



Recommendations

for PreK-12th Grade

ARTS EDUCATION

AS MISSISSIPPI SCHOOLS REOPEN

2020-2021

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PREFACE

On May 27, 2020, fifty-three national arts and education organizations across the United States joined together in a statement to **Support Arts Education as Essential for Students during COVID-19 Pandemic.**

The Mississippi Department of Education (MDE), Mississippi Arts Commission (MAC), Mississippi Whole Schools (MWS), Mississippi Alliance for Arts Education (MAAE), Mississippi Dance Leader Alliance (MDLA), Mississippi Music Educators Association (MMEA), Mississippi Band Directors Association (MBDA), Mississippi Theatre Association (MTA), Mississippi Educational Theatre Association (META), and the Mississippi Arts Education Association (MAEA), stands with our national leadership to support the [*Arts Education Is Essential*](#) unified statement as applicable for Mississippi schools.

Arts Education Is Essential

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

Teaching and learning will never quite be the same in our post-COVID-19 world. However, our commitment to provide rich and varied educational experiences remains unwavering. The arts have played an important role in these tumultuous times and will continue to do so for all students, including the traditionally underrepresented, those with special needs, and from low-income families. Here is why:

Arts education supports the social and emotional well-being of students, whether through distance learning or in person.

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team building and self-reflection are supremely suited to re-ignite students' interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.

Celebrating our ability to come together as educators and students is vital to creating a healthy and inclusive school community. The arts, through a rich partnership among certified arts educators, teaching artists, and community arts providers, play a valuable role in helping students and their families build and sustain community and cultural connections.

Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.

As defined in ESSA, “music and the arts” are part of a well-rounded education. Every state in the nation recognizes the importance of the arts as reflected in rigorous PreK-12 state arts standards. Forty-six states require an arts credit to receive a high school diploma, and 43 states have instructional requirements in the arts for elementary and secondary schools. As noted in Arts Education for America’s Students: A Shared Endeavor: “An education without the arts is inadequate.”

The healing and unifying power of the arts has been evident as the COVID-19 pandemic swept the country. We have seen and heard it play out through works of art on sidewalks, shared musical moments from porches, in plays and dance performances, and every other imaginable iteration of art making. As states and schools work through multiple challenges in the years ahead, arts education must remain central to a well-rounded education and fully funded to support the wellbeing of all students and the entire school community.

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INTRODUCTION

In July 2020, the Mississippi Department of Education organized an advisory committee for Arts Education in Dance, Music, Theatre and Visual Arts. Member organizations include: Mississippi Department of Education (MDE), Mississippi Arts Commission (MAC), Mississippi Whole Schools (MWS), Mississippi Alliance for Arts Education (MAAE), Mississippi Dance Leader Alliance (MDLA), Mississippi Music Educators Association (MMEA), Mississippi Band Directors Association (MBDA), Mississippi Theatre Association (MTA), Mississippi Educational Theatre Association (META), and the Mississippi Arts Education Association (MAEA).

These educators and associations leaders have joined together to develop the strategies, plans, and solutions needed for arts instruction to be delivered to our Mississippi students in a way that addresses, first and foremost, the health, safety, and well-being considerations for our students, faculty, and staff, while continuing to meet our [Mississippi College- and Career-Readiness Arts Learning Standards 2017](#).

We all stand with our national leadership to support the *Arts Education Is Essential* unified statement as applicable for Mississippi schools. Together, MDE shares the following recommendations for these indispensable arts programs as school reopens. We believe the proposed recommendations outlined in this document represent a workable program that balances health and safety of our students with innovative and re-imagined approaches to the courses and activities so important to students, parents, and schools across the state. The arts in schools can thrive during this pandemic.

This document provides practical guidance for PreK-12 schools as administrators and arts educators seek to provide meaningful arts instruction for students of all ages and grade levels during the COVID-19 pandemic. In this unique time, arts educators are modifying their practices not only in teaching, but in classroom orientation, cleaning, spacing, and management. It is understood that arts educators, as trained professionals, are committed to offering the very best instruction so all students can learn and grow in their knowledge, understanding, and love of the arts. This guide asserts that arts educators can still do that, but also acknowledges that how we teach may be different than in the past.

By maintaining access to safe and meaningful arts learning, arts educators will continue to support the artistic, academic, social emotional development of students, schools, and communities across Mississippi.

The most important things to bear in mind about the *Recommendations for Arts Education as Mississippi Reopens PreK-12 Schools*:

1. The guide does not purport to replace or contradict the guidelines issued by the [Centers for Disease Control \(CDC\)](#), the State of Mississippi, or local public health departments regarding the timing or protocols for how schools should operate in our new reality of education.
2. There is no expectation that all schools and districts in Mississippi will or should follow every recommendation included here. As noted by [Mississippi Schools: Guidance for the 2020-2021 School Year](#) and the [Considerations for Reopening Mississippi Schools June-August 2020](#), every district is handling the pandemic differently whether in-person, hybrid, or remote.
3. Reference in this report to any specific commercial product, process, or service, is for the information and convenience of the reader and does not constitute an endorsement by MDE or our affiliated partners.

Mississippi School Re-Entry: Dance, Media Arts, Music, Theatre, and Visual Arts Classes

Guidance is provided within this document for each of the arts education disciplines (Dance, Media Arts, Music, Theatre, Visual Arts) typically found in Mississippi schools. The recommendations have been provided by the statewide professional educator associations in each discipline in consultation with their national organizations and consideration of CDC and other health and safety recommendations. They are designed to help administrators, educators, parents, and students discern how to create a balanced Arts Education program that weighs both safety and health along with best practices in creation, performance, and/or production in a classroom, rehearsal, or performance setting.

MDE and the Mississippi Arts Advisory Committees borrowed substantially from the following documents to complete this guidance:

- [Pandemic Recovery Considerations: Re-Entry and Reopening of Schools](#) created by Missouri School Boards' Association's Center for Education Safety.
- [Recommendations for Arts Education as North Carolina Reopens Schools](#) created by North Carolina Arts Education Leadership Coalition.
- [New Jersey September Ready Fall 2020 Guidance for Arts Education](#) created by Arts Education New Jersey.

As is true of the rest of this document, when new information becomes available these recommendations should be revised, added to, or eliminated by school districts. MDE **encourages strict adherence to laws, restrictions, and guidance issued by public health officials or governments at the federal, state, and local level.** MDE also strongly encourages educators and administrators to do additional research through other resources, to determine the best methods to reduce risk of COVID-19 exposure and provide a safe and healthy educational environment for everyone.

GENERAL RECOMMENDATIONS FOR ARTS EDUCATION

It is imperative to sustain the availability of Arts Education during this unprecedented time. These recommendations can guide Arts Education to continue safely in our schools.

In addition to suggested procedures contained in this document, all instruction should adhere to the laws, restrictions, and guidance issued by governments, local education officials or school administrations.

