



SOUTH SENECA

CENTRAL SCHOOL DISTRICT

Re-Opening Plan for Fall 2020

Appendix Resources

This document is a supplement to the South Seneca Re-Opening Plan, and contains important details about particular aspects of re-opening. Included are some resources from outside sources, that will dictate local decisions.

Contents:

New York State Education Department (NYSED) Guidelines

Health and Safety.....	3
Nutrition.....	4
Social Emotional Well Being.....	5
Facilities.....	7
Transportation.....	9
Budget and Fiscal.....	11
Attendance.....	12
Chronic Absenteeism.....	13
School Schedules.....	14
Teaching and Learning.....	15
Technology and Connectivity.....	17
Special Education.....	19

Staffing and Human Resources.....21

New York State Public High School Athletic Association (NYSPHSAA) Scenarios for Interscholastic Athletics.....22

New York State School Music Association (NYSSMA) Recommendations.....33

National Federation of State High School Associations and the National Association for Music Education Guidance...35

Health and Safety

Focused on preventive actions in schools:

Health Checks



- schools must instruct staff to recognize signs and symptoms of illness in students and staff, and health screenings per DOH guidance.

Health Hygiene



- schools must instruct students and staff in proper hand and respiratory hygiene and provide necessary supplies.

Social Distancing



- schools must develop plans to maximize social distancing whenever possible.

Face Coverings and PPE



- requires students and staff to wear face coverings (or PPE based on job functions), per DOH guidance.

Management of ill persons



- requires persons with signs and symptoms of COVID-19 to be isolated until they can be sent home.






Cleaning and Disinfecting



- reviews cleaning and disinfecting procedures for the school in accordance with CDC recommendations.



Nutrition

				
<p>Include school food service directors in reopening plan discussions.</p>	<p>Provide all enrolled students access to school meals each school day.</p> <ul style="list-style-type: none"> • Students in attendance at school • Students learning remotely 	<p>Address all applicable health and safety guidelines.</p> <ul style="list-style-type: none"> • Update standard operating procedures 	<p>Ensure compliance with Child Nutrition Program requirements.</p> <ul style="list-style-type: none"> • Election and utilization of USDA flexibility waivers 	<p>Communicate with families through multiple means in the languages spoken by families.</p>

Social-Emotional Well-Being

Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.



Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.

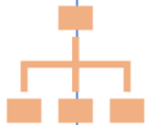


Identify or build a team to lead your implementation. Decide how students, staff, and family will contribute.



Consider a prolonged orientation or transition period to support the social and emotional well-being and resiliency before phasing in academic content.

Social-Emotional Well-Being



The district's school counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).



As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.



Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.



Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work.



Facilities

Promote social distancing while maintaining existing safety requirements that protect students from fire or other hazards:

Physical Footprint / Utilization of Space

- Districts may expand their physical footprint or change the way they utilize spaces.

Planning

- Many potential changes require that plans be submitted to NYSED's Office of Facilities Planning for fire/building code review. This includes leased space or temporary classroom units.

Fire and lockdown drills

- Must still be conducted – districts must plan to ensure that social distancing measures are considered.

Facilities

Ventilation

- Schools should continue to meet or exceed minimum ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

Plumbing Facilities

- Maintain minimum fixture quantities, access to drinking water.

Operations & Procedures

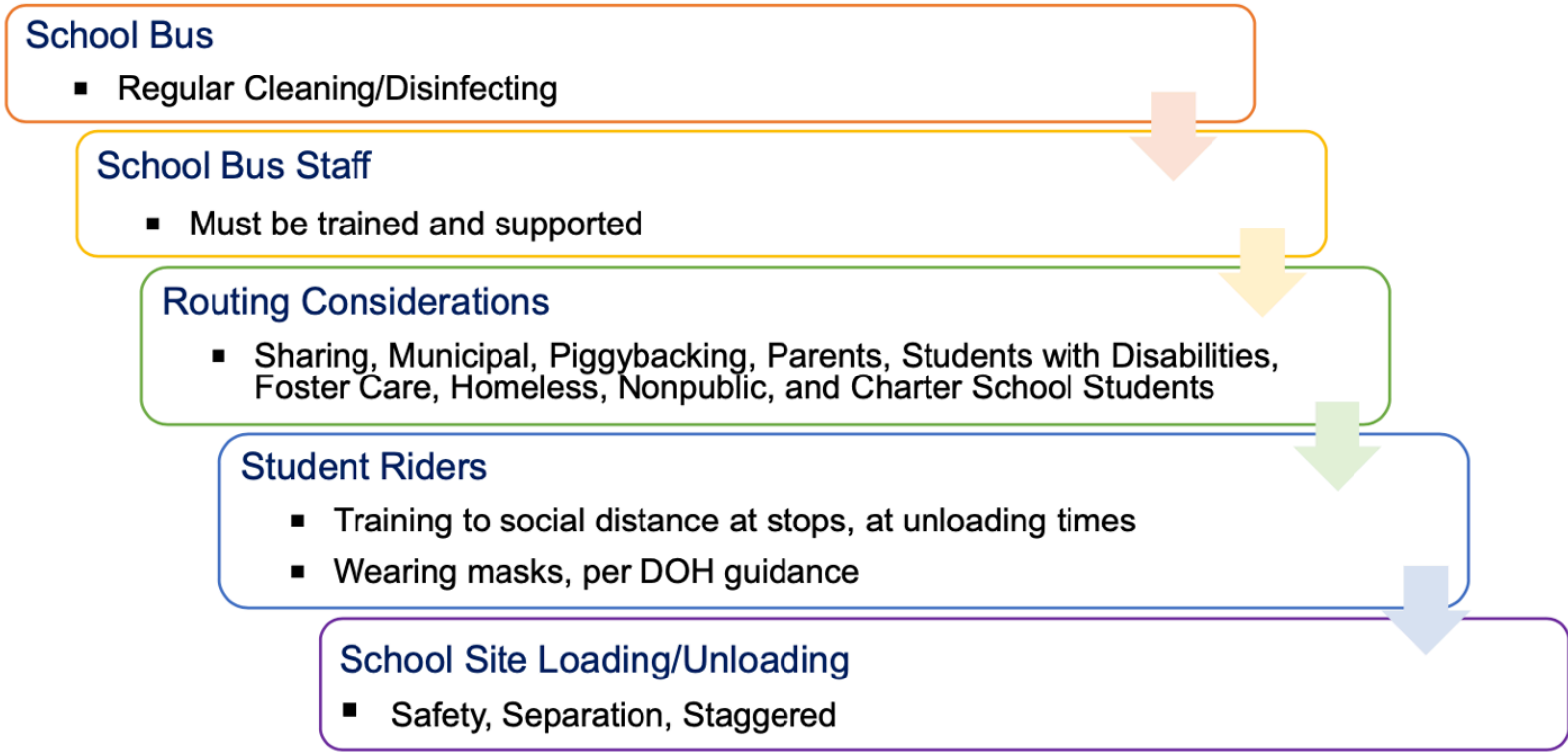
- SED will expedite review of COVID-19 Projects.

