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

From Arts Education is Essential, a unified statement from national arts organizations across the United States. (Full statement appears in Appendix C.)
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With gratitude to AMRO Music, Memphis, TN, and the Arizona Department of Education, Arts Division, for providing a model for TUSD’s document

It includes a wide variety of expert sources, including multiple documents from the CDC with considerations related to teaching instrumental music education while also preventing the spread of COVID-19.

This document will be shared with the TUSD Governing Board, TUSD’s Superintendent’s Leadership Team, school administrators, parents, and community members.

You may use this document as a gathering place for ideas to address the challenges this year may bring or to clarify their processes to be shared with their school board or administration. It will be updated as more resources are made available and guidelines are released.
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TUSD GOVERNING BOARD POLICY

It is the policy of TUSD to defend employees of the District named in civil litigation and to hold harmless and indemnify any employee of the District from and against any and all claims of civil liability for alleged acts, errors or omissions of any nature while the employee is acting on behalf of TUSD and in the course and scope of the employee’s employment.

This means that if an employee is acting within their job duties, the District will protect them from personal claims, including whether someone contracts COVID-19.

PROVIDING EQUITY

In an effort to accommodate all students, we should be mindful that the economic health of families may have changed. Accordingly, our arts teachers will review supply lists and ensure only necessary supplies are requested of families to participate in the Arts.

MUSIC GUIDELINES

WHY MUSIC?

The upcoming school year will present a litany of challenges, however, the importance of music in our schools and the impact it has on student’s lives has not changed. We must simply adjust the manner in which we deliver these life lessons. Music education encompasses more than performance. Other musical processes that should be taught include responding, creating, and connecting. Students can continue to work on musical performance skills at home with SmartMusic.

Music offers a platform for students to learn skills necessary to be successful later in life: creative problem solving, critical thinking, self discipline, sensitivity to others, and resilience during difficult times. These lessons will be even more vital as we return to life after COVID-19 and look to offset the effects of quarantine.

Additionally, from national and local research, we have documented that students enrolled in music experience substantial cognitive benefits compared to their non-music peers. Because of this, students enrolled in music score higher on standardized tests[1], learn a foreign language faster[2] and can more
quickly master complex math concepts\textsuperscript{[16]}. Students are also less likely to be truant, less likely to get involved with drugs and alcohol, more likely to graduate on time, and more likely to go on to college. Music is imperative for students’ success.

**IS PLAYING AN INSTRUMENT SAFE?**

**Band Classes:** While academic studies are presently underway at Colorado State University\textsuperscript{[6]}, a recent study hosted by the Vienna Philharmonic revealed “when playing an instrument they (the musicians) faced no additional risk of transmitting the novel coronavirus when performing”\textsuperscript{[2]} and that “we should not expect air exhaled by artists to reach more than 80 centimeters (2.6 feet) distance”\textsuperscript{[6]} (See Appendix E for article). Additionally, the United States Army Band and West Point states “there is agreement between all of the research collected, that wind instrument playing seems to present about the same risk as normal breathing and talking.”\textsuperscript{[3]}

As many educators and musicians can attest, although the musician is blowing air into the instrument, the design of the instrument is such that the air is slowed down to produce a tone, and in doing so, the instrument retains the moisture and aerosols associated with the spread of COVID-19. Accordingly, frequently disinfecting the musical instruments in our programs, ensuring students properly maintain their own equipment, and closely following the CDC’s guidelines recommended for social distancing will allow us to continue offering a quality music education to students while proactively preventing the spread of COVID-19.

**Orchestra/Guitar/Mariachi Classes:** Orchestral/Mariachi instruments offer no additional risk of contributing to the spread of COVID-19. Performing on these instruments does not involve breathing into the instrument to create a tone and students are able to wear masks when playing. Additionally, because these instruments are sealed with a lacquer or varnish, the exterior surfaces of these instruments are non-porous and can be cleaned similar to other surfaces. Encouraging students not to share classroom supplies, implementing a structured cleaning regimen, following the CDC’s guidelines for social distancing, and utilizing appropriate cleaning solutions that are both effective and safe for the instrument’s finish, will play an active role in preventing the spread of COVID-19 in the orchestra classroom.

**PREVENTING THE SPREAD OF COVID-19**

**Classroom policies**

Incorporating a cleaning and disinfecting schedule into our classroom policies will play an important role in safely resuming school. This is an area that both educators and students can proactively participate in to prevent the spread of COVID-19 in our classrooms. Referencing the guidelines offered in the CDC’s *Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, School, and Homes*\textsuperscript{[33]}, TUSD Fine and Performing Arts is prepared to implement the following plan.

The two primary means of cleaning instruments in our classroom will be the usage of *isopropyl alcohol* (in concentrations greater than 70\%\textsuperscript{[11]}) and a product called “*Steri-Spray*” made by Superslick. Isopropyl alcohol is readily available, affordable, and can easily be placed in spray bottles to be used on instruments, case interiors and exteriors, and mouthpieces. However, isopropyl alcohol is not recommended for universal use in a music classroom, as it can cause damage to certain instrument finishes and mouthpieces. In these instances, we will utilize Steri-Spray made by Superslick\textsuperscript{[33]}. (Note:
the active ingredient in Steri-Spray is quaternary ammonium, as confirmed by the manufacturer. This active ingredient is listed on the Environmental Protection Agency’s list of approved COVID-19 disinfectants.\textsuperscript{[13]} Establishing set schedules and expectations will be of utmost importance to prevent the spread of COVID-19 as we return to the classroom. We will be implementing the following procedures within the band/orchestra classroom:

- Doors will be opened at the beginning and end of each class to ensure students will not need to touch the door knobs or handles.
- Students will enter through an assigned door, collect their instrument, and go directly to their seat to prevent unnecessary contact or movement throughout the classroom.
- Prior to taking their instruments out of the case and at the conclusion of class, students will wash or disinfect their hands using soap and water or an alcohol based sanitizer.
- Students will refrain from sharing classroom materials, such as valve oils, pencils, instruments or other supplies.
- Students will not touch or move other students’ instruments, mouthpiece, or case.
- Students will spray their mouthpiece with Steri-Spray at the conclusion of each practice rehearsal or performance, prior to placing the instrument in the case.
- For spittal, create and use Puppy Pads (absorbent pads) placed on the floor by each brass student and then dispose in the trash can at the end of each rehearsal.
- Students will be encouraged to provide their own supplies as they are able. When this is not feasible, shared equipment such as mallets, cymbals, or other percussion equipment will be disinfected prior to another student using the same piece of equipment.
- Frequently touched objects in our classroom, including music stands, door knobs, switches, keyboards, faucets, and other applicable objects will be disinfected appropriately according to their frequency of use and according to CDC and local guidelines.