Suggested Resources for Arts Education

- **CDC Schools-Childcare** provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations link below:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- **Arts Education is Essential**
https://nafme.org/wp-content/files/2020/05/Arts_Education_Is_Essential-unified-statement.pdf
- **Mississippi College-and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, Visual Arts 2017**
<https://www.mdek12.org/ESE/Arts>

Suggested Resources for Funding and Arts Integration

- **Mississippi Arts Commission (MAC)**
<https://arts.ms.gov/>
- **Mississippi Whole Schools (MWS)**
<http://www.mswholeschools.org/>
- **Mississippi Alliance for Arts Education (MAAE)**
<http://www.msartsalliance.com/>

DANCE EDUCATION

Mississippi School COVID-19 Recommendations for Re-Entry of Dance Classes

The following recommendations are being made by the Mississippi Department of Education (MDE) in consultation with the MDE Dance Education Advisory Committee and national guidelines from the National Dance Education Organization (NDEO) to help guide school administrators and dance teachers PreK-12, as they return to face to face instruction in the fall. These recommendations are meant to support a rigorous and well-rounded dance education experience for all students, while keeping the health and safety of staff and students as a priority. It is imperative to sustain the availability of Dance Education during this unprecedented time.



All efforts should be made to modify activities to avoid canceling dance education classes.

General Recommendations for Dance Education

In addition to suggested procedures contained in this document, all instruction should adhere to the laws, restrictions, and guidance issued by governments, local education officials or school administrations. [CDC Schools-Childcare](#) provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations below:

- Require social distancing for class, rehearsal, and performance. Spacing should be consistent with classroom requirements (e.g. if desks are required to be six (6) feet apart, students will need to be at least six (6) feet apart).
- Reorganize class registrations for smaller classes, permitting social distancing and other precautions.
- Reorganize entrance and dismissal procedures are established to allow for social distancing with utilization of various doors for one-way traffic whenever possible.
- Require regular breaks between classes and other activities to allow for cleaning and to lessen the amount of overlap of departing/arriving students.
- Limit movement in and around the classroom during instruction.
- Limited and monitored restroom usage.
- All students should face the same direction as much as possible.
- Manage social distancing when moving students to different areas.
- Prop doors open to limit the amount of physical contact on handles and knobs.

- Consider masks and/or gloves as an additional precaution whenever possible.
- Install hand sanitizer dispensers at every door. Hand sanitizer must have at least 60% ethyl alcohol or 70% isopropyl alcohol and should be allowed to dry for 30 seconds.
- Open windows and doors to try to maximize improved air circulation.
- Consider the use of HEPA air purifiers.
- When possible, hold classes in outdoor spaces.
- Limit use of fans.
- Eliminate lost-and-found items or determine best method for safely storing lost items until reclaimed.

Dance Classroom/Space Management Considerations

- Whenever possible dance instruction should take place in the designated dance room. The designated dance room should not be used for any other purpose, and no one should enter the designated dance room except students and necessary instructors.
- Provide hand sanitizers at the entrance of the designated dance room and ensure that the designated dance room has access to a sink or offers a location to wash/sanitize hands and disinfect studio equipment.
- Maintain a minimum of six (6) to ten (10) feet social distancing for classes which require an increased heart rate and deeper respiratory breathing. Ensure social distancing between students during in-person instruction by measuring and marking studio floor space for students to move.
- Ensure instructor safety by measuring and marking six (6) to ten (10) feet social distancing around the desk, music playing, and instructing area.
- Measure and mark designated areas around the perimeter of the room for students to stand, observe, and store any individual use items such as water bottles.
- Avoid sharing props and equipment. If using ballet barres, measure, and mark areas of the barre to allow for social distancing, and properly sanitize after each use. Ideally, students should own all props.
- Remove all unnecessary items, especially fabrics, such as rugs, curtains, and furniture, and leave the studio doors and/or a window open when possible for air circulation and to reduce contact.

- Work with administration to determine the air quality and HVAC system. Ultraviolet light can be used to filter and decontaminate the air where HVAC does not meet regulations. Consider combinations of the following:
 - HEPA air filters.
 - UV lamp/light, or other purifiers in studios and classrooms.
 - Consider solutions designed specifically to disinfect dance floors daily.
 - Sanitize cleaning supplies, such as mop pads, with bleach between each use.
- Encourage students to bring their own personal water bottles and eliminate or limit the use of public water fountains.
- Student's street shoes, street clothes, backpacks, or any other items that are not necessary for dance instruction should be stored in individualized areas outside of the designated dance room when possible. If lockers are available, students should not be permitted to share. If storage areas are limited, students should place all items inside backpacks and place backpacks in their area designated for social distancing.

Dance Scheduling and Staffing Considerations

- When possible, provide longer transitions between classes for properly cleaning the dance room/studio and equipment between each class.
- It is recommended that districts avoid having teachers who travel between school buildings, but if necessary, they should not take materials between buildings without proper disinfection. Materials should be provided and stored at each school; thus, avoiding potential transference of virus.
- Scheduling outdoor dance instruction can be an option if possible and when weather permits.
- Class sizes should be determined according to the ability to maintain six to ten feet distance per person for movement.

Dance Instructional Considerations

- Instructors and students should wear face masks as recommended by CDC for indoor activity.

- Consider wearing socks or shoes during instruction when students would typically dance barefoot and encourage students to keep dance shoes in a sanitized bag or container and only bring them out for dancing.
- Encourage students to wear dance clothes under street clothes to reduce and eliminate the need for dressing areas. If using dressing rooms, ensure proper social distancing and sanitize after each use. When possible allow students to wear school uniforms to class and consider movement which requires a lower level of respiration.
- Restrooms are not considered a sanitary option for changing clothes.
- Establish procedures for entering and exiting the designated dance area that encourages proper social distancing.
- Instruct students to stay within their designated areas and face the same direction throughout the class.
- Consider five to ten-minute outdoor breaks for every hour of instruction.
- Limit compositional projects to solo or duet work only. Do not allow physical contact.
- When expansive movement is not feasible, lessons supporting the dance curriculum should focus on other areas of dancing such as history and composition and that follow the [Mississippi College-and Career-Readiness Arts Learning Standards for Dance 2017](#) as set by the MDE.
- Eliminate movement that travels and floorwork; favor movement that allows the student to dance within the designated area for social distancing.
- Work with your administration to determine when traveling movement should be allowed, and designate lanes that allow for social distancing and stagger participation.
- Consider dividing students into groups that experience different aspects of the lesson at one given time. For instance, while one group is in movement another may be engaged in research, discussion, or viewing material, possible in another room.
- Eliminate all physical contact between students and with the instructor. Utilize dance vocabulary and discussion to support technical corrections and encourage students to explore and develop relationships in dance that do not require physical contact.
- Consider creating send home materials that advocate and fulfill the unified “[Arts Education is Essential](#)” statement.