Transportation

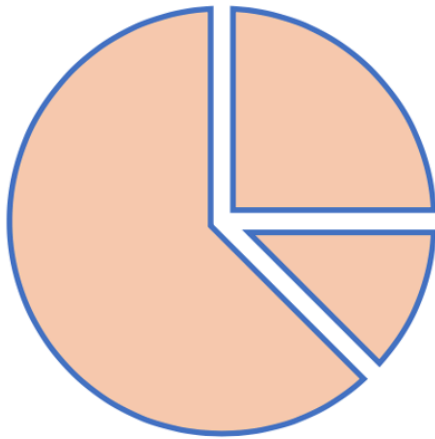
- ✓ The school bus is an extension of the classroom and services need to be provided to all with consistency and equity.
- ✓ Each district will need to develop its own plan, considering its own geography, community resources, and resident student needs.



Transportation: Mandatory Requirements



Budget and Fiscal



All existing state aid reporting requirements and deadlines must be maintained.

The content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Attendance

Attendance for State Aid purposes

- Districts will continue to report attendance for state aid purposes through SAMS Form A, in accordance with the guidelines for instruction. Charter schools should continue to follow applicable guidance.

Attendance for instructional purposes

- Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

Attendance for reporting purposes

- Attendance of any student of compulsory age, who resides in the district or is placed in another public school district, a charter school, or in an educational program outside the district, must be reported in SIRS.

Chronic Absenteeism

School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school.



Critical for schools to use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.



Before initiating Educational Neglect or PINS processes, schools and districts should collaborate with local Departments of Social Services.



School Schedules

Schools must create a comprehensive plan for a schedule that includes:



In-person Instruction



Remote Instruction



Hybrid Instruction
(in-person and remote)



Plans should be clearly communicated with as much advanced notice as practicable to students, families/caregivers, and staff.

Teaching and Learning: Mandatory Requirements



Clear opportunities for equitable instruction for all students



Maintain continuity of learning when using any of the three instructional models (in person, remote, hybrid)



Standards-based instruction



Substantive daily interaction
(teacher to students and students to teacher)



Clear communication plans between parents and schools



Teaching and Learning: Flexibility



Flexible student/staff ratio requirements in Prekindergarten



Extended time for Prekindergarten and Kindergarten screening to be completed



Waiver allowing districts to convert UPK seats from full-day to half-day



Flexibility with the 180 minutes per week Unit of Study requirement



Flexibility in the delivery of Physical Education



Allowance for a blend of hands-on and virtual science laboratory experiences



When appropriate, schools may utilize remote or virtual work-based learning experiences for CTE and CDOS programs



Technology and Connectivity

Sufficient access to a computing device and high-speed broadband is essential for educational equity.

Districts and Schools **must**:

Have knowledge of the level of access all students and teachers have in their places of residence.



To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.



Provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models.



Technology and Connectivity

Districts and schools **should provide:**

Instruction on using technology and IT support for students, teachers, and families.



Professional Development for teachers and leaders on designing effective online/remote learning experiences and best practices for instruction in online/remote settings.



Special Education: Mandatory Requirements



Provision of a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services

Meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to their child

Collaboration between the CSE/CPSE and program providers representing the variety of settings where students are served

Access to the necessary instructional and technological supports to meet the unique needs of students

Documentation of programs and services and communications with parents

Special Education: Recommended Elements



Consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible; and



Consider contingency plans developed by the CSE/CPSE to address remote learning needs in the event of intermittent or extended school closures.

Staffing and Human Resources

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. As LEAs create their plans for the 2020-2021 school year, they:

Must ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.

Can continue to utilize incidental teaching when determining how to staff their classrooms.

Can also employ substitute teachers to address staffing needs for the allowable amount of days, given their qualifications and teaching assignment.

Should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction.

Should consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote, or hybrid instructional model.



NYSPPHSAA COVID-19 Task Force



POTENTIAL SCENARIOS

- ★ At the June 10th and June 30th NYSPPHSAA COVID-19 Task Force meetings, six potential scenarios were discussed that could occur as a result of the COVID-19 crisis. These proposals should serve as a “starting point” or “framework” to assist the Task Force in providing guidance and recommendations, if needed.
- ★ Until guidance and direction is provided by Governor Cuomo and the New York State Education Department, nothing can be finalized or decided upon by NYSPPHSAA. At this time, there is no definitive date for a decision to be made.

State Championships/ Post Season:

The top priority shall be the safety of all associated with interscholastic athletics, followed by engaging students, with championships being a low priority. The ability of NYSPHSAA to host a state championship will be contingent upon the social distancing restrictions in place, the severity of confirmed cases in geographic regions throughout the state, the number of Sections hosting Sectional tournaments and the ability of schools to travel to a centralized location. Various solutions could be utilized for post season play; i.e. normal 11 Section Post-Season, limited Section participation, Upstate & Downstate Championships, Regional Championships only, Sectional Championships only, etc.

Fan Attendance:

In a recent survey conducted by NYSPHSAA of nearly 6,000 superintendents, principals, athletic directors and coaches, fan attendance rated very low in areas of importance; safety of students rated the highest. Fan attendance at games and contests will be dedicated by social distancing restrictions, local and state health department declarations.

Other Items To Be Considered:

- Practice requirements
- Protocol/ procedures if a student-athlete or coach becomes sick
- Screening for student-athletes and coaches
- Invitational Tournaments
- Potentially extending spring season into July

Sport Risk Assessment:

The following sport risk assessment is outlined in the NFHS Guidelines for Reopening Schools:

https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf

High Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Examples: Wrestling, football, boys lacrosse, competitive cheer

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

Examples: Basketball, volleyball*, baseball*, softball*, soccer, gymnastics* (if equipment can't be sufficiently cleaned between competitors), ice hockey, field hockey, tennis*, swimming relays, pole vault*, high jump*, long jump*, girls lacrosse,
*Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants

Low Risk: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.

Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, alpine skiing, sideline cheer, cross country running (with staggered starts)

POTENTIAL SCENARIOS

The information below should ONLY serve as a “starting point” or “framework” to assist the Task Force in providing guidance and recommendations, if needed. The scenarios were developed by members of the NYSPHSAA COVID-19 Task Force to address potential scenarios that could occur as a result of the COVID-19 crisis.

Scenario #1

Schools open for in-person learning; **includes** athletic participation.

Proposal to address scenario #1 (No changes)

No changes needed. All sports played as scheduled with social distancing restrictions.

Scenario #2

Schools open with hybrid education (combination of in-person & virtual learning); **includes** athletic participation.

– AND –

Scenario #3

Schools only provide distance learning (virtual education); includes athletic participation.

Proposal to address scenario #2 & #3 (Season Adjustments A & B)

Depending upon the severity of the social distancing restrictions in place, sports seasons would need to be adjusted. This proposal would allow for low/moderate risk sports to be played at the beginning of the school year, with higher risk sports played towards the end of the 2020-2021 school year.

SEASON ADJUSTMENT A

Fall season

Dates: Aug. 24-Dec. 5 (Week 8-22) 15 Weeks **Note: tentative dates*

Sports: **[LOW RISK]** baseball, softball, outdoor track & field (girls & boys), golf (girls & boys), tennis (girls), swimming & diving (girls), lacrosse (girls), bowling (girls & boys).

Note: Outdoor track & field would be held in the fall to separate from football, soccer, and field hockey to maximize participation at start of school year.

Winter season

Dates: Nov. 16-Mar. 20 (Week 20-37) 18 Weeks **Note: tentative dates*

Sports: **[MODERATE RISK]** basketball (girls & boys), indoor track & field (girls & boys), gymnastics, swimming & diving (boys), ice hockey, skiing (girls & boys), volleyball (girls & boys), Unified bowling.

Spring season

Dates: Mar. 15-June 12 (Week 37-49) 13 Weeks **Note: tentative dates*

Sports: **[HIGH RISK/ MODERATE RISK]** football, soccer (girls & boys), field hockey, cross country (girls & boys), lacrosse (boys), competitive cheer, tennis (boys), wrestling, Unified basketball.

Note: Participation conflict with football, boys lacrosse and wrestling in the same season; facility conflict with football, boys lacrosse, soccer, and field hockey.

-- OR --

SEASON ADJUSTMENT B

Fall season I

*Dates: Aug. 24-Oct. 17 (Week 8-15) 8 Weeks *Note: tentative dates*

Sports: [LOW RISK] golf (girls & boys), tennis (girls & boys), bowling (girls & boys) cross country (girls & boys).

Fall season II

Dates: Oct. 19-Dec. 12 (Week 16-23) 8 Weeks **Note: tentative dates*

Sports: **[LOW RISK]** swimming & diving (girls & boys), gymnastics, volleyball (girls & boys)

Winter season

Dates: Jan. 4-Feb. 19 (Week 27-34) 8 Weeks **Note: tentative dates*

Sports: **[MODERATE RISK]** basketball (girls & boys), indoor track & field (girls & boys), ice hockey, skiing (girls & boys), Unified bowling.

Spring season I

Dates: Mar. 1-Apr. 24 (Week 35-42) 8 Weeks **Note: tentative dates*

Sports: **[HIGH RISK/ MODERATE RISK]** football, soccer (girls & boys), field hockey, competitive cheer, Unified basketball.

Spring season II

Dates: Apr. 26-June 12 (Week 42-49) 8 Weeks **Note: tentative dates*

Sports: **[HIGH RISK/ MODERATE RISK]** baseball, softball, outdoor track & field, lacrosse (girls & boys), wrestling, Unified basketball.

Scenario #4

Schools open with hybrid education (combination of in-person & virtual learning); **does NOT** include athletic participation at start of school year.

– AND –

Scenario #5

Schools only provide distance learning; **does NOT** include athletic participation at start of school year.

Proposal to address scenario #4 & #5 (Condensed seasons)

With social distancing restrictions in place, sports cannot be played at the start of the school year. Instead of canceling the Fall season and start of Winter season, sports seasons will be realigned into three ten-week seasons starting in January, with game limits reduced, and the potential of having an even later start date and a further condensed season if sports are not able to begin in early January.

This will provide school districts the opportunity to adapt to a new school setting before addressing extracurricular participation challenges.

Season I

Dates: Jan. 4-Mar. 13 (Week 27-36) *10 Weeks* *Note: **tentative dates**

Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey, indoor track & field (girls & boys), skiing (girls & boys), swimming (boys).

Season II

Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks **Note: tentative dates*

Sports: football, competitive cheer, wrestling, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling.

Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April.

Season III

Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks **Note: tentative dates*

Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Scenario #6

Regional differences in start dates & learning platforms.

Proposal to address scenario #6 (Regional Differences)

With regional differences in confirmed COVID-19 cases, hospitalizations and school openings, sports seasons should be amended on a Sectional or Regional basis with the focus of engaging students to provide participation opportunities. No statewide consistency in sport seasons determined. No State Championships contested.

JULY 17 UPDATE

NYSPHSAA To Delay Fall Sports Start Date & Cancel Fall Championships

Latham, NY – The Officers of the New York State Public High School Athletic Association (NYSPHSAA), voted to delay the official start date of the Fall 2020 sports season, cancel the Fall 2020 Regional and State Championships and prepare to implement a condensed season schedule in January 2021 if high school sports remain prohibited throughout 2020 due to COVID-19. This decision comes at the recommendation of the NYSPHSAA COVID-19 Task Force when they convened as a working group for the third time this morning.

“As the state considers reopening, it is unrealistic to believe athletic seasons can start on August 24th as originally scheduled,” said Paul Harrica, NYSPHSAA President. “The priority will continue to be on the educational process and a return to learning in the safest way possible.”

The NYSPHSAA Officers’ decision includes:

- Delay Fall sports start date until Monday, September 21st (*NYSPHSAA PAUSE*)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

“We recognize this is challenging for everyone, but the decisions made at the State level are based upon data and statewide infection rates all in an effort to stop the spread of COVID and reopen responsibly,” said Dr. Robert Zayas, NYSPHSAA Executive Director. “At this time, Department of Health guidance presented on July 13th prohibits interscholastic athletics across the state. The Association will continue to follow state guidance and will work collectively with State officials to ensure high school athletics will start up responsibly in the future. As an association, we must be willing to be flexible and continue to explore all options with students’ safety as our main focus,” Zayas concluded.