Classroom Layout
The layout of our classroom will be adjusted based on the guidelines offered by the CDC. If we are considered a community with “no spread” and in the “preparedness phase” as set forth by the CDC and discussed in the CDC’s \textit{Interim Guidance for K-12 Administrators}\textsuperscript{[14]}, we will be able to continue our lessons and rehearsals as we have previously, while still incorporating preventative social distancing and proactive hygiene measures. This will include spreading chairs apart as much as possible and following the disinfection protocol outlined in this document and according to CDC’s guidelines. When Tucson is considered “a minimal to moderate spread” community by the CDC guidelines and local health officials, it will be important that we incorporate further social distancing and preventative measures.

If the classroom is large enough to accommodate your students while social distancing:

- Our present rehearsal space measures (insert square footage measurements here. Determine this by measuring the length of your rehearsal space by the total width of the rehearsal space)
- To achieve 6 feet of social distancing\textsuperscript{[15]}, our chairs can be arranged in a way that will accommodate (insert number. To achieve this, divide your room’s total square footage calculated above by 36, as each student will need a “block” measuring 6’x6’ or 36 square feet to achieve a social distance of 6 feet between students in all directions. Consider making further adjustments in your square footage by accounting for podium, storage, or other areas that may
not be usable for teaching space.) students. This modification to our classroom setup will allow us to continue learning while still practicing strict social distancing.

If the classroom is too small to accommodate social distancing:
• Consider outdoor rehearsal, weather permitting.
• Relocate the rehearsal to a larger space that will allow us to appropriately social distance, such as the gymnasium or auditorium.
• Divide the rehearsal into rehearsal cohorts, allowing us to meet the necessary social distancing requirements and remain within the limitations of our space.

Promoting Behaviors that Reduce Spread
It will be necessary that all educators proactively participate in preventing the spread of COVID-19. Following the CDC’s Considerations for Schools, our program can actively promote behaviors that reduce spread by:
• Encouraging students to stay home when ill.
• Using proper hand hygiene and respiratory etiquette by washing hands before or after playing an instrument, picking up an instrument case, or assembling an instrument.
• Wearing face coverings as much as possible when not performing or outside practicing social distancing. This will be most essential in times when physical distancing is not possible. Face shields have been ordered for all Music and OMA instructors.
• Ensuring we are adequately stocked with cleaning supplies, including instrument-safe isopropyl alcohol, instrument sanitizing spray, alcohol-based hand sanitizers, soap, paper towels and tissues. These materials have been ordered by Fine Arts.

Maintaining Healthy Environments
Proactively maintaining a healthy environment will play an important role in preventing the spread of COVID-19. Our music program is prepared to do the following to comply with the CDC Guidelines shared in its Considerations for Schools:
• Clean and disinfect frequently touched surfaces (door handles, handles, drinking fountains, and other equipment)
• Discourage the use of shared objects, including encouraging students to provide their own instrument, cleaning supplies, oils, and folding music stand (when applicable).
• Ensure proper ventilation of the space by increasing circulation of outdoor air or performing outdoors as much as possible.
• Create a one-way route to enter and exit the classroom, pick up and store equipment.
• Modify layouts to include facing the same direction, spaced as much as our classroom will allow, or as requested by our local health officials.
• Encourage students to bring their own meals and drinks, when applicable.

Disinfecting Musical Instruments
Maintaining a clean musical instrument that is frequently disinfected will be a primary point of emphasis for the foreseeable future. While each instrument is unique, students should be aware of instrument cleaning procedures and policies as it relates to their instruments.
• Students should wash their hands or use an alcohol-based sanitizer before handling their instrument, case, or mouthpiece as well as at the conclusion of playing their instrument.
• Students should refrain from handling the instruments, case, or mouthpiece of another student.
• Students should clean the instrument, neck, and mouthpiece as recommended by NAFME’s 
  Instrument Cleaning Guidelines[11] and information found in Appendix A.

Considerations for Marching Band and Camps
The nature of marching band allows us to sufficiently follow the CDC’s guidelines relating to physical 
activity and social distancing. Because marching band takes place outside, it ensures there is adequate 
ventilation. Additionally, we will implement the following procedures to further prevent the potential 
spread of COVID-19[20][21]:
• Follow the necessary cohort guidelines and maximum group sizes, as established by our local 
district and health officials.
• Establish an entry and egress plan for each building that will allow students to effectively enter 
and exit the building while still adhering to social distancing standards. Consider using tape or 
paint as guides for students.
• Modify drill, where able, to achieve social distancing standards during rehearsals, practice, and 
performances.
• Emphasize fixed small groups, classes, or sectional rehearsals when able to minimize group 
 sizes.
• Prioritize outdoor, rather than indoor, rehearsals to maximize air circulation.
• Students will utilize outside entry doors as much as possible to prevent unnecessary movement 
throughout the building.
• Students will provide or be provided their own equipment, meals, and drinks to prevent 
equipment sharing.
• Bringing a cleaning cloth to each practice is recommended but should not be shared among 
students or laundered on-site.
• Prop doors open, as able, to ensure adequate air flow and to prevent touching handles and 
kno bs.
• Teachers will utilize loudspeakers, megaphones, or other technology to increase social 
distancing abilities.
• Communicate with parents and students regarding the necessary pick-up and drop-off 
methods to ensure sufficient social distancing.
• Continue to practice good hygiene, including frequently washing hands with soap and water, 
avoid touching the face, sneezing into a tissue, and frequently disinfecting common items and 
surfaces.
• Disinfect equipment prior to and at the conclusion of each rehearsal or performance.
• When applicable, students will arrive at rehearsal or performances in clothing appropriate for 
the weather conditions or performances to prevent the need for dressing rooms or additional 
time spent inside the buildings.
• Special consideration will be given when loading and unloading equipment. Prior to loading 
equipment on a bus or trailer, those loading trailers will be trained and wear the appropriate 
PPE for handling instruments, or instruments will be placed in an area to be disinfected with 
isopropyl alcohol prior to being handled by the equipment loading team and returned to the 
student. As of this date, field trips will not be taking place.