- Utilize the core competencies of Social-Emotional Learning, as outlined later in this document, for creating lessons that meet the needs of our students in these challenging circumstances.
- Emphasize lessons in spatial awareness and health to assist students in adapting to the 'new normal'.
- End classes ten minutes early to allow time to properly disinfect room and equipment before the following class.
- Work with your administration to develop a plan for students and instructors who may become ill or unable to attend in-person classes. Ensure that these students receive adequate, timely, and equitable at home instruction.
- Communicate and collaborate with colleagues to share classroom ideas and content that assist in adapting to the changing tides in dance education.

Dance Supply Management and Sanitation Considerations

- Ensure teachers have access to adequate technology to support learning from a social distance. (e.g.: document cameras, projectors/interactive whiteboards, multiple computers, or tablets)
- Execute proper hand washing and cleaning of tools, equipment, and media so that students can properly clean items after each use.
- If students need to share media/tools/equipment, students should wash or use hand sanitizer before and after usage.
- When sharing supplies, consider limiting media and materials for sanitary purposes.
- Limit use of sound systems to the instructor and properly sanitize after usage. When possible utilize a Bluetooth sound system that can be operated hands free.
- Do not allow students to touch or contact mirrors and sanitize daily or directly following any contact.
- If students are required to use school owned tools/equipment/props:
 - Items should be stored in an individual container that is disinfected at the end of each use, prior to being returned to storage.
 - Items should not be taken home, unless they can be disinfected when a student re-enters the school building.

- Equitable access to materials should be considered in the creation of individual packs of materials/tools.
- Ensure teachers are trained in proper disinfection techniques and are provided with proper disinfecting materials and adequate time to carry out this responsibility.
- Utilize the CDC website for [EPA-Registered disinfectants and cleaning techniques effective for use against COVID-19](#).
- All disinfectant supplies should come from general building budgets and not from dance department budgets.

Dance and Performing Events Considerations

It is imperative to sustain the availability of Performing and Visual Arts Events during this unprecedented time. These recommendations can guide Performing and Visual Arts Events to continue safely in our schools.

In addition to CDC and local health official's guidance, the following recommendations and suggestions should be used in planning public events and access to the performing and visual arts in an education environment:

- Performances in the fall term should be postponed or recorded/streamed virtually with virtual audience in attendance only.
- Prohibit work with contact and ensure that group works maintain proper social distancing.
- Consider sharing written work and composition guidelines (with parent/student/administrative consent) on online platforms that demonstrate the depth of dance education in the classroom.
- Do not allow the sharing of props or costumes and consider more simplistic props and costumes. All costumes and props should be assigned to one student only and should be properly sanitized after each use.
- When live dance performances resume:
 - Consider alternative performance structures including outdoor performances, site-specific performances, drive-in performances, or smaller performances with rotating audience members. Allow only limited numbers to view any in-person concerts at any given time to maintain social distancing.
 - Concession sales at performances should consist of individually wrapped, commercially prepared items.

- Ticket sales or donations should be received on online platforms only.
- Open adequate restroom facilities in other parts of the building to reduce crowding, preserve social distancing, and ensure proper disinfecting.
- Consider presenting program information on projected screens or shared via email or social media.
- Prohibit the sale and distribution of flowers or gifts for performers from family and friends.
- Performance spaces will be required to adhere to disinfecting procedures, as well as for supplies for equipment, props, costumes, seating, handrails, and high frequency touch points.
- Performance, production participants, and audience members, should wear face masks as recommended by CDC for indoor activity.
- In person attendance for all performances should follow current CDC guidelines for indoor activities.

Suggested Resources for Arts Education

- [CDC Schools-Childcare](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html) provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations link below: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
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<http://www.mswholeschools.org/>
- **Mississippi Alliance for Arts Education (MAAE)**
<http://www.msartsalliance.com/>

Suggested Resources for Dance

- **Mississippi Dance Leader Alliance**
<https://www.msdanceleaderalliance.com/>
- **National Dance Education Organization**
<https://www.ndeo.org/>
- **National Dance Education Organization**
[Teaching Dance in Fall 2020](#)
- **SHAPE America**
https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Reentry_Considerations.aspx
- **An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community**
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-ReopenandRenew.pdf
- **Ensuring Student Engagement**
<https://www.thesienaschool.org/news/ensuring-student-engagement/>
- **Dance USA**
[COVID-19 FAQ for Dancers and Dance Companies Returning to the Studios](#)
- **Dance USA**
[Return to Dancing and Training Considerations Due to-COVID-19](#)
- **Shape America**
[School Reentry Considerations: K-12 Physical Education, Health Education, and Physical Activity 2020-2021](#)
- **The Dance Docs**
[Considerations for Reintegrating into the Dance Studio](#)
- **An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community**
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-ReopenandRenew.pdf
- **Ensuring student engagement**
<https://www.thesienaschool.org/news/ensuring-student-engagement/>
- **Event Safety Alliance Reopening Guide**
<https://www.eventsafetyalliance.org/esa-reopening-guide>
- **CDC Guidelines for Large Gatherings**
<https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/mass-gatherings-ready-forcovid-19.html#plan-prepare>

MEDIA ARTS

Media Arts is a technology-driven art form that satisfies the human need to tell stories and explore ideas through communications, technologies, and digital formats.



All efforts should be made to modify activities to avoid canceling media arts education classes.

Media Arts Teaching and Learning Considerations

- For ease of shifting between remote and in-person learning:
 - Shift from team projects to solo projects that can be completed in school or remotely.
 - Build more video tutorials to support student learning.
 - Build projects into a Hyperdoc/Hyperslide format to support students working through projects in a mix of at school and at home.
- Due to the worldwide electronic device shortage, use devices that are currently accessible and available to students.
 - Utilize student devices for use in projects.
- Use Universal Design for Learning (UDL) or adaptive learning to address the needs of students to include enlarged print, highlighted text, and translation of the text to promote equitable student learning. Design lessons with all learners in mind including Gifted and Talented, English Learners, and Special Education students.

Media Arts Modifications to Maintaining Distance Considerations

- Space computer stations according to LSSs guidelines in the room.
- Create a procedure to avoid line formation for equipment, i.e., camera, 3D printers.
- In a TV studio, reduce production staff size. Anchors need to be six feet apart or record at different times. Editing staff can also 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.

Media Arts Modifications for Reduced Class Sizes Considerations

- Use digital collaboration platforms for group projects.

Media Arts Materials and Supplies Considerations

- Consider a shift in digital tools to account for available technology. When a student has access to a Google Chromebook, they will not be able to use the full Creative Cloud Suite.
- Limit device sharing. Consider personal keyboards for students.
- Limit community Maker tools and supplies. Consider providing storage bags for students to transport their own tools.

Media Arts Sanitizations Considerations

- Provide students access to hand sanitizer and disinfectant wipes to clean hands before and after usage of computers and equipment.
- Computer Labs may need to be sanitized between each rotation of students. Electronic-friendly sanitizer wipes will make the process streamlined.
- Students may use hand sanitizer before entering the classroom.
- Consider having students wear gloves with cameras/studio equipment in class.
- Each student may have their own headphones with a line-in mic.
- Consider using microphones that can be wiped down/having microphone covers.