With regional differences, schools and areas will be impacted differently by the COVID-19 crisis. At the discretion of the NYSPHSAA Officers and authorization from state officials, if the Fall sports seasons are interrupted or impacted by COVID-19

crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented.

The Condensed Season plan would entail the following, with the stipulated dates being tentative.

Season I (*Winter Sports*)

Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks ***Note: tentative dates**

Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer.

** Because of high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.*

Season II (*Fall Sports*)

Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks ***Note: tentative dates**

Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling.

Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

Season III (*Spring Sports*)

Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks ***Note: tentative dates**

Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball

NYS School Music Association (NYSSMA) Recommendations

Music teachers across the state have compiled a list of recommendations:

- Maintain a program of studies and course offerings to ensure equitable, quality, sequential, standards-based instruction for all students provided by highly qualified music educators.
- Provide appropriate instructional time to support the NYS Learning Standards for the Arts and local district goals.
- In all three modes of instruction, (in-person, remote, and hybrid) contact time/live instruction should be included to the greatest extent possible.
- Arts, CTE, Labs, and Other Areas Must be Prioritized: Recognize the unique challenges and opportunities of remote instruction to the arts, career and technical education, physical education, laboratory coursework, and other activity-oriented subjects, understanding it is imperative that schools include in-person instruction in those areas to the extent possible.
 - Governor’s Reimagine Schools Statewide Committee Guidance Presentation
 - NYS Department of Health Reopening Schools Guidance (Page 9)
- Prioritize the development of the whole child. Emphasize elements of social-emotional learning through the arts.
- Consider scheduling large ensembles into smaller groups where appropriate. Shift curriculum focus to solo and small ensemble work. Shift from a concert format to a recital/virtual format.
- Maintain small homogeneous groupings of instruments and voices for lesson instruction where possible
- Maintain proper spacing when students are singing or performing with instruments by scheduling ensembles in auditoriums, outdoors, cafeterias, gyms, or other large spaces.

- Focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments. Although NYSED documents state that a distance of
- 12' for wind instruments and vocal performance should be maintained, see the Colorado State University Aerosol Emissions Study for more up-to-date information. (6' for voice/wind instruments and 9' for trombone, see document regarding face coverings and performance)
- Continue full access to beginning instrumental music, regardless of the mode of instruction (in-person, remote, hybrid)
- Assure appropriate class time for materials and tools to be distributed by the teacher and to allow for proper cleaning of materials.
- For handling musical instruments, consult the National Association for Music Education's (NAfME) COVID-19 Instrument Cleaning Guidelines.
- Sharing of materials should be minimized to the greatest extent possible.
- Ensure access to music-specific technology to support remote instruction.
- Evolving guidance from the New York State School Music Association for music instruction may be found under the COVID-19 Resources links at www.nyssma.org.

If you have any questions, feel free to consult with the leadership of your County organizations, the NYSSMA advocacy committee Zone 3 Representatives:

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Fall 2020 Guidance for Music Education

This guidance was prepared by the National Federation of State High School Associations and the National Association for Music Education.

Introduction

The mission of the National Association for Music Education (NAfME) is to advance music education by promoting the understanding and making of music by all. The National Federation of State High School Associations (NFHS) provides leadership for the administration of high-school based activities, emphasizing health and safety to develop leaders and increase opportunities for all. In the time of COVID-19, we collectively believe that music programs are more vital than ever, given their ability to support the social and emotional wellbeing of students and their ability to foster community.

This document provides practical guidance for PreK-12 schools as administrators and music educators seek to provide meaningful music instruction for students of all ages and grade levels during the COVID19 pandemic. In this unique time, music educators are modifying their practices not only in teaching, but in classroom orientation, cleaning, spacing and management. It is understood that, as trained professionals, music educators want to offer the very best instruction so all students can learn and grow in their knowledge, understanding, and love of music. This guide asserts that music educators can still do that, but also acknowledges that *how* we deliver teaching may be different than in the past.

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

To that end, the two most important things to bear in mind about *Fall 2020 Guidance for Music Education*:

1. *The guide does not purport to replace or contradict the guidelines issued by the Centers for Disease Control (CDC) or your state or local public health departments regarding the timing or protocols for how schools should operate in our new normal of education.*
2. *There is no expectation that all schools in all states and districts will or should follow every recommendation included here.* Every state is handling the pandemic differently and those differences may even vary district to district. Perhaps your school will return to classes and you will be able to restart your music program in a very similar way as in the past. Conversely, you may initially be conducting your classes entirely through a virtual platform. Either way, this guide seeks to support you.

KEY TAKEAWAYS FOR ADMINISTRATORS

1. CBDNA, NFHS, NAFME, the NAMM Foundation and over 100 performing arts organizations are supporting a [scientific study](#) to learn how COVID-19 may spread in the course of music activities. The study is examining possible mitigation techniques to prevent or lessen aerosol distribution during singing and playing of wind instruments. The results of this research will inform our understanding and, subsequently, the development of effective mitigation strategies for music education. We are advised by the researchers that results may be forthcoming by early July. We encourage you to check [here](#) for updated information.
2. As we await the results of the scientific study, the following safety guidance is suggested:
 - A. No indoor group or ensemble singing, until tested mitigation techniques are proven effective.
 - B. Practice social distancing in music classrooms. This may mean each class will be smaller than traditional large ensembles unless facility space is available to support the social distancing of large groups of students.
 - a. If providing in-person, indoor instrumental ensemble experiences, teachers may focus on chamber music with smaller groups of students due to social distancing constraints.
3. Music Education encompasses more than just musical performance, as outlined in the [2014 Music Standards](#), on which most state music standards are based. Face to face music education may focus on the other musical processes – responding, creating and connecting. Students can continue to work on musical performance skills at home.
4. There are many scheduling models being developed across the nation (e.g., block scheduling, flipped classrooms, small group pull-outs, and staggered scheduling). **Music education can and should occur in all scheduling models.** Examples are provided for various models later in this document.
5. If a school district allows students at high-risk to opt out of in-person attendance, and virtual learning is provided for those students, music should be part of the well-rounded education provided to those students.
6. High quality, content-valid music assessments can be conducted virtually, allowing music educators and administrators to determine the progress of students in meeting state music standards, regardless of how instruction is delivered this school year.