Pre-Rehearsal Screening and Questions
If we are requested by our local district or health officials to complete a pre-rehearsal screening prior to 
hosting a rehearsal, we are equipped to do so by following the considerations established in the 
Guidance for a Return to High School Marching Band, published by the National Federation of State High
School Associations (NFHS) Music Committee and the Sports Medicine Advisory Committee (SMAC). [22]

- All directors and students will be screened for signs/symptoms of COVID-19 prior to a rehearsal. Screening includes a temperature check. If registering over 100.4, students are disqualified from participating.
- Responses to screening questions for each person will be recorded and stored so that there is a record of everyone present in case a student develops COVID-19, with appropriate attention being given to privacy and confidentiality.
- Any person with positive symptoms reported will not be allowed to take part in rehearsals and should contact his or her primary care provider or other appropriate health-care professional.
- Vulnerable individuals should not oversee or participate in any rehearsals.

See a sample set of screening questions in Appendix C. TUSD will provide the standardized form for parents/students to complete.

For a Google spreadsheet to record your program’s survey responses, please click here.
For a Google Spreadsheet to record your student’s temperatures, please click here.

**Inventory and Equipment Management**
Prior to the school year starting, a full inventory of equipment and other assets will be completed [23]. A disinfecting/inventory schedule for district-owned inventory has been established and is found in Appendix B.

To prevent the spread of COVID-19, it is important that students not share musical instruments, mouthpieces, or other equipment that might easily transmit aerosols from one student to another.

Students who are able to purchase or rent a musical instrument will be encouraged to do so, as this ensures the instrument will be played only by the student owning/renting the instrument.

In instances where this may not be economically feasible for the families in our programs, TUSD Fine Arts Instrumental Repair Technicians at the request of the music teacher will explore providing instruments to students in a one-to-one capacity to prevent sharing.

**Planning for Further Potential Closures**
We anticipate that this year could bring further school closures, either sporadically should someone enter the building that tests positive for COVID-19, or for extended periods of time as a result of a “wave” of infections within our community. Accordingly, it is imperative that our program be equipped to quickly transition from classroom to at-home learning.
In addition to our established curriculum for the upcoming school year, we have identified the following as potential resources to further supplement online and at-home learning.

- TEAMS
- MusicMaker, Inc. for SmartMusic (pending TUSD Governing Board Approval)
- Essential Elements Online Curriculum for Woodwinds, Brass, Percussion, Strings, Guitar
- Chicago Store - Music only (Tucson)
- Instrumental Music Center (Tucson)
- Metro Gnome Music (Tucson)
- Music and Arts Center (Phoenix)
- Southwest Strings (Tucson)
CHORAL/VOCAL MUSIC

We await updated information about singing from research being conducted by Colorado State University. This study is to be released on July 22, 2020.

TUSD recognizes current views, beliefs and reports about choir rehearsals in regard to its effect on pandemic and is proceeding with caution and vigilance keeping abreast of any updated scientific research study findings in regards to aerosol and droplet emission pattern while singing. We are committed to put student safety first.

TUSD also recognizes the importance of continuing to engage our students in choral and vocal music learning in a meaningful and fulfilling way to continue developing vocal/musical skills, exercise creative thinking and artistic expression, stay connected and to provide a safe space to support social and emotional learning of our students.

As student safety and well-being is our priority, TUSD and its teachers are prepared to continue to engage choral students in learning in safety with flexible instruction strategies adapted to the changing Covid-19 situation and guided by CDC Guidelines.

TUSD FINE ARTS PLAN

TUSD Fine Arts will address the four scenarios established by the Arizona Department of Education for re-entry: 1) bricks & mortar- all students on campus, 2) hybrid – some virtual, some on campus, 3) all virtual, and 4) intermittent on campus.

The Music at Home Academy – a unified online platform, serving the entire district for each level of our secondary instrumental and vocal music classes will eliminate duplication of effort, pool talents, and better utilize technology skills and resources. Students will be supported with emotional, developmental and musical performance skills that have come to define TUSD as one of the top 100 Arts districts in the United States for several years. Instructional lectures will be in person – then for safety reasons – performance will take place at home.

Music staff will use a combination of existing District platforms (e.g. Microsoft Teams) and two music-specific online platforms. Every secondary music student enrolled in an on-campus course will automatically be enrolled in the co-requisite Music at Home Academy online version of their course as a supplement. Any TUSD students not wishing to attend on campus, due to health concerns or risks, may enroll in Music at Home Academy for their entire school year. This will prepare students for the possibility of future temporary school closures, should they be needed over the next few years. (Online Music Education Proposal)

PREPARING FOR TEACHING

- Utilize the ADE standards and TUSD Curriculum recognizing the need for adjustment
- Consider preparation for groups of 10 students or solo
- Select appropriate solo and small ensemble repertoire for study
- Review copyright guidance regarding music that is not part of SmartMusic
- Begin the year with focus on re-establishing and developing individual skills
- Prepare students for online instruction immediately
Communicate new classroom procedures clearly to students and parents collecting accurate contact information to ensure smooth and secure transition to online instruction.

- Develop full ensemble no-contact team building activities or alternative social activities to maintain ensemble communication.
- Continue to teach choral music to preserve the art form and to bring recognition to its value.
- Work collaboratively with the building/scheduling administrator to maintain/alter choral schedule and future performances.
- Deepen understanding of emotional and physical learning centered in the arts.

**CLASSROOM PROTOCOL**
- Use hand sanitizer and disinfectant wipes.
- Clean any equipment used by the teacher or school staff after each rehearsal.
- Allow additional time to sanitize supplies and workspace.
- Leave classroom doors opened for improved cross-ventilation and air circulation; facilitating no-touch entrance and exit.
- Establish controlled entrances and exits in one-way traffic.
- Dress in choral attire at home and take them home to clean.
- Do not share choral attire with other.
- Close dressing rooms so they are not used by students.
- Require that each student provides his/her own music folder, pencil, and water bottle; food or water is not shared; Bring own water as school drinking fountains should not be used.
- Establish and implement a procedure for students handling pianos.
  - Only the accompanist or director at the piano.
  - Do not congregate around the piano but stay in designated, marked rehearsal position implementing required distancing.
  - Sanitize pianos at the beginning and end of each class.
- Eliminate congregating in common storage areas or rehearsal rooms.
- Discourage students backpacks stored beside each other, separate with same protocol as the students (i.e. 6 feet apart).

**INSTRUCTION**
- Reduce length of class period to allow time for sanitization.
- Build technical skills and music fundamentals to increase music literacy and analysis through music history, score analysis, multicultural music study, etc.
- Utilize SmartMusic for online instructional tools and recorded vocal tracks and lessons.
- Educate students about airborne pathogens as specifically related to choral singing.
- Address the emotional and physical wellbeing of all students.
- Rotate small sectional group rehearsal with one combined rehearsal in a larger space or outdoors if possible.
- Use audiation as an instructional strategy.
- Use humming with face covering instead of open-mouth singing.
- Allow one or two students to sing at once while others critically listen and analyze/learn with face covering.