Large Group Gatherings Using Media Arts Considerations

- Consider developing an online option for yearly events (Media Day, Digital Film Festival).
- Consider virtual options for experiences: Media Arts career virtual interviews, online Film Festival awards show.

Professional Learning Using Media Arts Considerations

- Connecting teachers with available professional development by other parties (MSDE, Edtech, Ditch That Textbook by John Spencer, PBS, and more).
- Offering projects that are built to be easily used in any platform.
- Provide weekly teacher support to navigate remote tools.
- Provide webinars on district-approved and effective tools with an arts focus.
- Teachers will need specialized training on sanitizing electronics.
- Support educators to deepen their understanding and practice of social and emotional learning centered in the arts and culturally responsive arts education.

Virtual Learning Using Media Arts Considerations

- It could be synchronous, with teachers working with students through video conferencing software.
- For teachers who are not confident in facilitating synchronous learning, they may consider recording their lessons for the purposes of practicing.
- Use technology (apps, software) that supports students' ability to record, evaluate, and share their performance(s).
- Incorporate project-based learning that connects to artistic processes.
- Incorporate virtual field trips (concerts, venues, schools, factories).
- Use [Universal Design for Learning \(UDL\)](#) or adaptive learning to address the needs of students to include enlarged print, highlighted text, and translation of the text to promote equitable student learning. Design lessons with all learners in mind including Gifted and Talented, English Learners, and Special Education students.

MUSIC EDUCATION

Mississippi School COVID-19 Recommendations for Re-Entry of Music Classes

The following recommendations are being made by the Mississippi Department of Education (MDE) in consultation with the Music Education Advisory Committee and national guidelines from the Mississippi Music Educators Association (MMEA) and the Mississippi Band Directors Association (MBDA) in consultation with the National Association for Music Education (NAfME), and their partners including the National Federation of High School Associations (NFHS) are continually providing classroom guidance and professional development content for music educators due to the coronavirus. To help guide school administrators and general music and band teachers PreK-12, as they return to face to face instruction in the fall. These recommendations are meant to support a rigorous and well-rounded music and band education experience for all students, while keeping the health and safety of staff and students as a priority. It is imperative to sustain the availability of Music Education during this unprecedented time.



All efforts should be made to modify activities to avoid canceling music education classes.

General Recommendations for Music Education

In addition to suggested procedures contained in this document, all instruction should adhere to the laws, restrictions, and guidance issued by governments, local education officials or school administrations. [CDC Schools-Childcare](#) provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations below:

- Require social distancing for class, rehearsal, and performance. Spacing should be consistent with classroom requirements (e.g. if desks are required to be six (6) feet apart, students will need to be at least six (6) feet apart).
- Reorganize class registrations for smaller classes, permitting social distancing and other precautions.
- Reorganize entrance and dismissal procedures are established to allow for social distancing with utilization of various doors for one-way traffic whenever possible.
- Require regular breaks between classes and other activities to allow for cleaning and to lessen the amount of overlap of departing/arriving students.
- Limit movement in and around the classroom during instruction.
- Limited and monitored restroom usage.
- All students should face the same direction as much as possible.

- Manage social distancing when moving students to different areas.
- Prop doors open to limit the amount of physical contact on handles and knobs.
- Consider masks and/or gloves as an additional precaution whenever possible.
- Install hand sanitizer dispensers at every door. Hand sanitizer must have at least 60% ethyl alcohol or 70% isopropyl alcohol and should be allowed to dry for 30 seconds.
- Open windows and doors to try to maximize improved air circulation.
- Consider the use of HEPA air purifiers.
- When possible, hold classes in outdoor spaces.
- Limit use of fans.
- Eliminate lost-and-founds or determine best method for safely storing lost items until reclaimed.

General Music and Ensemble Recommendations (Chorus, Band, Orchestra); All grade levels

Music Classroom/Space Management Considerations

- Practice social distancing before, after, and during music class.
- Use other classrooms or spaces for sectionals or small group rehearsals.
- Provide students with assigned seats or assigned areas.
- Mark standing/sitting spots on the floor with stickers or dots.
- When possible use separate partitions in the open spaces.
- Conductors should face chorus/band/orchestra from ten (10) to twenty (20) ft. away from the first row of students (possibly install a plexiglass shield or wear goggles).

Music Scheduling and Staffing Considerations

- When possible, provide longer transitions between classes for properly cleaning the music room/rehearsal space and equipment between each class.
- We recommend that districts avoid having teachers who travel between school buildings, but if necessary, they should not take materials between

buildings without proper disinfection. Materials should be provided and stored at each school; thus, avoiding potential transference of virus.

- Music teachers should teach in their certified content area.
- Scheduling outdoor music instruction can be an option if possible and when weather permits.
- Class sizes should be determined according to the ability to maintain six (6) to ten (10) feet distance per person for movement.

Music Instructional Considerations

- Activities that require close contact or potential contact with another person should be excluded from instruction.
- Avoid songs/dances with touching and singing/playing in circles.
- Provide lessons that limit instruments/voices (solos, small ensemble, sectional rehearsals, etc.).
- If students engage in activities for the purpose of stretching or “warm-ups” that would require elevated heart rates or heavier breathing – Dance Education social distancing should be observed.
- Teachers should have access to technology to broadcast instruction to socially distanced students (large screens for projection of instructional materials/music, speakers to project accompaniment, microphones/megaphones for announcements/instructions, etc.).
- Introduce alternate instrument classes that do not require strong exhalation - such as guitar, ukulele, piano, and strings.
- Explore other avenues of music learning besides singing or playing (music theory, music appreciation, songwriting, music history).
- Blended learning/flipped classroom utilizing technology platforms.
- Individualized programs requiring multiple activity stations. Allow for personal choice with appropriate record keeping (personalized logs, goal setting, etc.).
- Record class rehearsals to share with students who cannot attend school due to illness or compromised immune systems.
- Consider creating send home materials that advocate and fulfill the unified “[Arts Education is Essential](#)” statement.

- Utilize the core competencies of Social-Emotional Learning, as outlined later in this document, for creating lessons that meet the needs of our students in these challenging circumstances.
- End classes ten (10) minutes early to allow time to properly disinfect room and equipment before the following class.
- Work with your administration to develop a plan for students and instructors who may become ill or unable to attend in-person classes. Ensure that these students receive adequate, timely, and equitable at home instruction.
- Communicate and collaborate with colleagues to share classroom ideas and content that assist in adapting to the changing tides in music education.

Music Supply Management and Sanitation Considerations

- Instrument, equipment, and music sharing should be prohibited whenever possible.
- Disinfect instruments, equipment, and other materials between classes.
- Music may be projected on a screen or viewed through a personal device (follow copyright laws when sharing music).
- Students should be provided a mask to wear when singing.
- When possible, teachers should have the ability to communicate for safety purposes. (e.g. Walkie Talkie or Classroom Telephone)
- All disinfectant supplies should come from general building budgets and not from music department budgets.

