

Supporting Whole Child Learning

Planning Guide for
Visual & Performing Arts and Physical Education



COVID-19 Response and Path Forward

A collaborative living document created by Music, Physical Education, Theater and Visual Arts Departments of Lincoln Public Schools to support educators and school leaders for the 2020-21 school year. **Updates will be made available as new information is received - please check periodically for changes.**

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EXECUTIVE SUMMARY

Supporting Whole Child Learning, Planning Guidance for Fine Arts and PE in Lincoln Public Schools: COVID-19 Response and Path Forward

As a guiding document for the continuity of Fine Arts and Physical Education in Lincoln Public Schools, this document can be used to support local decision making that is in the best interest of students and maintains high-quality Fine Arts and Physical Education curriculum. The continuity of these special curricular areas for all students ensures that local school systems can provide social-emotional learning, culturally-relevant pedagogy, and a well-rounded education.

FINE ARTS, CS & PE EDUCATORS SHOULD CONTINUE TO TEACH IN THEIR CONTENT.

It is critical that Fine Arts and PE educators continue to teach in their content area with adherence to physical distancing guidelines and with procedures for using physical spaces that can be cleaned and disinfected regularly. Arts and PE instruction is an essential part of a public-school education in Lincoln Public Schools and should continue in distance learning, hybrid learning, and in-person learning models.

CURRICULAR OPTIONS FOR ALL ARTISTIC PROCESSES AND STANDARDS CAN BE DELIVERED IN ALL ENVIRONMENTS.

Teaching and learning are key components for all Fine Arts and PE educators moving forward. Fine Arts should maintain learning and can be implemented for all artistic processes (Creating, Performing, Responding, and Connecting). PE and Health classes will follow the Nebraska standards and National standards of physical education.

SHARING STUDENT WORK CONTINUES WITH MODIFICATIONS FOR DIGITAL PLATFORMS OR PHYSICAL DISTANCING.

Until large group gatherings are deemed safe by local officials, LPS Fine Arts and PE educators will be supported in creating exhibits, showcases, performances, concerts, athletic activities, intramurals, etc. that can be delivered in a remote environment and/or maintain physical distance.

TEACHERS AND STAFF NEED TRAINING IN PROPER SANITIZATION OF MATERIALS AND PHYSICAL SPACES.

While not unique to the arts disciplines, the use of supplies and materials in Fine Arts classrooms as well as use of shared equipment in and PE courses will require clear guidelines and procedures in order to protect against virus transmission. With guidance from local officials, administrators, curriculum specialists, school leaders, teachers, and all stakeholders are working together to develop a plan using this document for guidance.

SUPPORT STUDENT ENGAGEMENT IN AND THROUGH THE ARTS.

Fine Arts and Physical Education is a right, not a privilege. Our COVID-19 response is dedicated to expanding opportunities for all students and providing an inclusive path forward. To that end, LPS Fine Arts and Physical Education educators are encouraged to design lessons with all learners in mind in order to engage students in meaningful ways. Professional learning should be leveraged to increase capacity for remote learning and use of digital tools with an arts focus as well as supporting the whole child through social and emotional learning centered and culturally-responsive education.

HOW TO USE THIS DOCUMENT

1. This document has been prepared for Lincoln Public Schools and the community of Lincoln. This COVID-19 Response and Path Forward document is intended to provide ideas for many scenarios, school policies, and local guidelines. This is a working document with updates occurring as new research and information is presented.
2. All arts education and physical education stakeholders can engage with this document. This includes arts educators, non-arts educators, community teaching artists, arts organizations, community physical education organizations, out-of-school time partners, funders, central office staff, school personnel, families, and students.
3. This document provides resources, ideas, and suggestions to support Lincoln Public Schools approach to reopening schools. The document is not designed to be rigid and instead aims to provide whole child education stakeholders with different ideas, options, resources and suggestions as they plan for arts and physical education teaching and learning that aligns to their specific local guidelines.
4. The recommendations are divided into nine sections. The first section, general recommendations for all education programs that support whole child learning, is followed by eight sections curated for each discipline: media art, general music, instrumental music, vocal music, theatre, visual art, and physical education. The first section has the subheadings as follows:
 - Teaching and Learning
 - Maintaining Distance
 - Accommodations for Smaller Student Groups
 - Materials and Supplies
 - Cleaning and Hygiene
 - Staffing
 - Scheduling
 - Large Group Gatherings
 - Professional Learning
5. The Lincoln Public Schools Curriculum Specialists gathered research, planning documents, and other resources from a variety of school districts, regional and national associations in order to compile this document. This plan also follows the [Lincoln, Lancaster County Health Department recommendations](#). This document will be updated as new research and information is presented to us.

RECOMMENDATIONS FOR ALL WHOLE CHILD LEARNING

As a result of the COVID-19 pandemic and state of emergency declared by Governor Pete Ricketts, Nebraska schools have been closed through the end of the 2019-20 school year. There is an understanding that education as we know it today will be changed tremendously in numerous unprecedented ways. It is incumbent upon educational leaders to begin taking concrete steps to restore, reconstruct, and re-design education as we know it today. The COVID-19 pandemic has in many ways changed our educational, economic, societal, and everyday way of life. As a result, we are now faced with an extraordinary challenge that will require the deployment of our individual and collective expertise to address the needs of students, families, staff, faculty, and school communities. Now is the time for each and every one of us to show conviction and courage in the decisions that are made, based upon historic changes not only in the state of Nebraska, but also worldwide.