**PHYSICAL/SOCIAL DISTANCING**
- Class size will be determined by TUSD, floors should be marked for student positioning.
- Avoid vocalization and singing during in-person learning even in large spaces.
• Consider furniture needs to allow for distancing as related to the classroom
• Modify seating/rehearsal formation to face in one direction with required distance between students. Avoid rehearsing in a circle.
• Rehearse in small groups with always the same members (Octets, sections, etc.) to facilitate physical distancing
• Schedule larger spaces (auditorium/cafeteria) for moderate sized rehearsals
• Schedule performances under guidance from school district and site administrator
• Consider giving performances one class at a time for smaller crowd/audience of families only, or a live-stream concert if applicable
• While directing, face performers 10-20 ft. away from the first row of singers. Adhere to this for accompanists or instrumentalists.
• Wear a mask or face shield to align with district guidelines
• Create procedures to limit the numbers of students out of their seats at any one time.
• Create an entrance and exit floor plan

VISUAL ARTS GUIDELINES

WHY VISUAL ARTS?
The Visual Arts present opportunities for students to learn skills necessary for success throughout life: Creative problem solving, critical thinking, self discipline, sensitivity to others, and resilience. The Visual Arts celebrate multiple perspectives and open-ended solutions to problems lending to inclusive learning opportunities that reach diverse student populations to include: Exceptional/special education, low-income, refugee, and ELL/ESL.

Students who participate in Visual Arts activities are afforded opportunities in self-expression and exploration of individual and community identities that foster Social and Emotional Learning (SEL) competencies as defined by the Collaborative for Academic Social and Emotional Learning (CASEL). The SEL core competencies: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are inherently strengthened through the instruction of the Visual Arts. Integration of Visual Arts theory, history, and practice with academic content areas (Math, Science, Social Studies, and ELA) increases student achievement, academic learning, and engagement.

IS VISUAL ARTS SAFE?
Participation in Visual Arts activities may be considered safe with a reconfiguration of typically held art classroom priorities and procedures related to group seating and shared art supplies/equipment/surfaces. At this time, the CDC acknowledges that classroom settings with group seating and shared supplies represent the highest risk to both students and their educators. It is recommended that Visual Art educators and classroom teachers engaging students in Visual Art activities implement socially distanced classroom layouts, cleaning procedures, and supply/equipment/surface sharing policies that limit physical touch, promote physical safety, and prevent the spread of COVID-19.

When possible, students engaged in Visual Art activities should do so in their home classrooms under the supervision of a classroom teacher and/or Visual Arts specialist, more practically at the elementary level and when possible at the middle and high school levels. Planned Visual Art activities should prioritize the use of only supplies/equipment/surfaces students come to school with or are assigned to them for their own personal use to include pencil, eraser, scissors, glue stick, notebook/loose-leaf
paper, and colors (crayons, markers, or colored pencils.) Instructional plans should accommodate for flexibility of materials based upon what students may/may not have for their own personal use. When possible, teachers may gift necessary supplies to students for single use and/or their own personal and take-home use. Sharing of art supplies/equipment/surfaces between students, classroom groups, or school sites is not encouraged upon immediate re-entry to the schools until it is deemed appropriate by the district and/or administrative staff.

In instances where participation in Visual Arts activities typically and/or must occur in a designated art room or studio spaces (OMA Gold, middle, or high school) adherence to the Classroom Policies outlined below is imperative to the safety and well-being of both students and educators. In the event that a classroom teacher or Visual Art specialist has received permission to share art supplies/equipment/surfaces from the district and their direct supervisor it is recommended that they follow the procedures for disinfecting art supplies/equipment/surfaces as outlined below.

**Visual Arts Classroom Policies**

Incorporation of cleaning and disinfecting schedules into classroom policies plays an important role in safely resuming school. Both educators and students must proactively participate in the prevention of COVID-19 spreading in our classrooms. Referencing the guidelines offered in the CDC’s *Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, School, and Homes*[^10], TUSD Fine and Performing Arts is prepared to implement the following plan for Visual Arts instruction.

The primary means of cleaning art supplies/equipment/surfaces is cleaning thoroughly with soap and water. The secondary and/or complimentary means of cleaning art supplies and equipment in our classrooms will be the usage of isopropyl alcohol (in concentrations greater than 70%[^10]). Isopropyl alcohol is readily available, affordable, and can easily be placed in spray bottles to be used on desk/table surfaces, reusable hard surfaced art supplies like markers, and reusable tools such as scissors, rulers, plastic stencils, etc. Given that can be difficult to manage and maintain hygienic art classroom practices during typical times, the sharing/sanitization of art supplies/equipment/surfaces should only occur if/when it is deemed appropriate at the district/administrative level.

Establishing set schedules and expectations is of utmost importance to prevent the spread of COVID-19 as we return to the classroom. We recommend implementation of the following procedures for the instruction of visual art in both regular classrooms and classrooms/studios designated specifically for Visual Art activities:

- Doors are opened at the beginning and end of each class to ensure students will not need to touch the doorknobs or handles.
- Students enter through an assigned door and go directly to their seat to prevent unnecessary contact or movement throughout the classroom.
- Students disinfect their hands using soap and water or an alcohol-based sanitizer before and after instruction.
- Students refrain from sharing, touching, and moving classroom and Visual Art supplies/equipment/surfaces.
- Encourage students to provide their own supplies as they are able. When possible, teachers may gift supplies to students for single use and/or their own personal and take-home use. When this is not feasible shared materials, equipment, and surfaces will be disinfected prior to another student using the same material, piece of equipment, or surface.
Frequently touched objects in the classrooms, doorknobs, switches, keyboards, faucets, and other applicable objects will be disinfected appropriately according to their frequency of use and according to CDC and local guidelines.

**Visual Arts Classroom Layout**
The layout of our classroom will be adjusted based on the guidelines offered by the CDC. If we are considered a community with “no spread” and in the “preparedness phase” as set forth by the CDC and discussed in the CDC’s *Interim Guidance for K-12 Administrators*[^4], we will continue the instruction of Visual Arts, as we have previously, while incorporating preventative social distancing and proactive hygiene measures. This will include spreading student workspaces apart as much as possible and following the disinfection protocol outlined in this document and according to CDC’s guidelines.

When Tucson is considered “a minimal to moderate spread” community by the CDC guidelines and local health officials, it will be important to incorporate further social distancing and preventative measures.