Instrumental Music Management and Sanitation Considerations

- Outdoor (marching) bands may need use of up to two practice fields for spacing.
- Indoor plans should be in place to maintain proper social distancing during poor weather.
- Use the [NFHS, NAMM, NAFME instrument cleaning guidelines](#) (see additional resources below).

- Recommend that students provide their own disinfectant spray to clean their personal mouthpieces after use. Students should not share instruments that require mouthpieces.
- Plastic rather than cane reeds should be used for sanitation purposes.

Music and Performing Arts Events Considerations

It is imperative to sustain the availability of Performing and Visual Arts Events during this unprecedented time. These recommendations can guide Performing and Visual Arts Events to continue safely in our schools.

In addition to CDC and local health official's guidance, the following recommendations and suggestions should be used in planning public events and access to the performing and visual arts in an education environment:

- Consider modifying some productions to livestreaming or video broadcast events to minimize concerns of social distancing at a live performance.
- Concession sales at performances should consist of individually wrapped, commercially prepared items. No bake sales or homemade items.
- Silent auctions to raise money during performance events should be moved to an online platform.
- Open adequate restroom facilities in other parts of the building to reduce crowding and preserve social distancing.
- Information that would normally go in paper programs could be projected on screens or access online.
- Prohibit sale and distribution of flowers or gifts for performers from family and friends.
- Eliminate post performance gatherings of performers with family and friends.
- In-door venues and theatre performance spaces should operate at reduced capacities per individual community standards per CDC guidelines.
- When possible, consider out-door venues and follow social distancing guidelines.

Suggested Resources for Arts Education

- **CDC Schools-Childcare** provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations link below:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- **Arts Education is Essential**
https://nafme.org/wp-content/files/2020/05/Arts_Education_Is_Essential-unified-statement.pdf
- **Mississippi College-and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, Visual Arts 2017**
<https://www.mdek12.org/ESE/Arts>

Suggested Resources for Funding and Arts Integration

- **Mississippi Arts Commission (MAC)**
<https://arts.ms.gov/>
- **Mississippi Whole Schools (MWS)**
<http://www.mswholeschools.org/>
- **Mississippi Alliance for Arts Education (MAAE)**
<http://www.msartsalliance.com/>

Suggested Resources for Music

- **Mississippi Music Educators Association**
<https://msmea.org/>
- **Mississippi Band Directors Association**
<http://www.msbandmaster.com/>
- **National Association for Music Education**
<https://nafme.org/>
- **The Argument for Music Education**
<https://www.nammfoundation.org/sites/default/files/ArgumentForMusicEducation.pdf>
- **Fall 2020 Guidance for Music Education**
<https://nafme.org/my-classroom/fall-2020-guidance-music-education-from-nfhs-nafme/>
- **NAfME Covid-19 Resources**
<https://nafme.org/covid/19/>
- **NFHS: COVID-19 Instrument Cleaning Guidelines**
<https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/>

- **NFHS: Educational Use of Copyrighted Music**
<https://www.nfhs.org/articles/music-publishers-agree-to-allow-educational-use-of-copyrighted-music/>
- **NFHS: Guidance for a Return to High School Marching Band**
<https://www.nfhs.org/media/3812329/2020-nfhs-guidance-for-returning-to-high-school-marching-band-activities.pdf>
- **NFHS: Aerosol Study**
<https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>
- **The School Bands Committee of the American Bandmasters Association has published a document titled [Student Safety and Music Program Continuation](#)**
- **An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community**
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-ReopenandRenew.pdf
- **Ensuring student engagement**
<https://www.thesienaschool.org/news/ensuring-student-engagement/>
- **Flipped classroom examples**
<https://www.panopto.com/blog/7-unique-flipped-classroom-models-right/>
- **NFHS: Mental and Emotional Wellness**
<https://www.nfhs.org/articles/with-safety-measures-in-place-students-need-sports-and-performing-arts-for-mental-and-emotional-wellness/>
- **Event Safety Alliance Reopening Guide**
<https://www.eventsafetyalliance.org/esa-reopening-guide>
- **CDC Guidelines for Large Gatherings**
<https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/mass-gatherings-ready-for-covid-19.html#plan-prepare>

THEATRE EDUCATION

Mississippi School COVID-19 Recommendations for Re-Entry of Theatre Classes

The following recommendations are being made by the Mississippi Theatre Association (MTA) in consultation with the Mississippi Educational Theatre Association (MS EdTA) and their partners to help guide school administrators and performing arts teachers PreK-12, as they return to face to face instruction in the fall. These recommendations are meant to support a rigorous and well-rounded theatre art education experience for all students, while keeping the health and safety of staff and students as a priority. It is imperative to sustain the availability of Theatre Arts Education during this unprecedented time.



All efforts should be made to modify activities to avoid canceling theatre education classes.

General Recommendations for Theatre Education

In addition to suggested procedures contained in this document, all instruction should adhere to the laws, restrictions, and guidance issued by governments, local education officials or school administrations. [CDC Schools-Childcare](#) provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations below:

- Require social distancing for class, rehearsal, and performance. Spacing should be consistent with classroom requirements. (e.g. if desks are required to be six (6) feet apart, students will need to be at least six (6) feet apart)
- Reorganize class registrations for smaller classes, permitting social distancing and other precautions.
- Reorganize entrance and dismissal procedures are established to allow for social distancing with utilization of various doors for one-way traffic whenever possible.
- Require regular breaks between classes and other activities to allow for cleaning and to lessen the amount of overlap of departing/arriving students.
- Limit movement in and around the classroom during instruction.
- Limited and monitored restroom usage.
- All students should face the same direction as much as possible.
- Manage social distancing when moving students to different areas.
- Prop doors open to limit the amount of physical contact on handles and knobs.

- Consider masks and/or gloves as an additional precaution whenever possible.
- Install hand sanitizer dispensers at every door. Hand sanitizer must have at least 60% ethyl alcohol or 70% isopropyl alcohol and should be allowed to dry for 30 seconds.
- Open windows and doors to try to maximize improved air circulation.
- Consider the use of HEPA air purifiers.
- When possible, hold classes in outdoor spaces.
- Limit use of fans.
- Eliminate lost-and-found items or determine best method for safely storing lost items until reclaimed.

Theatre Classroom/Space Management Considerations

- Whenever possible theatre instruction should take place in the designated theatre space.
- We recommend that the theatre space offer a location to wash hands and disinfect props/tools/equipment/costumes.
- Theatre spaces should be open spaces to allow students room to move while maintaining social distance and allow for flexible seating options.
- When necessary, tables/desks should be arranged to face in the same direction with students sitting on one side only. We recommend arranging in a manner that correlates with social distancing guidelines.

Theatre Scheduling and Staffing Considerations

- When possible, provide longer transitions for cleaning the theatre space and any used props/tools/equipment/costumes between classes.
- We recommend that districts avoid having teachers who travel between school buildings, but if necessary, they should not take materials between buildings without proper disinfection. Materials should be provided and stored at each school; thus, avoiding potential transference of virus.
- Scheduling outdoor theatre rehearsals and performances should be considered whenever possible.
- Theatre teachers should teach in their certified content area.