7. If school performances are permitted, they may be streamed online without live audiences. However, the school must have a proper public performance license¹. Social distancing protocols, as directed by local and state health departments, should be followed for student performers and good instrument hygiene practiced.

MUSIC EDUCATOR INTRODUCTION AND RATIONALE

[Return to Music Education Activities](#)

The NFHS and NAFME believe it is essential to the physical, social, emotional and mental well-being of K12 students across the nation that students return to regular, face to face music activities as soon as it deemed safe to do so. The NFHS and NAFME also recognize the likelihood that all students will not be able to return to – or sustain – music activities at the same time in all schools, regions and states. There will likely be variations in which activities can be held in the various parts of the country. While we would typically have reservations regarding such inequities, the NFHS and NAFME endorse the return to school-based music activities in any and all situations where a return can be done safely.

[Rationale](#)

The COVID-19 pandemic created challenges and opportunities that were unforeseen when the 20192020 school year began. We have witnessed an unprecedented transformation of the education system as we knew it in March of 2020. As schools develop plans for the new school year, the health, safety, and security of our students, faculty, and staff is the predominant consideration. As a result, we are now faced with a potential need to continue a distance learning environment in some capacity for the foreseeable future. The guidance below considers possible scenarios and potential solutions. There will be more guidance as science continues to provide more information.

[COVID-19 Aerosol Study](#)

CBDNA, NFHS, NAFME, the NAMM Foundation and over 100 performing arts organizations are supporting a scientific study to learn how COVID-19 may spread via aerosol distribution in music and develop mitigation techniques to prevent or lessen aerosol distribution during singing and playing of wind instruments. The results of this research will inform our understanding and, subsequently, how to safely resume face-to-face music performance activities. We are advised by the researchers that results may be forthcoming by early July. We encourage you to check [here](#) for updated information.

[Additional Resources to support Music educators](#)

This document was made possible by the ongoing collaboration that exists between the NFHS and NAFME. Leaders and volunteers from each organization contributed to its contents at a time when much is still unclear. We encourage anyone who wants to further explore the topics discussed here to visit the NFHS and NAFME websites for more information, including:

• [NFHS Music Directors Resources](#)

• [NAfME COVID-19 Resources](#)

RETURNING TO FACE TO FACE MUSIC INSTRUCTION

Social Distancing and Music Instruction

Social distancing will most likely be a part of the return to school across all grade levels and content areas. This will have an impact on music classes that are often much larger than a typical class. **This may mean each class will be smaller than traditional large ensembles** unless facility space is available to support the social distancing of large groups of students.

If providing in-person, indoor instrumental ensemble experiences, teachers may focus on chamber music with smaller groups of students due to social distancing constraints.

Transportation will present challenges for every school district. School staff will need to accommodate social distancing while transporting students to school, field trips, and other events.

Audition, contest, festival, and All-State event organizers will need to be cognizant of all current social distancing safety measures in planning for events. Online auditions and/or events may need to be utilized for the sake of safety.

General Safety Guidelines for Face to Face Music Instruction

The following general safety guidelines are suggested for all music educators.

Instrument Hygiene:

- Instruments should not be shared.
- However, if shared, proper and thorough cleaning should occur between each use.
- Percussion students must not share mallets without properly disinfecting them--or students can wear gloves.
- If teaching recorder, each student must have their own instrument. Recorders must not be kept in a common storage area in the classroom.
- Students should not play recorders in school until the results of the COVID-19 aerosol study are complete
- General music teachers should consider providing each student with a personal music kit that includes common classroom instruments (rhythm sticks, mallets, etc.).

- Training and proper PPE must be provided to those who are responsible for cleaning.

Music Classroom/Ensemble Classroom:

- Measure classrooms to determine the best setup for each class to adhere to social distancing requirements. Straight rows may allow for more space between students than the traditional arch shape.
- Consider use of larger facilities as available, and measure and pre-set these spaces as well.
- Create a template of the desired length that will meet CDC, state and local guidelines for social distancing, and mark spaces on your floor where chairs and stands will be placed.
- Prepare for how students enter and exit the classroom, along with how materials such as instruments, sheet music, and stands are used. Proper planning can help reduce person to person contact outside of the recommend social distancing.

Equipment and supplies may need to be expanded:

- Students must not share music stands.
- Students must not share sheet music. Additional sheet music may need to be purchased to ensure all students have their own copies.

School Performances:

- If school performances are permitted, they may be streamed online without live audiences.
- The school must have a proper public performance license. In most cases, a performance license held by the school is sufficient to allow for streamed online performances, so long as the video is only streamed live and is unavailable for viewing after the conclusion of the live performance.
- Social distancing protocols, as directed by local and state health departments, should be followed for student performers and good instrument hygiene practiced.

Hydration:

- Water bottles must not be shared. Students shall bring their own water bottle.
- Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized.

Social Distancing and Budget Implications. As the above lists indicate, additional costs may be incurred to safely provide music instruction under social distancing guidelines. These additional costs may include:

- Additional sheet music
- Additional music stands
- Additional recorders or other, shared instruments for general music
- Additional instruments for personal music kits for general music class students
- Additional woodwind, brass, percussion or string instruments to eliminate sharing
- Additional class sections may be needed to properly social distance students
- Appropriate cleaners per the recommended guidelines from the research, and based on the total number of students

The best time to begin a conversation about the budget with your administration is now. There is a lot of uncertainty in the coming months. Planning ahead and letting school administrators know what the potential needs may be will help ease those conversations later once the reality of the coming school year becomes more focused.

What Best Fits In-Person Given Social Distancing/Safe Practices?

While certain types of online music instruction are possible and effective, face-to-face music learning is optimal and preferred, provided the above-described social distancing/safe practices are implemented. Large and small ensembles are most effective in person due to the collaborative interaction between individuals that is necessary to produce a quality musical product. Beginner Instrumental instruction is best done in person for optimal success and to promote long term commitment from the student.

What Might Be Missing?

Large in-person music classes such as band, choir, and orchestra produce creative, nurturing, and collaborative environments where students can thrive intellectually, emotionally, and socially. Due to social distancing and group size limits, large groups divided into smaller ensembles will be key to retain these important traits.

Beginning Instrumental Demonstration and Fittings

As school buildings closed due to the COVID-19 pandemic, many instrumental music programs were unable to carry out their instrument demonstrations and sign-ups for students interested in starting a new instrument. Here are suggested ways in which in-person demonstration and fitting can occur, if these fall within the suggested health and safety guidelines of your state and local health departments:

- Parental communication about any potential restrictions regarding entry and participation during instrument demonstrations will be necessary.