**If the Visual Art classroom is large enough to accommodate your students while social distancing:**
- Our present Visual Art classroom space measures (insert square footage measurements here. Determine this by measuring the length of your space by the total width of the space)
- To achieve 6 feet of social distancing[^5], our chairs can be arranged in a way that will accommodate (insert number. To achieve this, divide your room’s total square footage calculated above by 36, as each student will need a “block” measuring 6’×6’ or 36 square feet to achieve a social distance of 6 feet between students in all directions. Consider making further adjustments in your square footage by accounting for storage and other areas that may not be usable for teaching space.) students. This modification to our classroom setup will allow for continued learning while still practicing strict social distancing.

**If the classroom is too small to accommodate social distancing:**
- Visual Art specialists are encouraged to visit socially distanced groups of students in their home classrooms, as a first resort, when possible.
- Consider outdoor Visual Art instruction, weather permitting.
- Relocate to larger spaces that accommodate Visual Art activities while allowing for appropriate social distancing, such as the gymnasium, auditorium, or library.
- Divide the art class into small sub-groups allowing for social distancing within the limitations of the art classroom space.

**Promoting VA Behaviors that Reduce Spread**
All educators and students must proactively participate in preventing the spread of COVID-19. Following the CDC’s *Considerations for Schools*[^6], Visual Arts programs can actively promote behaviors that reduce spread by:
- Encouraging students to stay home when ill.
- Using proper hand hygiene and respiratory etiquette by washing hands before or after the use of art supplies/equipment/surfaces.
- Wearing cloth/medical grade face coverings/plastic face shields and practicing social distancing at all times.
• Ensuring adequate inventory of cleaning supplies, including isopropyl alcohol, alcohol-based hand sanitizers, soap, paper towels and tissues.

**Disinfecting Art Supplies/Equipment/Surfaces**

Limiting art instruction and activities to the use of personal supplies and equipment brought by or supplied to a student is highly encouraged. At the elementary level students may keep their personal supplies/equipment in their own home classroom desks or backpacks. At the middle/high school levels students must have a designated space in which to keep their supplies/equipment or carry their supplies/equipment to/from class in their backpacks. When possible, teachers may gift student’s supplies/equipment for single and/or personal/take-home use.

The CDC\[13\] states that while the primary mode of transmission is thought to be through respiratory droplets, viruses may live on a variety of surfaces for days.

**Supplies**

Hard surfaced art supplies like markers, handheld pencil sharpeners, glue sticks, paint brushes, sets of solid watercolor and tempera paint must be disinfected by an adult between individual student use with either soap and water and/or a 70% isopropyl alcohol spray\[13\].

The CDC\[13\] recommends the removal of soft and porous materials from community environments to prevent the challenges that come with their cleaning and disinfection. Therefore, art supplies with porous and semi-porous surfaces like those with exposed wood or covered with paper (to include erasers, drawing pencils, colored pencils, oil/chalk pastels, charcoal and crayons) should be limited to handling and use only by students with gloved hands. If there are no gloves with which to use these kinds of supplies, they should not be shared between students as there is just no way ensure their proper sanitization. Students may be encouraged to bring their own or a teacher may gift these kinds of supplies to students for single and/or personal/take-home use.

Supplies such as clay, tape wire, magazine/collage supplies, and craft supplies (pipe cleaners, pom poms, popsicle sticks etc.) should be limited to handling and use only by students with gloved hands or anticipated for single use only. Because these items cannot be properly cleaned and sanitized between use it should be anticipated that they be thrown out after being physically touched. Liquid paints/inks and liquid glue may be reused as long they and their containers are not physically touched or have been properly disinfected between use by individual students.

**Surfaces**

Desks, tables, books, computers, electronic devices, light tables, and storage surfaces should be disinfected by an adult between individual student use with either soap and water and/or a 70% isopropyl alcohol spray\[13\].

**Equipment**

Ceramic wheels, paper cutters, printing presses, display equipment, and stationary pencil sharpeners should be disinfected by an adult between individual student use with either soap and water and/or a 70% isopropyl alcohol spray\[13\].

**Planning for Potential Closures**

In order to be prepared for a potential switch from in-person to virtual learning environments we recommend that Visual Arts specialists prepare, in advance if possible, a class syllabus and take-home/online accessible compilation of necessary resources to complete adapted assignments at home.
Consistent schedules of Zoom meetings should be kept along with times for conferencing with students, families, and collaborating teachers. Accommodations for the asynchronous completion of work and assignments should be made available to students during times of online instruction. Visual Arts Specialists should also demonstrate flexibility regarding supplies/equipment used to complete work and assignments based on what students may/may not have access to.

Both in-person and online Visual Arts instruction should focus on Visual Art theory/history/practice and/or the integration of core content standards. We have identified the following as potential resources to further supplement online and at-home learning.

- BrainPOP and BrainPOP Jr.
- PBS and PBS Kids
- Artsonia
- Google Arts & Culture
- TinkerCad
- Websites of locally renowned museums and cultural institutions (UAMA, Tucson Museum of Art, Arizona State Museum, Desert Museum, Heard Museum, Phoenix Art Museum etc.)
- Websites of nationally renowned museums and cultural institutions (Smithsonian, Metropolitan Museum of Art, The Getty Center, Museum of Modern Art, The Guggenheim etc.)

This list is not exhaustive and we encourage Visual Arts specialist to explore free/reputable online resources, such as these, to enrich content delivered through District platforms (e.g. Microsoft TEAMS, Zoom, Clever etc.)

Other Visual Arts Considerations
Heath, safety, and emotional well-being are of utmost importance. Mindfulness regarding changes to the economic situations of families is imperative. Accordingly, Visual Arts specialists will provide ample time and flexibility when necessary supplies are requested of families to participate.

DANCE GUIDELINES

WHY DANCE?
Education in the art of dance engages the artistic processes of creating, performing and critical analysis. These processes require students to read symbol systems, use critical thinking skills, excel in nonverbal reasoning and communication, exchange ideas, work cooperatively and collaboratively with others, and interact within a multicultural society. More comprehensively, education in the art of dance develops kinesthetic and spatial learning as well as intra- and interpersonal knowledge of self and others.

During these times, Dance educators are modifying practices in teaching, classroom orientation, cleaning, spacing and management while maintaining proficiency and a love of dance for their students. In addition to the creative, inspirational and collaborative elements of Dance, the physical and mental wellbeing of all students is paramount to instruction.

It is important that Dance educators in conjunction with TUSD Fine and Performing Arts, collaborative teachers, and school administration determine what is appropriate during each phase of re-entry.
These guidelines follow the recommendations of the Arizona Department of Education, National Dance Education organization, the Task Force on Dancer Health – Dance USA, and various other national Arts organizations.