[Launch Nebraska](#)



Currently, we do not know when in-person learning will begin, which school scheduling and facilities models will be used, or what the local guidelines for hygiene and social distancing will be for the 2020-2021 school year. However, we do know that the responses from Lincoln Public Schools will need to meet local student and community needs for whole child learning are a critical part of a well-rounded continuity of learning for all students.

“We as educators have an opportunity to contextualize this moment as an insurmountable interruption or as a chance to deconstruct and reify the nature of what we do.”

***–Roger Ellis, assistant professor of music theatre, Northwestern University
(DAVIS, TRACY [TEACHING PERFORMING ARTS DURING THE PANDEMIC](#)).***

TEACHING AND LEARNING

CENTERING STUDENTS: SOCIAL-EMOTIONAL LEARNING, SPECIAL ACCOMMODATIONS, & CULTURALLY-RELEVANT ARTS EDUCATION

- Use Universal Design for Learning (UDL) or adaptive learning to address the needs of students to include enlarged print, highlighted text, and translation of the text to promote equitable student learning. Video lessons will provide closed captioning. Design lessons with all learners in mind including Gifted and Talented, English Learners, and Special Education students.

Social-Emotional Learning

- Due to the impact of COVID-19, we anticipate SEL to emerge as a priority for Lincoln Public Schools to meet the needs of students, staff, and communities.
- According to [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#), SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- Arts, Computer Science and Physical Education develops these SEL competencies. With intention and support, arts, CS and PE educators can target and improve SEL competence for students. Integrating [SEL into music](#), theater, visual arts, computer science, and physical education programming is a researched practice that can be further expanded to ensure well-being, academic progress, and student engagement.

Special Accommodations

- Educators will design lessons with all learners in mind including Gifted and Talented, English Learners, and Special Education students.
- Use Universal Design for Learning (UDL) or adaptive learning to address the needs of students to include enlarged print, highlighted text, and translation of the text to promote equitable student learning. Design lessons with all learners in mind including Gifted and Talented, English Learners, and Special Education students.
- Review [Frequently Asked Questions](#), [Special Education](#), [ELL](#)

Culturally-Responsive Arts Education

- Culturally-responsive arts, computer science and physical education elevates teaching and learning with concrete practices that can support learning for all students. Applying the principles of CRAE to curriculum, classroom design, instruction, disciplinary policies, family partnerships, and school-wide initiatives promotes equity, community engagement, improvements to school climate, and academic achievement. [[Culturally-responsive education: a primer for policy and practice](#), New York University]

INTEGRATE HEALTH PRIORITIES AND HEALTH EDUCATION INTO ARTS CONTENT

- A recent report from the [World Health Organization](#) (WHO) recommends educators to implement health priorities/education into their content area, when possible. Consider ways that the arts can help communicate new school social distancing policies and healthy habits. Can visual art students design school decals to drive traffic patterns? Would a dance class benefit from a choreography challenge that explores standard 6-foot physical distancing

standards and model creating space for other students? Would elementary students develop healthy hand washing routines with a school handwashing song?

- Collaborate with health education and physical education colleagues to ensure the content is appropriate. The referenced WHO report includes a listing of age-appropriate suggestions.

KEEPING ONLINE LEARNING SKILLS SHARP

- When in-person instruction resumes, educators are encouraged to continue to provide online instruction on a regular rotation (a monthly or weekly basis) with in-person learning that utilizes the LPS instructional online platform.
- All students grades 2-12 will have access to a Chromebook with online options and possible iPad resources for grades K-1.
- Being cognizant of pacing guidance from the curriculum department is important, so teachers can be flexible in case our teaching schedule changes due to pandemic.
- Knowing where students are with their knowledge and skills.
- Being mindful of time allocation for lesson design - choosing activities which are appropriate for synchronous / asynchronous learning.
- Selecting and using essential learning outcomes.

MAINTAINING DISTANCE

- LPS will provide details for restrictions of physical distancing/group size, per Nebraska and Lancaster County Health department.
- Consider using alternative class spaces (e.g. auditorium seating for large choirs, keeping elementary classes in tact with specialist teachers moving to the class)
- PPE protocols in place as established by LPS. Specific face coverings or [plastic head shields](#) conducive for music singing or acting will be needed. Certain situations that are done outside may require no mask for health safety reasons (e.g. PE and Marching Band)

ACCOMMODATIONS FOR REDUCED CLASS SIZES

- Class sizes should follow the designated student to teacher ratio established by LPS, in order to allow for physical distancing. Curriculum Specialists will provide guidance on effective strategies of providing meaningful and equitable instruction in their content areas.

MATERIALS AND SUPPLIES

- For remote learning, work collaboratively to ensure that all students have equitable access to needed materials and supplies.
- For each arts, computer science and physical education area, a list of student resources and supplies are provided for families (e.g.. art supplies, music supplies, PE equipment options).
- LPS will maintain policies and procedures to assess the accessibility and safety of online resources and applications. All educators will adhere to those LPS guidelines

CLEANING / DISINFECTING

- Consult LPS guidelines on shared/community materials and supplies. If shared supplies are permitted, "consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently. Additionally, place hand hygiene supplies in close proximity to shared equipment (e.g., printer/copier)." [[National Arts Education Association](#), [National Association for Music Education](#)]
- Follow [LPS guidance for cleaning](#) and disinfecting classrooms, equipment, materials, and supplies. Keep all disinfectants out of the reach of students. Teachers should be trained on

proper disinfecting practices for safe instrument handling and classroom equipment (music stands, percussion instruments, storage carts).