- Host an online pre-screening for students to confirm interest prior to in-person instrument trials.
- Post signage prominently indicating no one should attend or participate if they currently have symptoms or have been in contact with anyone with a confirmed COVID-19 diagnosis in the last 14 days.
- Be prepared to work appropriately with students who have pre-existing health conditions and work with school nurses or other health officials to take additional precautions as needed.
- Suggest or require use of face coverings based on local guidelines.
- When possible, conduct instrument demonstration and fitting outdoors.
- If outdoors is not possible, schedule instrument fittings using 30-60 min sessions with up to 12 students per 60-minute session (one every 5 minutes) per classroom.
 - If possible open windows and use fans to circulate the air.
 - If a larger space such as a gymnasium is used - multiple stations may be set up as long as each station is separated from the other stations by a distance ranging from 20-30 feet. A 20 min buffer between sessions is recommended to allow the air to refresh before beginning the next session. Older buildings may require a longer buffer between sessions to allow the air to refresh.
- If parents and guardians are allowed into the school building and/or the outdoor demonstration area, designate a taped off area 10 feet away from any fitting station for parents to sit and observe the instrument demonstration and fitting. Once the session is concluded the student should walk to the parents' seating area and both the parents and child should vacate the area together.
- No more than 2 seats should be available per student for parents, guardians, and siblings, and these seats must also be properly distanced. In some cases, the students' family may have to wait outside the school building. This expectation should be communicated in advance.
- Clean and sanitize instruments/mouthpieces properly between each student.
- Consider the use of wind instrument trial kits rather than actual instruments when conducting instrument demonstrations and fitting for potential band members. After each instrument fitting, the student should then place the mouthpiece in a tub of hot soapy water. A volunteer should take the mouthpiece out of the water, dry it and then spray it with a 70% isopropyl alcohol disinfectant and allow it to air dry.
- Ensure social distancing is maintained between students as much as possible. This means that students must be separated by at least 6 feet in any small group setting. Teachers should wear a mask if they need to approach the student within that 6-foot setting to facilitate the demonstration.
- Provide hand sanitizer on site. Students and teachers should use hand sanitizer before and after each instrument fitting and/or demonstration. Encourage students to provide their own hand sanitizer to help get into the practice of bringing sanitizer to class.

SCHEDULING CONSIDERATIONS FOR FACE TO FACE OR MIXED MODEL MUSIC INSTRUCTION

Music educators' teaching schedules may need modifications due to the impacts of COVID - 19. If this is the case, music teachers should share ideas now that administrators can use to adapt schedules to maintain student safety and support music teaching and learning. Music educators should initiate conversations to: 1) Provide multiple solutions for administrators to consider and be sure to include zero-budget options; 2) Look for ways to maintain in-person learning opportunities for students that include virtual and in-person class structures; and 3) **Prioritize in-person experiences for students who are in the critical stages of building fundamental skills (Grades 4-8)**. Additional considerations are provided below.

- If schools stagger student access to buildings, music educators will need to be prepared to teach both in-person and via distance learning.
- Music educators may need to be prepared, especially in elementary school settings, to teach “music on a cart”, bringing music education into classrooms to limit student movement throughout the building. Administrators will need to provide music teachers with proper equipment (working cart, instruments, access to technology, portable sound system, and small classroom instruments) and sufficient time to travel between classrooms. Cleaning of materials (rhythm sticks, mallets, etc.) may need to be factored into travel time.
- If music classrooms and rehearsal rooms remain open in the fall, music educators will need to work with their administration and other leadership to devise cleaning protocols and cleaning schedules between each set of music students using the room.

Following are suggestions to help mitigate the challenges presented by different types of music teaching schedules:

- If travel between school campuses within one school day is not permitted:
- Create a schedule that rotates staff between campuses not on the same day (ex MWF campus 1, TTh campus 2)
- Create options for students to learn virtually
- Staff may have to supervise the virtual learning when off campus.
- If a daily rotating schedule is not allowed (ex MWF campus 1, TTh campus 2), create a weekly rotating schedule using the same virtual learning and supervision options.
- If two or more teachers team teach large ensemble classes, and all students enrolled are not permitted to meet, the class can be divided into smaller groupings where facilities allow. Some content can be delivered to both groups through virtual means.

- There may be situations that create a need to move to a fully virtual model. Teachers who teach multiple grade levels and/or contents may find it helpful to consolidate virtual instruction to meet the individual needs of all learners. Classes may require two different types of instruction:
- As an example, a teacher offers a live virtual clarinet sectional for all students in the program in grades 5-12 focusing on one common objective that can be differentiated. Students turn sound off for independent practice while the teacher gives feedback to smaller groups based on skill level.
- A second example could require an asynchronous instruction where the teacher creates a lesson and students would complete the lesson at their pace and time.

Number of Students/Session

Due to group size limits, a rotating timed schedule (or more sections) may need to be developed so all music students receive some face to face musical instruction. Some points to consider:

- Large ensembles may need to be reorganized into multiple classes that meet at different times to satisfy social distancing guidelines. Class splits can occur by creating sections led by a head director and assistant directors. If circumstances permit staff from other levels of music education to be available within the school district, these staff members could help split large ensembles into smaller groupings, provided there is adequate rehearsal space.
- Small music groups can meet in many different areas in and outside of the school building if facilities space is limited due to the creation of multiple smaller class-sized classes.
- Work proactively with administration in determining the space available vs. the space needed, depending on projected music enrollment. This may lead to discussions of shorter classes and more periods throughout the day or week.
- Instruction may need to occur through “pull outs” where ensemble students leave other scheduled classes for short periods of time, similar to the familiar practice of pulling small student groups out of a rehearsal for sectional work.

If it is determined that face-to-face or virtual beginning instrumental music instruction is not possible or must be delayed, it may be necessary to advocate to administrators to retain existing music educator staff and temporarily re-allocate the time they are scheduled to teach beginning students to “resection” or team teach middle or high school music classes that exceed the limit for social distancing guidelines. Almost all states license music educators to teach PreK-12.