- Class sizes should follow the designated student to teacher ratio in order to allow for physical distancing which might result in smaller classes.

Theatre Instructional Considerations

- When hands-on theatre activities are not feasible, lessons supporting the theatre curriculum should focus presenting, responding, and connecting, as well as digital theatre lessons, as aligned with the [MS College and Career Readiness Theatre Arts Learning Standards 2017](#).
- If centers are used for instruction, students should remain in a designated center for the duration of that class or project.
- When possible, blended learning/flipped instruction can be used to avoid close contact during instruction, especially for demonstrations through the use of media arts.
- Teachers should have access to adequate technology to support learning from a social distance. e.g.: document cameras, projectors/interactive whiteboards, multiple computers, or tablets.
- When possible, handouts, books, and scripts should be made available in digital format to help avoid students sharing hard copies of documents.
- Consider creating send home materials that advocate and fulfill the unified “[Arts Education is Essential](#)” statement.
- Utilize the core competencies of Social-Emotional Learning, as outlined later in this document, for creating lessons that meet the needs of our students in these challenging circumstances.
- End classes ten minutes early to allow time to properly disinfect room and equipment before the following class.
- Work with your administration to develop a plan for students and instructors who may become ill or unable to attend in-person classes. Ensure that these students receive adequate, timely, and equitable at home instruction.
- Communicate and collaborate with colleagues to share classroom ideas and content that assist in adapting to the changing tides in theatre education.

Theatre Supply Management and Sanitation Considerations

- Theatre teachers should demonstrate proper hand washing and cleaning/disinfecting of props/tools/equipment/costumes so that students can properly clean/disinfect shared items.
- Students should wash or use hand sanitizer before entering and leaving the theatre arts classroom.
- When sharing props/tools/equipment/costumes, teachers should consider limiting items for sanitary purposes.
- If students are required to have individual props/tools/equipment/costumes:
 - Items should be stored in an individual container that is disinfected at the end of each use, prior to being returned to storage.
 - Items should not be taken home unless they can be disinfected when a student re-enters the school building.
 - Equitable access to materials should be considered in the creation of individual props/costumes.
 - If the school needs to provide individual props/costumes to support equitable access to supplies, additional financial support for theatre items may be necessary.
- Theatre teachers should be trained on proper disinfection techniques, as well as, provided with proper disinfecting materials and adequate time to carry out this responsibility.
- Theatre production labs and instructors will require disinfecting procedures and supplies for equipment, students, and instructors
- We recommended that the sharing of costumes, wigs, and voice amplification tools is discouraged.
- Have containers of liquid disinfectant that tools can be placed in until used again.
- Use spray or aerosol disinfectants with proper ventilation.
- All disinfectant supplies should come from general building budgets and not from theatre department budgets.
- Open top trash containers are recommended.

Theatre Mobile Teacher Safety Considerations

- If theatre teachers are required to travel from one room to another, building leaders should assist the instructor to create a disinfecting system for materials and supplies used in multiple classrooms. It is recommended that props/tools/equipment/costumes will remain in the students' assigned theatre space, and supplies will need to be disinfected before entering the next classroom.
- If theatre teachers are using a cart, it is recommended that they have a separate and safe location to store the cart, prep for classes, and store materials not in use. This location will also be used for disinfecting supplies that may be used between multiple students.

Theatre Performing Arts Events Considerations

It is imperative to sustain the availability of Performing and Visual Arts Events during this unprecedented time. These recommendations can guide Performing and Visual Arts Events to continue safely in our schools.

In addition to CDC and local health official's guidance, the following recommendations and suggestions should be used in planning public events and access to the performing and visual arts in an education environment:

- Consider modifying some productions to podcast or video broadcast events to minimize concerns of social distancing at a live performance.
- Concession sales at performances should consist of individually wrapped, commercially prepared items. No bake sales or homemade items.
- Silent auctions to raise money during performance events should be moved to an online platform.
- Open adequate restroom facilities in other parts of the building to reduce crowding and preserve social distancing.
- Information that would normally go in paper programs could be projected on screens or access online.
- Prohibit sale and distribution of flowers or gifts for performers from family and friends.
- Eliminate post performance gatherings of performers with family and friends.
- Theatre performance spaces should operate at reduced capacities per individual community standards per CDC guidelines.

Suggested Resources for Arts Education

- **CDC Schools-Childcare** provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations link below:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- **Arts Education is Essential**
https://nafme.org/wp-content/files/2020/05/Arts_Education_Is_Essential-unified-statement.pdf
- **Mississippi College-and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, Visual Arts 2017**
<https://www.mdek12.org/ESE/Arts>

Suggested Resources for Funding and Arts Integration

- **Mississippi Arts Commission (MAC)**
<https://arts.ms.gov/>
- **Mississippi Whole Schools (MWS)**
<http://www.mswholeschools.org/>
- **Mississippi Alliance for Arts Education (MAAE)**
<http://www.msartsalliance.com/>

Suggested Resources for Theatre

- **Mississippi Theatre Association**
<http://www.mta-online.org/>
- **Mississippi Thespians**
<https://www.msthespians.org/>
- **Educational Theatre Association**
<https://www.schooltheatre.org/home>
- **EdTA Recommendations for Reopening Schools Theatre Programs**
https://higherlogicdownload.s3.amazonaws.com/SCHOOLTHEATRE/7f9e7fa8-ea41-4033-b6a3-1ce9da6a7b6f/UploadedFiles/HPVMgpNDTw2FWro1JLiL_EdTA_ReOpen_Guide_2020_FINAL.pdf
- **Southeastern Theatre Association**
<https://www.setc.org/covid-resources/>
- **Suggested Supplies for Distant Learning Lessons within the Fine Arts**
<https://static1.squarespace.com/static/5b62f7232487fd03344fb77d/t/5ed0a234dae375165a3a220/1590731317234/Visual+Arts+Supportive+Ideas+for+Distant+Learning+Experiences+%282%29+%281%29.pdf>

- **Flipped classroom examples**
<https://www.panopto.com/blog/7-unique-flipped-classroom-models-right/>
- **An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community**
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-ReopenandRenew.pdf
- **Ensuring student engagement**
<https://www.thesienaschool.org/news/ensuring-student-engagement/>
- **Event Safety Alliance Reopening Guide**
<https://www.eventsafetyalliance.org/esa-reopening-guide>
- **CDC Guidelines for Large Gatherings**
<https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/mass-gatherings-ready-forcovid-19.html#plan-prepare>

VISUAL ARTS EDUCATION

Mississippi School COVID-19 Recommendations for Re-Entry of Visual Arts Classes

The following recommendations are being made by the Mississippi Art Education Association (MAEA) in consultation with the National Arts Education Association (NAEA) and their partners to help guide school administrators and visual arts teachers PreK-12, as they return to face to face instruction in the fall. These recommendations are meant to support a rigorous and well-rounded visual art education experience for all students, while keeping the health and safety of staff and students as a priority. It is imperative to sustain the availability of Visual Arts Education during this unprecedented time.