**PREPARING FOR TEACHING DANCE**
- Adjust curriculum according to classroom space to follow social distancing guidelines. Consider alternative spaces.
- Complete a visual wellness check for each dancer prior to entering dance room. Those appear ill will not be allowed to enter the classroom.
- Prepare how students enter and exit the classroom
- Decide how materials are best used
- Adjust movement as needed
- Wear masks and/or gloves as directed by the district.
- Ensure students dress appropriately to cover their bodies and facilitate movement; if dressing out, this must be done in locations designated by the school site and approved by Dance teachers involved
- Consider the use of costuming for performances; students should dress at home before coming to the school campus
- Design instruction for students to address re-entry protocol as well as how online instruction may take place.
- Review TUSD’s Media Release form which may be required for online instruction

**DANCE CLASSROOM PROTOCOL**
- Water breaks are generally not permitted particularly for shorter classes
- Do not use class drinking fountains; water bottles should not be shared; if water coolers are installed fill personal water bottles from this device; schools should provide additional water when necessary
- Wash/sanitize hands before, during, and after classes
- Do not share shoes or personal clothing; avoid dancing barefoot, add rosin to floors to prevent slipping
- Prop doors open for ventilation and to minimize touching surfaces (See note about volume of music in Music section.)
- Wear masks and/or gloves
- Clean room between classes; reduce class time by 5 – 10 minutes to accomplish this
- Consider outdoor rehearsals if feasible and at the discretion of the Dance teacher
- For elementary: Consider not sitting down on the floor; if sitting designate specific spot for each student to sit
- Build relationships with those who use the same room to make arrangements for collaborative cleaning
- Keep students’ personal belongings 6 feet apart
- Close locker/dressing rooms
DANCE INSTRUCTION

- Focus on the craft, as opposed to performance – flexibility and mobility training
- For secondary dance instruction, provide a “Flipped” classroom: at school concentrate on other standards besides performance - Responding, Creating, Connecting (watching performances and breaking down choreographic elements); performance practice occurs at home
- Consider making a videos of dance projects using Flip Grid or Zoom recordings
- Consider alternate movement forms: Tai Chi, Yoga, Step Dancing, Body Percussion, specific multicultural dance forms, non-locomotor movement; combinations that do not travel

DANCE PHYSICAL/SOCIAL DISTANCING

- Consider alternative/appropriate spaces for movement
- Ensure proper measurements of the classroom meeting social distancing guidelines
- Place tape on the floor for students to stand on measuring 6 feet apart front to back and side to side
- Clean equipment following each student’s use
- BARRE:
  - Dancers stand 6 feet apart, may wish to mark with tape
  - Wipe down the barre before and after each use
  - Dynamic exercises with larger movement should be avoided to minimize air turbulence in the room
- CENTER WORK
  - Stationary center work should have dancers able to maintain 8 - 10 feet distance
  - Normal breathing should be encouraged as forced exhalation spreads larger droplets/aerosol farther distances
- ACROSS THE FLOOR (Note: These recommendations may not be appropriate during various re-entry phases.)
  - Dancers should avoid following right behind each other, it is safer to work next to each other. (If dancers travel directly behind each other, they are in the slipstream where droplets remain suspended)
  - Dancers should maintain 6 feet apart standing side by side and allow each group to complete the combination to the end of the room before the next group starts.
- MUSIC (Dance)
  - Live musicians should be assigned to a consistent studio since disinfecting instruments may be difficult. Stationary instruments should be cleaned appropriately between musicians.
  - Sound equipment should be cleaned before and after use.
  - Volume of the music is a consideration. The louder the music, the louder the instructor will have to project, potentially causing droplets to travel further.
  - Microphones (aerobic microphones) for Dance instructors may be needed to reduce droplets and aerosol projection from the teacher
THEATRE ARTS GUIDELINES

WHY THEATRE ARTS?
Theatre is an essential part of every educational curriculum. Learning about acting is deceptively fun, but in reality and in complex ways, theatre teaches the whole person. Drama students are challenged to stretch their emotional, kinesthetic and spatial intelligences, exercising their linguistic and logical abilities while problem-solving and working collaboratively towards shared goals: all tools critical to their education and workplace futures. As learning transitions on-line in our social-media world, the interactive nature of theatre allows students to relate with others face to face in healthy and creative ways and provides a safe place for them to explore their feelings, express themselves and build self-mastery. Theatre teaches empathy, compassion, and perseverance, enlarging our capacity to see, feel, and connect with others and the world around us. It also ignites students’ interest in academic learning, fostering creativity in resolving challenges with critical thinking and enhanced communication. Theatre programs are vital to every curriculum. They, like all the arts, are the heartbeat and force that create healthy and inclusive school communities.

PREPARING FOR TEACHING THEATRE ARTS
- Theatre Arts educators should be included in the decision-making process for their individual schools, including re-entry plans for the school, scheduling and the use of facilities
- Class size reduced to solo/small groups (10 students)
- Provide meaningful feedback of individual skill sets, person-to-person or virtually
- Consider individualized instruction, including
  - monologues
  - character analysis
  - actor’s vocabulary, theory & practice: Stanislavski, Spolin, many others
  - Use actor’s vocabulary to critique existing films and performances
  - storytelling and interviewing
  - acting styles
  - history
  - masks
  - puppetry
  - technical theatre
  - physical theatre, pantomime
  - various musical theatre genres
  - readers theatre, staged readings, radio plays, concert versions of musicals, small cast reviews, monologue recitals, film
  - foundational dramatic games and exercises focusing on individual confidence and self-awareness that do not require physical proximity

THEATRE ARTS CLASSROOM/FACILITIES PROTOCOL
- Scheduling and facilities utilization should be modified to accommodate fewer students and staff in accordance with state and local guidelines. Outdoor performance spaces should be considered.
- Follow local and state guidelines requiring masks or other PPE materials
• Maintain 6 feet distance between students
• Use hand sanitizer regularly; wash hands regularly
• Sanitize shared resources between classes
• Do not allow sharing of makeup, props, costumes, or wigs
• Wear costumes to and from home; there will be no changing rooms available
• Do not share any voice amplification equipment
• Use gloves for all technical equipment
• Consider any rental agreements to outside organizations (arts organizations, churches, etc.) with consideration to sanitization protocol, custodial staffing and screening of attendees
• Be sensitive to the emotional well-being of all students.