VIRTUAL MUSIC INSTRUCTION CONSIDERATIONS

Viability of Online Instruction

Music educators have demonstrated that online instruction can continue to support music learning when students cannot be present together. There are several questions educators need to ask while preparing for online instruction. Answers will vary by educator, school, and administrative policies:

1. What have I learned from virtual instruction this spring that can be applied to the fall, if needed?
2. How do I help my students progress in the curriculum and meet the standards?
3. How do I assess student learning?
4. How do I meet the needs of all learners?
 - a. How do I provide accommodations for students with Individualized Education Programs?
 - b. How do I provide accommodations for students with 504 plans?
 - c. How do I provide differentiation and specific learning interventions?
5. How do I reach my students who do not have internet access?
 - a. What are school policies that relate to this?
 - b. What will be the level of in-person contact time?
 - c. What are the alternative methods of instructional delivery if internet access is unavailable?
6. How do I foster student engagement?
7. How can online instruction be used to prepare for a return to ensemble instruction for secondary students?
8. What resources do I need to effectively deliver virtual music instruction?
9. What professional development do I need to deliver various forms of music education effectively?
10. Do you have proper copyright permissionsⁱⁱ in place for your instructional materials being used in a virtual learning environment?

Opportunities in Virtual Instruction

With proper planning, many of the objectives that are taught in a face to face environment can be taught in a virtual setting. Virtual instruction provides some unique opportunities to provide an individualized approach that will benefit all learners, including video modeling and differentiation opportunities. As with all instruction, teachers should embed appropriate accommodations for students with Individualized Education Programs and 504 plans. The following instructional strategies and ideas may be helpful in developing music fundamentals in a virtual setting through web-based programs and teacher driven instruction.

- Plan time to teach students how to use selected learning platforms.

- Consider providing opportunities for parents to learn how to use selected platform. This could be accomplished through short instructional videos.
- Provide video demonstrations and lessons that provide high quality performance examples for students to emulate.
- Assign short excerpts that allow for easy assessment and immediate detailed feedback.
- Lead small group, interactive lessons on musical excerpts that can be discussed and refined as you would in a sectional rehearsal, through video conference applications approved by administration.
- Host virtual discussions on music related topics, recordings, or performances.
- Use video modeling techniques to help students build skills: Ex. basic video modeling or point of view modeling which can be particularly helpful for students with autism or developmental disabilities.
- Use video prompting to help students engage in guided practice.
- Provide peer tutoring opportunities for struggling learners and students with disabilities, following district procedures and guidelines for student safety.
- Establish digital office hours for students and parents.
- Send personalized feedback of educational advancement.

Music educators must account for various technology limitations such as microphone or audio quality, internet connectivity, etc. Equity issues must also be considered by educators, administrators, and district level personnel. Students could be sharing technology with siblings, parents, and others in their household and may have limited access to a computer for assignment submission, video lessons, etc.

Educators must consider each of these issues when planning lessons and assignments for their students.

The ability to participate in collaborative music making creates community and connections with and between students. These types of connections are difficult to replace in a virtual setting. Educators must continue to build community and connection with students through timely feedback that helps students build individual skills and create worthwhile music. Educators are encouraged to seek professional learning opportunities through various organizations in order to teach effectively in an online environment.

Limitations in Virtual Instruction

Live ensemble rehearsals and performances are nearly impossible to produce virtually due to the time lag created between persons connected over the internet. Technology to facilitate remote ensemble playing in a real-time virtual setting does exist but is prohibitively expensive. If face to face instruction is not possible due to social distancing guidelines, in-person rehearsals of large

ensembles and performances with large audiences may need to be postponed until a time when those restrictions are lifted or modified.

Virtual Ensembles

Virtual ensembles are created through a series of individual performance recordings that are subsequently combined to produce a final product. **Focusing solely on this type of content as an instructional goal is not educationally beneficial.** Rather, a focus on individual musical improvement through the medium of ensemble music could lead to the creation of a virtual ensemble as a byproduct of the instructional process. In order to achieve this the following will be needed:

- Significant additional time commitment by educators to edit and synchronize multiple performance tracks.
- Proper copyright permissions
- Appropriate technology to edit and produce each selection.

STANDARDS-BASED INSTRUCTION IN FALL, 2020

[Standards-Based Music](#) Instructional Ideas for Fall, 2020

Music Education encompasses more than just musical performance, as outlined in the 2014 National Music Standards on which most state music standards are based. Standards-based music instruction, focused on the artistic processes of creating, performing responding and connecting to music, can occur regardless of how music is taught this fall. In addition, high quality, content-valid music assessments can be conducted virtually, allowing music educators and their administrators to understand the progress of students in meeting state music standards regardless of how instruction is delivered this school year.

Collaborative planning and conferencing with other music educators is encouraged at the school and district level to ensure that students receive consistent instruction. Music educators are also encouraged to connect with colleagues from other schools, districts, and organizations to share ideas and improve music instruction for this fall, whether modified face to face, mixed model or virtual instruction. Below are just a few examples of standards-based music instruction that can be taught safely and effectively Face to Face, Virtually, or in both settings.

	Face to Face Instruction	Virtual Instruction	Face to Face and/or Virtual Instruction
Creating		<ul style="list-style-type: none"> • Student Technology Projects using looping software using found sounds and sampling techniques. 	<ul style="list-style-type: none"> • Students create short musical patterns within specific constraints. Gradually build student skills. • Student Composition Project: Students develop their own ensemble and personal “Warm-Ups”. • Students learn basic improvisational skills and put their improvisation with a simple animated video. • Students compose music for their instrument.