All efforts should be made to modify activities to avoid canceling visual art education classes.

General Recommendations for Visual Arts Education

In addition to suggested procedures contained in this document, all instruction should adhere to the laws, restrictions and guidance issued by governments, local education officials or school administrations. [CDC Schools-Childcare](#) provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations below:

- Require social distancing for class, rehearsal, and performance. Spacing should be consistent with classroom requirements. (e.g. if desks are required to be six (6) feet apart, students will need to be at least six (6) feet apart)
- Reorganize class registrations for smaller classes, permitting social distancing and other precautions.
- Reorganize entrance and dismissal procedures are established to allow for social distancing with utilization of various doors for one-way traffic whenever possible.
- Require regular breaks between classes and other activities to allow for cleaning and to lessen the amount of overlap of departing/arriving students.
- Limit movement in and around the classroom during instruction.
- Limited and monitored restroom usage.
- All students should face the same direction as much as possible.
- Manage social distancing when moving students to different areas.

- Prop doors open to limit the amount of physical contact on handles and knobs.
- Consider masks and/or gloves as an additional precaution whenever possible.
- Install hand sanitizer dispensers at every door. Hand sanitizer must have at least 60% ethyl alcohol or 70% isopropyl alcohol and should be allowed to dry for 30 seconds.
- Open windows and doors to try to maximize improved air circulation.
- Consider the use of HEPA air purifiers.
- When possible, hold classes in outdoor spaces.
- Limit use of fans.
- Eliminate lost-and-found or determine best method for safely storing lost items until reclaimed.

Visual Arts Classroom/Space Management Considerations

- Whenever possible art instruction should take place in the designated art room.
- We recommend that art rooms have at least one sink or offer a location to wash hands and disinfect media/tools/equipment.
- Art rooms should be furnished with many long narrow rectangle tables or individual horizontally flat student desks to allow for adequate and appropriate workspace with social distancing. Some alternatives could include allowing flexible seating options, limiting the number of students at each table, or consider desk dividers to create individual workspaces.
- Tables/desks should be arranged so as to face in the same direction with students sitting on only one side. We recommend arranging in a manner that correlates with social distancing guidelines.

Visual Arts Scheduling and Staffing Considerations

- When possible, provide longer transitions for cleaning the art room and tools between classes.
- We recommend that districts avoid having teachers who travel between school buildings, but if necessary, they should not take materials between buildings without proper disinfection. Materials should be provided and stored at each school; thus, avoiding potential transference of virus.

- Scheduling outdoor art can be an option if possible.
- Visual Art teachers should teach in their certified content area.
- Class sizes should follow the designated student to teacher ratio in order to allow for physical distancing which might result in smaller classes.

Visual Arts Instructional Considerations

- When hands-on art making is not feasible, lessons supporting the art curriculum should focus on presenting, responding, and connecting, as well as digital art lessons, as aligned with the NAEA and the [MS College and Career Readiness Visual Arts Learning Standards 2017](#).
- If centers are used for visual arts instruction, students should remain in a designated center for the duration of that class or project.
- When possible, blended learning/flipped instruction can be used to avoid close contact during instruction, especially for demonstrations.
- Teachers should have access to adequate technology to support learning from a social distance. (e.g.: document cameras, projectors/interactive whiteboards, multiple computers, or tablets.)
- Consider creating send home materials that advocate and fulfill the unified “[Arts Education is Essential](#)” statement.
- Utilize the core competencies of Social-Emotional Learning, as outlined later in this document, for creating lessons that meet the needs of our students in these challenging circumstances.
- End classes ten minutes early to allow time to properly disinfect room and equipment before the following class.
- Work with your administration to develop a plan for students and instructors who may become ill or unable to attend in-person classes. Ensure that these students receive adequate, timely, and equitable at home instruction.
- Communicate and collaborate with colleagues to share classroom ideas and content that assist in adapting to the changing tides in visual arts education.

Visual Arts Supply Management and Sanitation Considerations

- Teachers should demonstrate proper hand washing and cleaning of tools, equipment, and media so that students can properly clean shared items when appropriate.
- If students need to share media/tools/equipment, students should wash or use hand sanitizer before entering and leaving the visual arts classroom.
- When sharing supplies, teachers should consider limiting media and materials for sanitary purposes.
- If students are required to have individual media/tools:
 - Items should be stored in an individual container that is disinfected at the end of each use, prior to being returned to storage.
 - Items should not be taken home unless they can be disinfected when a student re-enters the school building.
 - Equitable access to materials should be considered in the creation of individual packs of materials/tools.
 - If the school needs to provide individual media/tools to support equitable access to supplies, additional financial support for art media/tools may be necessary.
- When possible, visual arts instructors should consider a staggered product schedule for use of school media/tools by class. (e.g.: pastels for class one (1), paint for class two (2), scissors for class three (3) giving time to sanitize between use)
- Teachers should be trained in proper disinfection techniques, as well as, provided with proper disinfecting materials and adequate time to carry out this responsibility.
- Digital media labs and instructors will require disinfecting procedures and supplies for equipment, students, and instructors.
- Clay (regular, modeling, etc.) recommendations:
 - While open clay is drying or being stored between lessons, it should be stored in a safe place out of student's reach.
 - When possible, teachers should develop simple hand-building lessons that require no shared supplies, or use disposable supplies/tools when possible such as, plastic spoons, craft sticks, straws, etc.
 - When reconstituting clay after student use, the visual art instructor can use 1-part bleach to 4-parts water, (increasing

- if needed to 1-part bleach to 9-parts water) to spray the surface of clay before bagging and storing.
- Any clay issued to students should not be shared and treated as suggested above when the lesson is complete.
- Possible disinfection techniques:
 - UV light for shared media/tools/equipment that cannot be washed quickly or exposed to liquids.
 - Have containers of liquid disinfectant that tools can be placed in until used again.
 - Use spray or aerosol disinfectants with proper ventilation.
 - All disinfectant supplies should come from general building budgets and not from the visual arts department budgets.
 - Open top trash containers are recommended.

Visual Arts on a Cart Safety Considerations

- If visual arts teachers are to travel from one room to another (art on a cart), building leaders must assist the visual arts instructor to create a disinfecting system for materials and supplies used in multiple classrooms. It is recommended that artwork will remain in the students' homeroom and supplies will need to be disinfected before entering the next classroom.
- If visual arts teachers are using a cart, it is recommended that they have a separate and safe location to store the cart, prep for classes, and store materials not in use. This location will also be used for disinfecting supplies that may be used between multiple students.

Visual Arts Events Considerations

It is imperative to sustain the availability of Performing and Visual Arts Events during this unprecedented time. These recommendations can guide Performing and Visual Arts Events to continue safely in our schools.