THEATRE ARTS INSTRUCTION
• Continue to teach Theatre Arts content to support the continuity of Fine Arts and Theatre Arts education
• When working with students online, be cognizant that their ability to act, create and reflect may be hindered by the realities of their home lives; e.g, “My brother will make fun of me.”
• Continue to inform students on the elements and importance of intellectual property, copyright, licensing fees particularly with increased demand for streaming of performances
• Provide distance learning opportunities
• Avoid exercises/games that involve touching or close contact
• Be cognizant of creative uses with social distancing during technical work, design, layout, building, and implementation
• Allow additional time between classes or reduce the length of classes to ensure time to implement sanitization standards

THEATRE ARTS REHEARSALS: This is an essential part of the Theatre Arts experience
• Wear masks
• Be aware of students’ temperature checks conducted by the school
• Allow no sharing of water; avoid students bringing food or beverages
• Plan larger cast rehearsals in larger spaces (auditoriums, gyms, outdoor areas) to allow social distancing
• Stagger bathroom breaks
• As biological airborne particles from student respiratory tracts will be more numerous and travel farther when exercising the voice, postpone vocal projection work through the pandemic. Model and emphasize student proximity when doing any vocal work, and do not share audio devices such as microphones.
• Minimize clustering groups of students not involved in scene rehearsal

THEATRE ARTS SUPPLIES
• Explore the cost or purchase of new scripts for digital performances; this will require purchasing guidelines to be expanded
• Utilize electronic media PDFs, digital scripts
• Materials sent home with students may not be able to be returned to the school. Follow updated CDC guidelines and applicable copyright laws.
• Purchase technical theatre supplies: rulers, types of paper (newspaper, graph, Bristol), pencils, colored pencils, cutting implements
• Consult with teachers and staff in charge of performance spaces as they adapt.

PERFORMANCE FACILITY RECOMMENDATIONS (If allowed during school year)
• Utilize outdoor spaces
• Utilize online performance options through district-supported companies such as onthestage.com
• With indoor performances, follow local and state guidelines for performers and audience members
• Increase number of performances to allow for audience social distancing
• Separate entrance and egress locations for audience, cast and support staff
• Audience seating:
  o Seat family groups together with 3-4 seats in between (this may increase royalty fees)
  o Seat only in every other row leaving one row empty

THEATRE ARTS COPYRIGHT
• US copyright law is equipped to provide flexibility necessary for many remote learning experiences. Explore options, discounts, and other adjustments/considerations with organizations holding theatrical rights.
• For student safety, printed materials such as scripts must only be given to each assigned student and not be shared with anyone else at any time. Copies of scripts and printed materials must be numerous enough so that each student has their own.

APPENDIX A: COVID-19 INSTRUMENT CLEANING GUIDELINES

COVID-19 and Instrument Cleaning[24]
The NFHS, NAFME and the NAMM Foundation recommend the following guidelines for handling musical instruments during the COVID-19 school shutdown period. These guidelines are designed for use by music educators and educators may use these guidelines when teaching students and parents how to clean instruments.

Sterilization vs. Disinfection
There is a difference between sterilization and disinfection of music instruments. Sterilization is limited in how long an instrument will remain sterile. Once an instrument is exposed to air or handled it is no longer sterile. However, disinfecting an instrument to make it safe to handle will last longer and is easier to achieve. COVID-19 like most viruses has a limited lifespan on hard surfaces. Users of musical equipment may be more susceptible to infections from instruments that are not cleaned and maintained properly, especially if they are shared school instruments.
If the cleaning process is thorough, musical instruments can be disinfected. Basic soap and water can be highly effective in reducing the number of harmful bacteria and viruses simply by carrying away the dirt and oil that they stick to.

The NFHS, NAfME and the NAMM Foundation received information from the CDC which suggests the COVID-19 virus can remain on the following instrument surfaces for the stated amount of time:
Brass – Up to 5 Days
Wood – Up to 4 Days
Plastic – Up to 3 Days
Strings – Up to 3 Days
Cork – Up to 2 Days

The CDC recommends general cleaning techniques for instruments that have not been used or handled outside of the above timelines. Essentially, if students are picking up instruments for the first time since school has been closed, those instruments will not need more than general cleaning as stated below.

Additional guidance on general cleaning and disinfection can be found here https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-buildingfacility.html

Instrument Hygiene
Before distributing an instrument that has been shared, use of alcohol wipes, swabs, or disinfectant solution to thoroughly clean both the outside and the inside of the mouthpiece is highly recommended. It is also essential to maintain overall cleanliness via the use of cleaning rods, swabs, mouthpiece brushes, etc., as this is necessary to prevent buildup of residue within the instrument. (TUSD Instrumental Technicians prefer the use of soapy water.)

For wood instruments any excess amount of liquid can be damaging. Please be judicious and sparing outside of the mouthpiece area that needs cleaning. In addition, certain cleaning products that can be used on the mouthpiece should not be used around the pads associated with a woodwind instrument’s keys (e.g. flute, clarinet, saxophone, etc.).

Mouthpieces
Adhering to the following procedures will help to keep shared mouthpieces and instruments clean and safe for continued use.

Cleaning the Flute Head Joint
1. Using a cotton swab saturated with denatured, isopropyl alcohol, carefully clean around the embouchure hole.
2. Alcohol wipes can be used on the flute's lip plate to kill germs.
3. Using a soft, lint-free silk cloth inserted into the cleaning rod, clean the inside of the headjoint.
4. Do not run the headjoint under water as it may saturate and eventually shrink the headjoint cork.

Cleaning Bocals
1. Bocals should be cleaned with a bocal brush, mild soap solution, and running water.
2. English Horn bocals can be cleaned with a pipe cleaner, mild soap solution, and running water. Be careful not to scratch the inside of the bocal with the exposed wire ends of the pipe cleaner.

**Cleaning Hard Rubber and Ebony Mouthpieces**
1. Mouthpieces should be cleaned after each use.
2. Select a small container that will accommodate the mouthpiece vertically and place the mouthpiece, tip down, into the container.
3. Fill the container just past the window of the mouthpiece with a solution of 50% water and 50% white vinegar or hydrogen peroxide. Protect clarinet mouthpiece corked tenons from moisture.
4. After the mouthpiece has soaked for fifteen minutes, use an appropriately sized mouthpiece brush to remove any calcium deposits or other residue from inside and outside surfaces. This step may need to be repeated if the mouthpiece is excessively dirty.
5. Rinse the mouthpiece thoroughly and then saturate with disinfectant solution. Place on paper towel and wait one minute.
6. Wipe dry with a paper towel.
7. Note: Metal saxophone mouthpieces clean up well with hot water, mild dish soap (not dishwasher detergent), and a mouthpiece brush. Disinfectant solution is also safe for metal mouthpieces.