- Utilize non-teaching personnel and repair vendors to assist with ongoing instrument repair and cleaning.
- Teachers will need access to hand sanitizer and approved instrument cleaning wipes, and sprays.
- Improve air circulation in schools where this is an issue. Air circulation systems need to be operating in all school buildings 24/7.

STAFFING

- The continuity of Fine Arts, Computer Science and Physical Education courses for all students ensures that LPS will provide well-rounded education. It is critical that Fine Arts, Computer Science and Physical Education educators continue to teach in their content area with adherence to physical distancing guidelines. Arts, CS, and PE instruction is an essential part of a well-rounded education in Lincoln Public Schools and will continue in distance learning, hybrid learning, and in-person learning models.
- Class sizes should follow the designated student to teacher ratio in order to allow for physical distancing. This may affect the number of courses that can be offered. This will also likely affect in-person performances, student exhibits, intramurals, and rehearsal/practices.

SCHEDULING

- Fine Arts, Computer Science and Physical Education Educators can support school leaders in planning and establishing schedules and routines for the 2020-2021 school year. In many cases, especially PreK-8, many art, CS, and PE educators know the majority of the student body and can be very helpful in considering creative scheduling solutions that are supportive of these courses.
- Scheduling models will be prepared to accommodate fewer students and staff in a physical learning environment in accordance with local guidelines. This may adjust content time and require creative use of space within the school building.
- Fine Arts dedicated spaces, i.e. auditoriums, arts rooms, band rooms, should remain dedicated to Fine Arts instruction and classes and gyms / athletic spaces should remain dedicated to Physical Education.
- When possible, provide longer transitions for cleaning the art room and tools between classes.
- It may be safer to have the specialist teachers move from room to room.
- Extra teacher “duties” need to be minimized due to sanitization and additional prepping requirements.

LARGE GROUP GATHERINGS

IN-PERSON EVENTS

LPS will provide guidance on the protocols for in-person, large group gatherings. This will affect in-person performances, student exhibits, intramurals and rehearsal/practices.

According to cultural sector research by [Colleen Dilenschneider](#), intentions to visit cultural organizations are growing stronger. Her research has a few key takeaways to consider when planning in-person, large group gatherings for school cultural events.

1. Seeing others visit cultural experiences will make people feel more comfortable, so share stories of successful gatherings.
2. Hand sanitizer is a big deal, so have plenty on hand.

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3. The ability to be outdoors is an important factor for many.
 4. Avoiding long lines of people and limiting attendance are also popular choices.

Consider the following suggestions for planning in-person performances from the [2020-2021 Season Planning Guide](#) by Chorus Connection:

- Reduced performance times.
- E-tickets and online ticket sales only.
- Staggered check-in times.
- Earlier open of house.
- Virtual performance options for in-person events.
- Share information about the precautions you are taking.
- Ask them to take precautions.
- Always follow the advice of your local government and health professionals when it comes to social distancing.

Assemblies and large gatherings are typical components of general music education, particularly at the elementary level. As recommended by the [World Health Organization](#) and due to current mandates, large group gatherings may not be possible.

- Large group gatherings must observe local guidelines regarding wearing appropriate protective gear (e.g., masks), number of people permitted at gatherings, and physical distancing.
- Alternatively, recorded assemblies or performances may be utilized within the classroom to adhere to state and federal guidelines.
- Informances may be conducted in small group gatherings (parents, teacher, and small group of teachers) or via Zoom.
- Working with Review [Music and Theatre Copyright COVID-19 Guidance](#) for virtual and in-person performances.
- Cancelling or postponing field trips during the school day.
- Travel to music contests outside of the state are not allowed for 2020-21.
- Performances could be recorded and made available in a remote environment through live streaming or identified technology platforms of the district (LMS system).
- Additionally, consider pre-recording some components, as a combination of live streamed and pre-recorded performance may be possible.

VIRTUAL EVENTS

If large group gatherings are not permitted by local guidelines, Lincoln Public Schools educators will be supported in creating exhibits, showcases, performances, concerts, etc. that can be delivered in a remote environment and/or maintain physical distance. Presenting/Performing, as defined in the Nebraska State Fine Arts Standards, can be delivered utilizing digital tools, remote learning platforms, and other methods that allow for sharing and showing of work while following local regulations.

PROFESSIONAL LEARNING

- Curriculum Specialists connect teachers with available professional development opportunities from other parties such as state and national associations in each of our content areas.
- LPS will provide ongoing teacher support for teachers to navigate remote tools.
- LPS will provide access to webinars on district-approved and effective tools with an arts focus.
- Support educators to deepen their understanding and practice of social and emotional learning centered in the arts and culturally-responsive arts education.