<p>Performing</p>	<p>General Music Classes. Suggest focus on percussive, rhythmic, pitched instruments that do not require breath.</p> <p>Instrumental Ensembles. Suggest focus on small ensemble and chamber music - with musicians appropriately spaced within current safety guidelines. Examples include:</p> <ul style="list-style-type: none"> • Jazz combos and jazz ensembles • Quartets (i.e.,: woodwind, string, etc.) • Small Ensembles (string quartets, chamber orchestras, cello choir, brass quintet, 	<ul style="list-style-type: none"> • Teacher provided instructional videos teaching concepts, literature, or any material that can allow for students to practice at home prior to or following a live lesson at school. • Singing from home. While choral and general music students will not be singing in person, they can sing and join together to learn singing technique and songs virtually. 	<p>Literacy and skill building for all levels, including:</p> <ul style="list-style-type: none"> • Music theory – from note naming, chord building, ear training, and rhythmic dictation. • Sight reading either solo or ensembles pieces with guidelines for students to challenge them with key signatures and rhythms. • Ear training
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	<p>woodwind quintet, etc.)</p> <ul style="list-style-type: none">• Sectionals (i.e., : trombonists, cellists)• Flexible instrumentation ensembles - new works or works that students compose and/or arrange.• Popular styles achieved through small acoustic groups.• Student-led (conductor-less) ensembles		
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	<p style="text-align: center;">Face to Face and/or Virtual Instruction</p> <p style="text-align: center;"><i>All of the ideas shared below can work either in Face to Face or Virtual Instruction</i></p>
Responding	<ul style="list-style-type: none"> • Provide students access to recordings of professional ensembles to review and evaluate performances. • Teach techniques that will help students learn music by ear to build aural skills. Students can listen to and learn music that interests them as a special project. • Assign conducting exercises to be done with professional recordings of music appropriate for the grade level. • Demonstrate the process of score study using music in the public domain. Students can then conduct their own score analysis on another piece from the public domain. One resource is the Library of Congress • Make connections by researching music of different cultures, historical periods, styles, and genres. Possible resource – Library of Congress Teaching with Primary Resources Units from NAFME. • Students create their musical board game. Area of focus could be anything from theory, to music history, to composers, genres of music, or a mix of anything musical. • Students learn music of interest to support a video, animation or other music production. Teachers provide techniques that will help students be successful in learning music by ear.
Connecting	<ul style="list-style-type: none"> • Students reflecting on meaning in their music-making, connecting that meaning to the outside world – whether their community, the country, or the world.

BEGINNING INSTRUMENTAL INSTRUCTION FOR FALL, 2020

Maintaining a beginning instrumental program during the Covid-19 pandemic is vital to the future of instrumental music in our nation's schools. It is critical that administrators and teachers partner together to develop plans to continue beginning instrumental music instruction during the 2020-21 school year and beyond. The guidance below is intended to provide an outline of considerations and suggestions if conditions prevent or delay face to face instruction in the fall.

Beginning Instrumental Instruction Virtually

In beginning instrumental instruction virtually, the following adaptations may be helpful:

- Start a focused set of instruments during the first year, at the director's discretion.
- Use blended learning strategies that include classroom demonstrations followed by live online sessions in instrument groupings to teach students to properly care for instruments, create beginning sounds, set proper position, etc.
- Smaller group sessions may be needed during the beginning weeks to establish proper tone production and position. For some learners these may need to continue for longer periods.
- "Point of view" video modeling and individual instruction can be used to provide support.

Delaying Beginning Instrumental Instruction until Back to Face to Face

An additional model would delay starting students on individual instruments until face to face instruction resumes during the 2020-2021 school year. This option should be discussed with your school administration and should be made for the betterment of the program and not due to budgetary concerns. Face to face beginning instruction during the current school year should begin as soon as the situation allows, coinciding with the overall district instructional plan for all subject areas. Possible strategies to keep students engaged in music-making until instrumental instruction begins include:

- Teaching musical fundamentals including note-reading, terminology, etc.
- Incorporating an introduction to each instrument through virtual means (videos, easy initial beginning embouchure exercises, etc.).
- Exploring other modes of music learning including composition, music technology, popular music, etc.

Regardless of the model selected, music educators, in collaboration with their building administrators, can do much to maintain momentum for their instrumental programs – whether beginning students on their instruments virtually or building excitement for when students can start an instrument once back on the school campus. Possible actions include:

- Sustained communication with families of students who are eligible to begin instrumental music instruction during the 2020-21 school year regarding the current status and future plans.
- Build excitement for instrumental music opportunities via e-mail and virtual media, even if the start date with instruments is not known.
- Conduct virtual instrument demonstrations.
- Cultivate the message that “We will be together soon” and “We have a place for you in band or orchestra.”

ADVOCATING FOR MUSIC EDUCATION IN 2020

This document aims to support educators as planning for the various scenarios anticipated, so that solutions are available as decisions are being made. Having plans ready will help keep music programs viable but may not be sufficient to maintain adequate support in every situation. Fall of 2020 will bring with it many challenges. Schools will be asked to do more with less as resources are constrained, leading to concerns regarding potential implications for music programs.

Such concerns are valid and call attention to the perennial need for effective music education advocacy. Music educators should consider how to demonstrate quality in their program, how to remain relevant and visible in the community, and how to stay connected with the most effective advocates for music programs: students and parents. Now is also an opportune time to consider how one articulates the value of music education to education decision-makers. On May 27, NAFME and NFHS joined 52 other national education organizations in signing “[Arts Education is Essential](#),” a statement reaffirming the importance of music and arts education to our nation’s schools.

The most powerful benefits of music education are those that are intangible and sometimes difficult to describe. The abilities to confidently perform music, to respond to music in an informed way, to exercise creativity by imagining new music, and connect music to other areas of life are so beneficial that they are sufficient to justify music as a curriculum to be made accessible to all. They also establish a foundation upon which students can pursue personal growth that will serve them throughout their lives.

Recent efforts in research and standards policy lends credence to an argument that music educators have made for years: that music education helps students in their [social and emotional development](#). Even a cursory glance reveals several compelling explanations why this might be the case: music itself and the activities it involves are laden with social and emotional processes; music educators often work with the same students for multiple years, positioning them well to positively impact students’ individual growth; all

people, especially youth, appreciate some music, and students frequently report that participation in music is their favorite part of school.

Music classes also incorporate community-advancing activities, presenting students with opportunities to develop relationship skills. Students in music work collectively toward shared goals, exercising skills including collaboration, communication, and conflict resolution. Cooperative music-making experiences can also positively impact students' proclivity for empathetic thinking and behavior, leading to them becoming more socially aware. Social awareness and relationship skills, combined with self-awareness and self-management skills, enable students to act and reflect in more informed and critical ways, ultimately supporting them in responsible decision-making.

In addition to music practice and music-making, the lives of students are enhanced and enriched by participation in music education. While it may not be possible to recreate all the conditions that produce all of the extra-musical benefits described here in a virtual platform, music educators must be aware of the need to promote and embed social and emotional learning into instructional practice whether working with students face to face, virtually, or both during the next school year.

Additional advocacy support materials for music education, including the [Local Advocacy Action Plan](#), the [Civic Action Field Guide](#), and [Grassroots Advocacy](#) supports, can be found at www.nafme.org

i and ii Copyright supports for music educators.

NFHS materials: <https://nfhslearn.com/courses/understanding-copyright-and-compliance> NAfME materials: <https://nafme.org/my-classroom/copyright/>

