist for some students because of school closures and resulting from the impact of the pandemic

Texas	Statewide Plan: Yes, **Open Texas Report** School Reopening Plan/Guidance: Task Forces for Specific Sectors **Governor's Strike Force to Open Texas | Office of the Texas Governor | Greg Abbott** **Governor's Strike Force - Education | Office of the Texas Governor | Greg Abbott**	No There is an education working group. There are no resources or reports from these working groups currently.	No
Utah	Statewide Plan: Yes, **Utah Leads Together Plan - Version 1 by Utah Governor's Office of Economic Development** School Reopening Plan/Guidance: detailed Phased Guidelines includes K-12, **Phased_Health_Guidelines_V4.5.2_05262020.pdf**	No	No
Vermont	Statewide Plan: No School Reopening Plan/Guidance: **COVID-19 Guidance for Vermont Schools**	No	**Update on Planning to Reopen Vermont Schools for Fall 2020** After the safe and healthy school guidance is published in mid-June, the AOE will create a larger planning template to guide district-level preparations for the fall. Currently, that plan template includes the following domains: Social and Emotional Health – systems to support the social and emotional needs of students and staff.
Virginia	Statewide Plan: No School Reopening Plan/Guidance: Yes: **Phase Guidance for Virginia Schools** Virginia Return to School Plan: **VDOE :: Recover.Redesign.Restart 2020** Governor Northam Shares Guidance for Phased Reopening of PreK-12 Schools, **June**	**Recover. Redesign. Restart Plan** (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.	**Phase Guidance for Virginia Schools**: includes social distancing guidance for after-school and extracurricular activities. All schools must follow the **CDC Guidance for Schools** in terms of social distancing and health.

			Recover. Redesign. Restart Plan includes headings on: Social Emotional Well-Being of Students and Families Social and Emotional Learning
Washington	Statewide Plan: Yes, **Safe Start** School Reopening Plan/Guidance: several resources **Reopening Washington Schools** Guidance Reopening schools website: **Reopening Washington Schools 2020-21 Workgroup** Gov. Proclamation, Reopening schools: **PROCLAMATION BY THE GOVERNOR AMENDING PROCLAMATIONS 20-05, 20-08, 20-09, and 20-09.1 20-09.2 Phased Reopening of K-12 Schools WH**	No	Dept. of Health, **K-12 reopening guidance 1**: mostly logistics. Some about social distancing. Dept. of Health, **K-12 reopening guidance 2**: further logistics and other guidance in light of the governor's proclamation allowing summer school and extracurriculars. **Reopening Washington Schools**: **Actions for Implementation** **Leading with Social-Emotional Needs** Social-emotional learning, such as self-understanding and self-regulation, are skills that allow students to be able to learn and access academic content. Actions for Implementation: ✓ Develop family-appropriate social and emotional learning (SEL) content to be used during continuous remote learning. ✓ Complete an asset map to identify the already existing foundational assets within school districts and community-based organizations and build upon them. ✓ Implement flexible schedules and consider how to utilize educational staff associates (ESA) staff (e.g., school counselors, social workers, and school psychologists). Identify and deliver responsive SEL supports, including mental health check-ins, planning and goal setting, opportunities for self-reflection, and social interactions.

			Curriculum, Instruction, and Assessment: Attend to the whole child with the understanding that social, emotional, and academic needs are interconnected • Identify power standards/essential standards on which teachers will focus and consider standards-based grading • Identify assessments/screeners that can be given remotely or face-to-face to help teachers meet students' social-emotional and academic needs • Engage and teach children by rotating or blending subjects and make delivery responsive and engaging • Monitor engagement and determine supports • Instruct and assess using culturally responsive practices and integrated learning • Use student self-assessments • Explore free SEL curriculum (Social and Emotional Learning Activities for Families and Educators)
West Virginia	Statewide Plan: No, some guidance on website, **West Virginia Strong – The Comeback** School Reopening Plan/Guidance: **Considerations for School Re-Entry**	From WVDE webpage: School systems should consider the following: • Limit visitors permitted in the school. • Elementary students stay in core groups within designated classrooms for instruction and **related arts**. • Develop protocols for masks, handwashing, social distancing, etc.	No

		- Evaluate athletic/physical activities, **related arts** and large gatherings on school time/property. - Field trips should follow safety protocols and should be limited to maximize learning. - Utilize outdoor classrooms when appropriate. - Examine regional closings and/or single school closings rather than statewide closures. - Utilize nurses to monitor the health of students, staff and facilities.	
Wisconsin	Statewide Plan: no, just phase-in, **Badger Bounce Back Plan** School Reopening Plan/Guidance: Kind of, brief mention of K-12 in terms of which phase will allow schools to reopen in the Badger Bounce Back Plan	No	No
Wyoming	Statewide Plan: No School Reopening Plan/Guidance: No plan, some guidance: **Adapted Learning Plans, Updated Health Orders, and Re-openings**	No	No