MUSIC, GENERAL



TEACHING AND LEARNING

Instructional best practices in General Music include singing, movement, and playing instruments. To maintain these practices, the following guidelines are suggested:

- An unprecedented International Coalition led by [Performing Arts Organizations to Commission COVID-19 Study](#): On May 21, a number of performing arts organizations joined forces to commission a study on the effects of COVID-19 on the return to the music classroom and rehearsal hall. It is important to understand what risks exist in performing arts classrooms and performance venues. Specifically, the study will examine aerosol rates produced by wind instrumentalists, vocalists, and even actors, and how quickly those aerosol rates accumulate in a space.
- Above study will provide guidance on singing and playing in schools. Current suggestion is that an elementary music classroom should have half the class sing by standing/sitting on the perimeter of the room while the other students play instruments in the center of the room. When weather is nice, consider moving class outside.
- Each music room is equipped with hand sanitizers dispensers. Students should bring their own water bottles, water faucets are not used.
- Curriculum: Reduce your scope & sequence to what is essential for student learning. [K-5 Music Pacing Guide](#) has been adjusted to reflect Quaver Lessons.
- Two questions you might consider:
 - *What have our learners experienced?*
 - *What will matter most in the design of our curriculum for the coming year?*
- Before and after school ensembles will not occur during the first quarter. We will consider ensembles for the 2nd quarter depending on the status of our school procedures.

IN-PERSON LEARNING (Green)

- Curriculum and classroom procedures will be as normal with careful attention to cleaning items and keeping relative physical space between students.

IN-PERSON LEARNING (Yellow and Orange)

- Students will learn music through a combination of Quaver Music, an online music curriculum resource, and other normal methods with consideration of safety to students and teachers. Teachers should follow the K-5 [Music Pacing Guide](#).

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- Space students according to health department guidelines. Some class meetings may be able to move outside weather permitting at the beginning of the year and based on unit requirements (movement, singing).
 - Music students will stay in their main classroom. Music teachers will travel to classrooms.
 - [Music on a Cart](#): Music materials for each lesson will need to be on a cart easily transferred to each classroom. Consider designing lessons so that all grade levels will use some Orff, drum, or misc. Instruments in one rotation.
 - Some students/families will choose to stay home and join remotely. A plan of how to engage students who are joining the class remotely.
 - PPE: Students and teachers will wear face masks. Singing can occur with masks on and singing activities can be adjusted to meet guidelines.
 - A “Music Kit” of essential learning resources should be provided for students for remote learning scenarios. [Music Student Resource List](#)
 - Altered and adjusted lessons with movement or singing may need to be considered. Divide the class in half, one half positioned on one side of the room or on the perimeter of the room to sing. The other half is located on the other half or in the center to play instruments. Next class time, switch student roles.
 - Do not share instruments without proper sanitization.
 - Recorders should be assigned to only 1 student and cleaned each night. Recorder units may be postponed to later in the school year.
 - Have drop off bins for sticks, mallets and small instruments. [LPS Instrument Inventory/Cleaning Guidelines](#)

VIRTUAL LEARNING (Red)

- Specialist teachers will follow a rotation by grade level and will work with students through Zoom. Instructional time for students should be limited to half of the regular class time (25 minutes on Zoom) with additional asynchronous activities to do on their own.
- For teachers who are not confident in facilitating synchronous learning, they may consider recording their lessons for the purposes of practicing. Teachers should submit and share their videos through MyVRSpot.
- Use technology (Quaver Grooves, WeVideo, Flipgrid) that supports students' ability to record, evaluate, and share their performance(s).
- Incorporate project-based learning that connects to artistic processes through the use of Quaver Music. Teachers should continue to follow [K-5 Music Pacing Guide](#)
- Incorporate virtual field trips (concerts, venues). YPC for this school year may be simulcast rather than live performance. Amahl and the Night Visitors is cancelled, however, UNL is considering a virtual storybook presentation of the Amahl.
- A “Music Kit” of essential learning resources should be provided for students for remote learning scenarios. [Music Student Resource List](#)

Beginning band and string classes should continue to be offered following the requirements for a well-rounded curriculum. Adaptations with scheduling, recruiting and actual start times may need to be adjusted depending on the school schedule for beginning of the year. Small group scheduling will need to be by classroom, not by ability or like instrument. The general music classroom may need to be used as an alternative space for class to allow for physical distancing.

INSTRUMENTAL SCHEDULING PLANS

If it is determined that instrumental small group classes should wait until 2nd semester, then itinerant teachers will be assigned to middle and high schools as additional staff to help create smaller secondary instrumental classes.

MUSIC, INSTRUMENTAL



TEACHING AND LEARNING

Instructional best practices in Instrumental Music include playing wind, percussion, and string instruments. High schools also have guitar classes. To maintain these practices, the following guidelines are suggested:

- An unprecedented International Coalition led by [Performing Arts Organizations to Commission COVID-19 Study](#): On May 21, a number of performing arts organizations joined forces to commission a study on the effects of COVID-19 on the return to the music classroom and rehearsal hall. It is important to understand what risks exist in performing arts classrooms and performance venues. Specifically, the study will examine aerosol rates produced by wind instrumentalists, vocalists, and even actors, and how quickly those aerosol rates accumulate in a space.
- Above study will provide guidance on singing and playing in schools. Current suggestion is that large ensemble classes operate in smaller units (based on current health dept. guidelines) and have any marching band or large choir rehearsals outside.
- Review [COVID-19 Student Safety and Music Program Continuation Ideas for Consideration](#) document created by The School Bands Committee of the American Bandmasters Association. Other suggestions: [AMRO Music](#), [Safe Return to Instrumental Room](#)
- Students should have their own hand sanitizers in addition to dispensers located in the music room (possibly not provided by school). Students should bring their own water bottles.
- Students may not share any classroom equipment or instruments.
 - percussion mallets, music stands, bows, large school instruments (e.g. tubas)
- Provide additional non-shared supplies.
 - valve oil, reeds, rosin, mouthpieces, disinfectant spray, alcohol wipes
- Redistribute available instruments between schools based on student need.
- Maintain active inventory of instruments and sign-out procedures.
- A “Music Kit” of essential learning resources should be provided for students for remote learning scenarios. [Music Student Resource List](#)

IN-PERSON LEARNING (Green)

- Curriculum and classroom procedures will be as normal with careful attention to cleaning items and keeping relative physical space between students.