**Cleaning Saxophone Necks**
1. Swabs are available to clean the inside of the saxophone neck. However, many saxophonists use a flexible bottle brush and toothbrush to accomplish the same results.
2. Saxophone necks should be swabbed after each use.
3. Use the bottlebrush with mild, soapy water to clean the inside of the neck.
4. Rinse under running water.
5. Disinfectant solution may be used on the inside of the neck if desired. Place on a paper towel for one minute.
6. Rinse again under running water, dry, and place in the case.

**Cleaning Brass Instrument Mouthpieces**
1. Mouthpieces should be cleaned after each use.
2. Use a cloth soaked in warm, soapy water to clean the outside of the mouthpiece.
3. Use a mouthpiece brush with warm, soapy water to clean the inside.
4. Rinse the mouthpiece and dry thoroughly.
5. Disinfectant solution may be used on the mouthpiece at this time. Place on a paper towel for one minute.
6. Wipe dry with a paper towel.

**Cleaning String Instruments**
1. Isopropyl alcohol with a concentration above 70% should only be used on the strings and unfinished finger and fret boards.
2. String, percussion, and keyboard instruments present fewer hygienic issues that can be solved simply by the player washing their hands before and after use for a minimum of 20 seconds.
Other Instruments
Plastic recorders can be washed with warm, soapy water and should be swabbed after each use with a plastic cleaning rod and soft thin cloth. Disinfectant solution may also be used.

Choosing a Disinfectant for Musical Instruments
1. Sterisol Germicide Solution (Vindicator Plus) can be safely used on plastics, hard rubbers, and metals.
2. Mi-T-Mist Mouthpiece Cleanser can be used on most materials. It is NOT recommended for use on hard rubber mouthpieces.
3. Isopropyl alcohol wipes are safe for most materials. They are NOT recommended for use on hard rubber mouthpieces.
4. A solution made with 50% water and 50% white vinegar or 50% water and 50% hydrogen peroxide can be safely used on plastics, hard rubbers, and metals.

While other potential disinfectants, including alcohol, boiling water, and bleach can be used as general disinfectants, they are not recommended for use on mouthpieces or instruments due to their potential effect on skin, plastics, and metals.
1. whichever disinfectants are chosen, it is crucial to read the product instructions and follow them closely.
2. Disinfectants do not remove dirt, so mouthpieces and instruments must be cleaned thoroughly before using.
Arts Education is Essential

This statement of support for arts education has been reviewed and endorsed by the national organizations listed on page two.

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’s 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 well-being of all students and the entire school community.
Endorsing Organizations

Afterschool Alliance
American Choral Directors Association
American Composers Forum
American Orff-Schulwerk Association
Americans for the Arts
American String Teachers Association
Barbershop Harmony Society
Carnegie Hall
Casio America, Inc.
Chorus America
CMA Foundation
College Band Directors National Association
Conn-Selmer, Inc.
D’Addario Foundation
Eastman Music Company
Education Through Music
Educational Theatre Association
Give a Note Foundation
Hal Leonard
Historically Black Colleges and Universities National Band Directors’ Consortium
Jazz at Lincoln Center
Jazz Education Network
KHS America
KORG, USA
League of American Orchestras
Little Kids Rock
Mr. Holland’s Opus Foundation
Music for All

Music Teachers National Association
NAMM Foundation
National Art Education Association
National Association for Music Education
National Association of Elementary School Principals
National Association of Secondary School Principals
National Coalition for Core Arts Standards
National Dance Education Organization
National Education Association
National Federation of State High School Associations
National YoungArts Foundation
Organization of American Kodály Educators
Quadrant Research
QuaverEd
Recording Academy
Save The Music Foundation
State Education Agency Directors of Arts Education
The Rock and Roll Forever Foundation
United Sound, Inc.
Varsity Performing Arts
West Music Company
WURRLYedu
Yamaha Corporation of America
Young Audiences Arts for Learning
YOUnison

Do you represent a national organization interested in endorsing this statement? Email essential@nafme.org

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APPENDIX C: CRITICAL QUESTION SURVEY

Although TUSD will provide its own survey to monitor for potential carriers of the COVID-19 virus, you can review what other states are issuing. Consider carefully your local health regulations, student privacy laws, and other CDC guidelines when creating your survey and recording responses.

1. Have you experienced any of the following symptoms in the past 3 days: cough, shortness of breath or difficult breathing, fatigue, muscle or body aches, new loss of taste or smell, sore throat, congestion or running nose, nausea or vomiting, or diarrhea?
2. Have you had a fever of 100.4 or greater in the past 3 days?
3. Has anyone in your household tested positive for COVID-19 or have you been in close contact with a confirmed case of COVID-19?
4. Do you presently have any pending tests for COVID-19?

For a Google spreadsheet to record your program’s survey responses, please click here.
For a Google Spreadsheet to record your student's temperatures, please click here.

APPENDIX D: VIENNA PHILHARMONIC
Says No Increased Virus Risk for Orchestras

AFP - Agence France Presse
May 18, 2020

Vienna's prestigious Philharmonic Orchestra said Monday that a study into how far musicians' breath travels when playing instruments showed they faced no added risk of transmitting the novel coronavirus when performing.

The orchestra's musicians took part in an experiment involving devices being inserted into their noses, which made a fine mist visible when, they breathed.

The experiment established that "we should not expect air exhaled by an artist to reach more than 80 centimeter's distance," according to a statement from the orchestra sent to AFP on Monday.

This maximum distance of breath droplets was emitted by flute players while for the string section there was no observable change in how far the breath travelled between playing or being at rest.

The study concluded that there was no increased risk for musicians playing together in an orchestra as long as they observed at least a meter's distance from each other.
Since mid-April Austria has been loosening its coronavirus lockdown in stages and from the end of May, theatre and music performances will be permitted for audiences of up to 100 people.

From July 1 the limit will go up to 250, with cinemas also set to re-open.
From August 1, events for up to 500 people will be allowed, with the possibility of larger scale events of up to 1,000 people provided organizers devise safety measures that meet the government's approval.

The government has also promised to put forward a framework for restarting rehearsals and film productions.

The Vienna Philharmonic hopes the results of its study will convince the government not to introduce rules for orchestras which may hinder communication between the Artists.

The Vienna Philharmonic's chairman Daniel Froschauer told Austrian media that the orchestra "is defined by extraordinary achievements" but added: "These will be difficult for us if everyone is sitting in a plastic cabin."

The orchestra is world-renowned, particularly for its famous New Year's Day concert.

AFP NEWS

6/3/2020 Vienna Philharmonic Says No Increased Virus Risk For Orchestras - Barron's

CITATIONS

American Alliance for Theatre Education: https://www.aate.com/
Educational Theatre Association: https://schooltheatre.org