In addition to CDC and local health official's guidance, the following recommendations and suggestions should be used in planning public events and access to the performing and visual arts in an education environment:

- Place artwork exhibits far enough apart to allow for social distancing.
- Allow only limited numbers to view art at any given time.
- Prohibit works that encourage touching or handling by multiple individuals.
- If students are expected to stand by their artwork, maintain social distancing guidelines or explore virtual, prerecorded introductions by student artists.
- Consider creating and uploading artwork in various online platforms and technologies to create virtual art galleries.
- Consider modifying some productions to podcast or video broadcast events to minimize concerns of social distancing at a live performance.
- Concession sales at performances should consist of individually wrapped, commercially prepared items. No bake sales or homemade items.
- Silent auctions to raise money during performance events should be moved to an online platform.
- Open adequate restroom facilities in other parts of the building to reduce crowding and preserve social distancing.
- Information that would normally go in paper programs could be projected on screens or accessed online.
- Prohibit sale and distribution of flowers or gifts for performers from family and friends.
- Eliminate post performance gatherings of performers with family and friends.

Suggested Resources for Arts Education

- **CDC Schools-Childcare** provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations link below: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- **Arts Education is Essential** https://nafme.org/wp-content/files/2020/05/Arts_Education_Is_Essential-unified-statement.pdf
- **Mississippi College-and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, Visual Arts 2017** <https://www.mdek12.org/ESE/Arts>

Suggested Resources for Funding and Arts Integration

- **Mississippi Arts Commission (MAC)**
<https://arts.ms.gov/>
- **Mississippi Whole Schools (MWS)**
<http://www.mswholeschools.org/>
- **Mississippi Alliance for Arts Education (MAAE)**
<http://www.msartsalliance.com/>

Suggested Resources for Visual Arts

- **Mississippi Arts Education Association**
<https://www.msarted.org/>
- **National Arts Education Association**
<https://www.arteducators.org/>
- **An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community**
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-ReopenandRenew.pdf
- **Ensuring student engagement**
<https://www.thesienaschool.org/news/ensuring-student-engagement/>
- **“Tips for Returning to the Visual Arts and Design Classroom” and “Tips for Teaching Visual Arts/Design in a Distance Learning Environment” from the National Art Education Association**
<https://www.arteducators.org/news/articles/687-preparing-for-school-year-2020-21>
- **Suggested Supplies for Distant Learning Lessons within the Fine Arts**
<https://static1.squarespace.com/static/5b62f7232487fd03344fb77d/t/5ed0a234deae375165a3a220/1590731317234/Visual+Arts+Supportive+Ideas+for+Distant+Learning+Experiences+%282%29+%281%29.pdf>
- **Flipped classroom examples**
<https://www.panopto.com/blog/7-unique-flipped-classroom-models-right/>
- **American Alliance of Museums, Preparing to Re-open**
<https://www.aam-us.org/programs/about-museums/preparing-to-reopen/>
- **Event Safety Alliance Reopening Guide**
<https://www.eventsafetyalliance.org/esa-reopening-guide>
- **CDC Guidelines for Large Gatherings**
<https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/mass-gatherings-ready-forcovid-19.html#plan-prepare>

SOCIAL-EMOTIONAL LEARNING (SEL)

While much uncertainty surrounds how and when school will reopen, we know that social-emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. School leaders will need to bring together administrators, teachers, school staff, families, youth, and community partners to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive. (CASEL, 2020)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Decades of research, practice, and policy have demonstrated the effectiveness of SEL in supporting students' academic and long-term success. By systemically integrating SEL across classrooms, schools, homes, and communities, adults and students work together to develop and apply five core competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are needed generally throughout our lives and particularly in this moment to manage our own stressors, anxieties, and joy; understand how the pandemic is influencing others (often in inequitable ways); and build relationships and make decisions that best support our communities. (CASEL, 2020)

Mississippi's SEL standards, developed in partnership with CASEL and several other partners, are scheduled for release in the fall of 2020.

Arts Educators have taken the lead in Social-Emotional Learning (SEL). The five core competencies of Social-Emotional Learning are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team building and self-reflection are supremely suited to re-ignite students' interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication. (AIE, 2020)

Arts education fosters community opens students up to exploring their own and others' emotions and facilitates the exploration of intrapersonal perspectives. Especially in this time of uncertainty and new experiences, providing space to attend to the SEL needs of students is imperative. For so many students, the arts educators and teachers in dance, music, theatre, and visual arts is a trusted adult who provides a "home away from home" where students can address their new, and often frustrating, feelings.

Utilizing the arts (dance, media arts, music, theatre, visual arts) to help students process and address their social and emotional issues is imperative in the new school year. Many models for these programs already exist. A brief outline of examples is below:

- Create student driven visual and performance art that express student feelings and ideas on COVID 19. This could be a painting, play, dance, or composition.
- Establish special art projects that encourage students to recognize and then process feelings.
- Utilize the arts: dance, media arts, music, theatre and visual arts performance and creation to address post-traumatic stress issues.
- Explore arts integration and STEAM instruction as evidence-based methodologies to address social-emotional education for students
- Explore the myriad of lesson plans and activities for arts teachers which exist from reputable organizations.

Suggested Resources

- **Arts Education Is Essential**
https://nafme.org/wp-content/files/2020/05/Arts_Education_Is_Essential-unified-statement.pdf
- **NAfME: Music Education and Social-Emotional Learning**
<https://nafme.org/music-education-social-emotional-learning/>
- **NAfME: Social-Emotional Learning Pamphlet**
<https://nafme.org/wp-content/files/2020/05/Music-and-SEL-Pamphlet.pdf>
- **NFHS: Mental and Emotional Wellness**
<https://www.nfhs.org/articles/with-safety-measures-in-place-students-need-sports-and-performing-arts-for-mental-and-emotional-wellness/>
- **An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community**
https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopenand-Renew.pdf
- **CASEL's webpage to learn more about the competencies**
<https://casel.org/core-competencies/>
- **SEL Journeys provides age-differentiated lessons aligned to CASEL framework for systemic social and emotional learning**
<https://edumotion.com/sel-journeys/>
- **Arts Education and Social-Emotional Learning Outcomes Among K-12 Students: Developing a Theory of Action Report**

<https://consortium.uchicago.edu/publications/arts-education-and-social-emotional-learning-outcomes>

- **Equity & Social and Emotional Learning: A Cultural Analysis**
<https://casel.org/wp-content/uploads/2020/04/equity-and-SEL-.pdf>
- **SEADAE Podcast Episodes addressing SEL and the Arts**
<https://www.seadae.org/home/podcast>

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Mississippi Arts Commission (MAC), Mississippi Whole Schools (MWS), Mississippi Alliance for Arts Education (MAAE), Mississippi Dance Leader Alliance (MDLA), Mississippi Music Educators Association (MMEA), Mississippi Band Directors Association (MBDA), Mississippi Theatre Association (MTA), and the Mississippi Educational Theatre Association (META).
Mississippi Arts Education Association (MAEA),

Arts Education Advocacy Partners



State Professional Associations



Mississippi Dance Leader Alliance



Mississippi Music Educators Association



Mississippi Theatre Association



Mississippi Thespians



Mississippi Arts Education Association