IN-PERSON LEARNING (Yellow and Orange)

- Prioritize face-to-face time (live or virtual) to provide feedback of individual skill development.
- Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction.
- Some students/families will choose to stay home and join remotely. A plan of how to engage students who are joining the class remotely.
- PPE: Face Masks or face coverings are required with physical distancing. Adjustments must be made for wind players. Flute players cause the greatest concern with air flow. Possibly having plexiglass on stands for flute players.
- Middle School Bands/Orchestras:
 - Class size to be determined by enrollment and space availability per school.
 - Allow for like instrument groupings within class sections to adhere to class size recommendations.
 - Shift instruction from large ensemble to solo/small group if small class sizes are needed. ([MS Solo/Chamber Unit](#)). A possible solution is to have small chamber groups rehearse on half of the room while the other half work on creating and responding units on Chromebooks.
 - Use flex band/orchestra arrangements to allow for various instrument combinations ([FLEX Arrangement by Composers](#))
 - Students may not share any classroom equipment or instruments.
 - percussion mallets, music stands, bows
 - percussion should be assigned to stations for each rehearsal
 - Provide additional non-shared supplies.
 - valve oil, reeds, rosin, mouthpieces, disinfectant spray, alcohol wipes
 - Redistribute available instruments between schools based on student need.
 - Maintain active inventory of instruments and sign-out procedures.
 - A “Music Kit” of essential learning resources should be provided for students for remote learning scenarios. [Music Student Resource List](#)
 - PPE: Face masks can be worn by string students and percussion at all times. Wind students will need to be allowed to lower the mask when playing.
 - Before and after school ensembles will not occur during the first quarter. We will consider ensembles for the 2nd quarter depending on the status of our school procedures.
- Marching Band
 - Review [LPS Guidelines for Marching Band](#).
 - Other guidance documents include: [Guidance for a Return to High School Marching Band](#) by National Federation of State High School Associations (NFHS) and Sports Medicine Advisory Committee (SMAC), [Iowa HSMA](#) and NDE Summer School Activities.
 - Marching Band Camps are limited to half of the ensemble size (or current health dept. guidelines).
 - Utilize tape/cones to mark chairs 6 ft (or determined safe distance) apart for indoor rehearsals. Spacing in rehearsal blocks or show drill needs to be a 3 step interval.
 - During the school year, marching bands will meet outside. Show should be designed allowing for appropriate physical distance. Students arrive and dismiss staggered by

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- sections or are rehearsed in sections (brass / woodwind / percussion / guard). If a rotation is needed for class size , an A/B schedule will be developed.
- Each marching band rehearsal field should have a 2-3 Storage Pods provided for storage of large equipment. (16" x 8" pod - 3 month rental = \$189.00)
 - Students with smaller instruments will store them in their cars. Students that do not drive will be assigned a designated locker accounting for physical distance.
 - Have a communication plan prepared due to inclement weather. If rain, class is canceled and students remain home during the first period or leave early if class meets at the end of the day. Small sectionals could occur inside for select sections.
 - Competitions and performances will follow guidelines of NSAA.
 - Rehearse in small ensembles using flex arrangements. ([FLEX Arrangement by Composers](#))
 - Shift instruction from large ensemble to solo/small group if small class sizes are needed. ([Link to HS Solo/Chamber Unit](#))
 - Concert Ensembles (jazz band, Concert band and orchestras)
 - Jazz bands are smaller ensembles allowing for physical distancing.
 - Face masks except when playing. Orchestra students can wear masks while playing.
 - No sharing of instruments.
 - Students have their own music. No sharing of stands, pencils. Etc.
 - Brass players MUST have a water key rag.
 - HS Guitar / Music Tech
 - Class size of less than 20-22
 - Physical distance of chairs within room
 - Guitar is assigned to one student. If a student has their own instrument, they should use it. We may need to do a community donation for more guitars for each student.
 - Computer stations assigned to one person (not shared)
 - Cleaning of all equipment after every class.

General considerations for (Orange)

- Marching bands will need to be divided into smaller bands/chamber groups and follow a rotating schedule. Some days students do not come for first period and work on solo work at home
- All other large instrumental ensembles focus on solo/chamber work.
- Depending on elementary schedules, itinerant teachers may be reassigned to assist with chamber ensembles in middle and high school. (As of June 29, itinerants will be in elementary schools teaching beginning band and orchestra lessons)
- Prioritize face-to-face time (live or virtual) to provide feedback of individual skill development.
- Individual technique and stylistic elements. Use video or Zoom meetings with outside instrument specialists from the community or colleges/university.
- Guitar and Music Tech. - students will need to use LPS approved tech tools on Chromebooks.
- PPE: Face Masks or face coverings are required with physical distancing. Wind players must wear when not playing.

VIRTUAL LEARNING (Red)

- Shift instruction from large ensemble to solo/small group if small class sizes are needed. ([Link to HS Solo/Chamber Unit](#) / [MS Solo/Chamber Unit](#))
- High School - focus on music theory units developed by LSW
- Middle School - focus on PLC developed music individual skill and theory assessments
- Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction. FLAT music notation software will be purchased for all secondary teachers and students, itinerants, and 4th/5th grade instrumental.
- Guitar / Music Tech. - students will need to use LPS approved tech tools on Chromebooks. Instructional videos and performance assessments using Flipgrid..

CLEANING / DISINFECTING FOR INSTRUMENTAL MUSIC CLASSES

- [LPS Summer 2020 Inventory and Disinfecting Guidelines](#)
- [COVID-19 Instrument Cleaning Guidelines](#) by National Federation of State High School Associations, National Associations for Music Education, and the NAMM Foundation.
- It is suggested that teachers aid in the daily cleaning and disinfecting of classroom materials and physical environment. However, the appropriate maintenance staff member should be responsible for cleaning and maintaining the classroom on a regular basis.
- Teachers should be trained on proper disinfecting practices for safe instrument handling and classroom equipment (music stands, percussion instruments, storage carts).
- Utilize non-teaching personnel and repair vendors to assist with ongoing instrument disinfecting and cleaning.
- Teachers will need access to hand sanitizer and approved instrument cleaning wipes, and sprays.
- Brass students will be required to have their own water key rag. No dispensing of water keys on the floor of the music room. This rag must stay with the instrument and be cleaned each night.
- Improve air circulation in schools where this is an issue. Air circulation systems need to be operating in all school buildings 24/7.

MUSIC, VOCAL



TEACHING AND LEARNING

Instructional best practices in Vocal Music include singing skills and developing voice. To maintain these practices, the following guidelines are suggested:

- An unprecedented International Coalition led by [Performing Arts Organizations to Commission COVID-19 Study](#): On May 21, a number of performing arts organizations joined forces to commission a study on the effects of COVID-19 on the return to the music classroom and rehearsal hall. It is important to understand what risks exist in performing arts classrooms and performance venues. Specifically, the study will examine aerosol rates produced by wind instrumentalists, vocalists, and even actors, and how quickly those aerosol rates accumulate in a space.
- Above study will provide guidance on singing and playing in schools. Current suggestion is that large ensemble classes operate in smaller units (based on current health dept. guidelines) and large choir rehearsals outside. Singing can occur while wearing face masks.
- Students should have their own hand sanitizers in addition to dispensers located in the music room. Students should bring their own water bottles.
- Review [ACDA Vocal Guidelines](#)
- [Link to Professional Choir Collective Resources](#)

IN-PERSON LEARNING (Green)

- Curriculum and classroom procedures will be as normal with careful attention to cleaning items and keeping relative physical space between students.
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IN-PERSON LEARNING (Yellow and Orange)

- Teachers should avoid instruction that requires large group vocalization and singing choral literature during in-person learning even in large spaces. Consider using smaller student groups for sectionals or small mixed lesson groups.
- Some students/families will choose to stay home and join remotely. A plan of how to engage students who are joining the class remotely.
- Shift instruction from large ensemble to solo/small group. ([Link to HS Solo/Chamber Unit](#), [MS Solo/Chamber Unit](#)). Consider exploring solo and small ensemble repertoire, like barbershop, chamber music, and vocal quartets.
- Always consider student and teacher well-being and safety!
- High School:
 - Students in high school need to wear face covering and possibly face shields so they can sing properly.

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- <https://www.instashieldusa.com/>
 - https://www.gearbest.com/personal-protective-equipment/pp_009242562262.html?wid=1433363
 - https://www.youtube.com/watch?v=p_z4DI0zlfM&feature=youtu.be&fbclid=IwAR2Hnj6S3TcLxbpcA-03C_RnaOPULm-1OPvezoMgc4N5v_aqljwOsZqpwcs
 - Use large spaces like the auditorium and cafeteria to accommodate moderate-sized chorus rehearsals.
 - Embed diagnostics for in-person learning to include score analysis, music history, and composer's intent based on the text.
 - High School - focus on music theory units developed by LSW
 - Students should have their music - no sharing.
 - Avoid using choral uniforms (robes) for the first semester. At which point uniforms are used, it should be assigned to each student. Uniforms should be cleaned prior to distribution.
 - [Link to HS Lessons](#)
 - Show Choirs
 - [Guide for pre-school camps and show design prep.](#)
 - Use large spaces like the auditorium, large rehearsal room or use outside to accommodate moderate-sized chorus rehearsals.
 - Rehearse half of the group at a time. Other half may work on music in one area and choreography. Practice choreography outside weather permitting.
 - Students should have their own music. No sharing of costumes or props.
 - Students should have their own hand sanitizers in addition to dispensers located in the music room.
 - Middle School:
 - Students in middle school need to wear face covering. 8th Grade choirs could possibly use a face shield so they can sing properly.
 - <https://www.instashieldusa.com/>
 - https://www.gearbest.com/personal-protective-equipment/pp_009242562262.html?wid=1433363
 - Consider additional furniture needs to allow for distancing needs appropriate to unique or smaller sized classrooms.
 - Divide the class in half and each half sings separately.
 - Students should have their own music - no sharing.
 - For general music classes, divide the class in half, one half positioned on one side of the room or on the perimeter of the room to sing. The other half is located on the other half or in the center to play instruments. Next class time, switch student roles.
 - Assist students in building a [successful mindset for solitary singing.](#)
 - Adjust pacing guides and instructional materials by standards to promote in-person learning (responding/connecting) and distance learning (creating/performing).
 - [Link to MS Lessons](#)
 - Before and after school ensembles will not occur during the first quarter. We will consider ensembles for the 2nd quarter depending on the status of our school procedures.
 - PPE: Consider the availability of multiple sets of instruments and other supplies that may be sanitized while the other set is in use.
 - Where possible, students should bring their own supplies and/or materials.

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- Face Masks or face coverings are required with physical distancing. More information will be coming concerning masks for singing.

VIRTUAL LEARNING (Red)

- Shift instruction from large ensemble to solo/small group if small class sizes are needed. ([Link to HS Solo/Chamber Unit](#), [MS Solo/Chamber Unit](#))
- High School - focus on music theory units developed by LSW
- Middle School - focus on PLC developed music theory, individual voice development skills
- Assist students in building a [successful mindset for solitary singing](#).
- Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction. FLAT music notation software will be purchased for all secondary teachers and students, itinerants, and 4th/5th grade instrumental. Utilize purchased online instructional tools, vocal tracks, and repertoire for solos, small ensembles, and large ensembles to support remote learning. These instructional tools provide support with vocal warm-ups, sight-reading, rehearsal, and performance of ensemble literature, for student learning.
- Utilize electronic devices such as cell phones when other devices are unavailable for remote learning.
- A “Music Kit” of essential learning resources should be provided for students for remote learning scenarios. [Music Student Resource List](#)

CLEANING / DISINFECTING FOR VOCAL MUSIC CLASSES

- [LPS Summer 2020 Inventory and Disinfecting Guidelines](#)
- [COVID-19 Instrument Cleaning Guidelines](#) by National Federation of State High School Associations, National Associations for Music Education, and the NAMM Foundation.
- It is suggested that teachers aid in the daily cleaning and disinfecting of classroom materials and physical environment. However, the appropriate maintenance staff member should be responsible for cleaning and maintaining the classroom on a regular basis.
- Daily cleaning of any sound system, LCD projector or whiteboard should be cleaned by the teacher and/or school staff (not students).
- Piano keyboards should be only played by accompanists and cleaned by accompanists after every class.
- Utilize non-teaching personnel and repair vendors to assist with ongoing instrument disinfecting and cleaning.
- Teachers will need access to hand sanitizer and approved instrument cleaning wipes, and sprays.
- Improve air circulation in schools where this is an issue. Air circulation systems need to be operating in all school buildings 24/7.

THEATRE



TEACHING AND LEARNING

- Use Universal Design for Learning (UDL) or adaptive learning to address the needs of students to include enlarged print, highlighted text, and translation of the text to promote equitable student learning. Design lessons with all learners in mind including Gifted and Talented, English Learners, and Special Education students.
- As theatre is primarily done as a group ensemble, use digital collaboration to perform and develop group pieces.
- It is possible, textbooks should not be transported to and from school. Allow for copies to stay at home.
- Scripts and other materials, if sent home to students, may not be able to return back to the classroom. Therefore, plans need to be made in order to follow this procedure (e.g. making copies for school and home use).
- Viable connectivity options need to be developed for students without technology access. (Hot Spots, enhanced Wi-Fi in localities, grants for households, etc.)
- Unprecedented International Coalition led by [Performing Arts Organizations to Commission COVID-19 Study](#): On May 21, a number of performing arts organizations joined forces to commission a study on the effects of COVID-19 on the return to the rehearsal hall. It is important to understand what risks exist in performing arts classrooms and performance venues. Specifically, the study will examine aerosol rates produced by wind instrumentalists, vocalists, and even actors, and how quickly those aerosol rates accumulate in a space.
- Theater educators should be included in the decision-making process regarding scheduling.
- Instructional emphasis could be shifted to include more individualized projects such as:
 - Monologues – Dramatic, Comedic, and student-written
 - Character Analysis
 - Different Acting Styles – Stanislavski, Strasburg, Meisner, Hagen, Adler, etc.
 - Theatre History – Greeks, Japanese, Medieval, Elizabethan, etc.
 - Masks
 - Puppetry
 - Technical Theatre – Prop making, Costume Design, Make Up Design, Set Design, etc.
 - Musical Theatre – Analyze different genres such as Golden Age, Juke Box, Mega Musicals, Book Musical, Concept Musicals

IN-PERSON LEARNING (Green)

- Curriculum and classroom procedures will be as normal with careful attention to cleaning items and keeping relative physical space between students.

IN-PERSON LEARNING (Yellow and Orange)

- Hold classes in blackbox/auditorium/cafeterium when available to allow for more physical distancing.
- New scripts are being developed by multiple publishing companies for digital collaboration performances. Consider purchasing.
- Focus on individual instructional techniques.
- If there are days with distance learning, use online experiences with lighting, sound, and staging techniques.
- View performances digitally and not as a live audience.
- Secure permission for streaming or digitally sharing.
- As students often have to gather shared technology once they enter the classroom, put in place new procedures to avoid lines for technology (portable devices, headphones, and etc.).
- Constant and reliable access to technology such as dedicated laptops for research and individualized instruction.
- Consider distancing requirements when creating technical crews for productions.
- Avoid theatre exercises and games that involve touching or close contact.
- PPE: Use face masks as appropriate to the medium.
- Refer to vocal music guidelines for singing in a classroom.
- Review [Music and Theatre Copyright COVID-19 Guidance](#) for virtual and in-person performances.
- Co-Curricular presentations:
 - Could be done in smaller groups in larger auditoriums with physical distancing.

VIRTUAL LEARNING (Red)

- Work collaboratively on materials and supplies plan during distance learning.
- New scripts are being developed by multiple publishing companies for digital collaboration performances. Consider purchasing.
- Instruction provided through Google Classroom and Synergy
- Focus on individual instructional techniques with group peer reviews via Zoom.
- View performances digitally and not as a live audience.
- Use online experiences with lighting, sound, and staging techniques.
- Secure permission for streaming or digitally sharing.

CLEANING / DISINFECTING

- Teachers need to disinfect shared resources between classes.
- No sharing of costumes.
- Stage make-up, microphones, shared tools/props should be avoided.

SPEECH AND ONE ACT NSAA

- Extra-curricular performances (Speech, Debate, Drama club):
 - Follow LPS Activities guidance.

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- Make connections with the [International Thespian Society](#), [Educational Theatre Association](#), and [NSAA](#).
 - Permission from publishers for streaming, recording, and presenting. Permission should also be secured by the local school system central office.
 - Support educators to deepen their understanding and practice of social and emotional learning centered in the arts and culturally-responsive arts education.
 - No field trips during the school day will occur.
 - Travel to music contests outside of the state are not allowed.

VISUAL ART



TEACHING AND LEARNING

Instructional best practices in Art include connecting, responding, creating and presenting. To maintain these practices, the following guidelines are suggested:

For ALL Learning situations:

Guiding Factors used for Art Curriculum Framework: [LINKED HERE SOON](#)

- Consider that the time you have with students may be shortened and that you may need to reduce your scope & sequence to what is essential for student learning. Two questions you might consider:
 - *What have our learners experienced?*
 - *What will matter most in the design of our curriculum for the coming year?*
- Ask yourself how you will do the following:
 - Determine the essential learning outcomes your students need during this time.
 - Learning will look differently for a while, it is okay to reimagine our curriculum.
 - Make connections to students & personal life experiences to engage creative idea making.
 - Rewrite course syllabi to reflect the essential skills, processes, ideas, and themes related to the LPS/NDE Art Standards.
 - Include a variety of diverse artists to be culturally responsive.
 - Be flexible in allowing students to take the assignment into another direction and to express their views, interests, and feelings.
 - Use devices that are currently accessible and available to students.
 - Utilize student chromebooks for process and presentations.
- Development of recorded technique and skill videos will be shared on a district site to support students' work in their lessons for the purposes of practicing. Teachers should submit and share their videos through MyVRSpot to be added to Google sites for easy access for students and teachers.
- Students need on-going feedback and will benefit from encouragement and validation based on the evidence within their artwork. Be prepared to provide regular feedback, redirection, and to help them process their reflections and feelings.
- Review [Preparing for the 2020-21 School Year](#) resources including “Tips for Returning to the Visual Arts and Design Classroom” and “Tips for Teaching Visual Arts/Design in a Distance Learning Environment” from the National Art Education Association.

IN-PERSON LEARNING (Green)

- Curriculum and classroom procedures will be as normal with careful attention to cleaning items and keeping relative physical space between students.
- Students will learn by using District-wide Themes to support possible transition to virtual learning.

IN-PERSON LEARNING (Yellow) (Orange)

- Elementary - [art on a cart](#) or outside in school outdoor garden spaces. Building Administrators and art teachers will work together to create an Art Cart. Suggestions will be provided to art teachers on how to best manage this new way of teaching and learning.
- All students will learn by using District-wide Themes to support possible transition to virtual learning and collaborative support amongst teachers.
- Incorporate cross curriculum integration whenever possible to support deeper learning and understanding of concepts. Guidelines and a framework are being developed to support teachers.
- Incorporate virtual field trips. Currently working with the UNL Sheldon, International Quilt and History museums for this school year may be simulcast rather than in person visits.
- Ensure [student engagement](#) by using Culturally Responsive Teaching and inquiry-based methodologies. Use strategies or opportunities to respond that will best suit student needs ([flipped classroom](#), [multisensory approaches](#), [embodying movement](#)), open-ended creative prompts, reinforcing effort, using cues, questions, etc.

Online Only (Red)

- Synchronous, with teachers working with students through Zoom. Instructional time for students should be limited to 10-15 minutes with teachers staying on Zoom to answer individual questions as needed. Entrance and Exit tickets given via Google Classroom and Pear Deck.
- Use technology (Google Drive / Classroom, Peardeck, WeVideo, etc.) that supports students' ability to record, evaluate, and share their thinking and process.
- Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction.

MAINTAINING DISTANCE

- Reduce class sizes to allow for increased space in between students.
- Stagger transition times (clean up, retrieving materials, etc.) so that all students in the class are not congregating in one area of the room.
- Limit or reimagine group projects so that shared materials and tools are not utilized as well as for the purpose of maintaining social distancing.
- Limit the number of students permitted in darkrooms to allow for proper physical distancing.
- Many Visual Art rooms have large student tables. Administrators, teachers & Curriculum Specialists are encouraged to work together to create a plan for students to maintain physical distancing with the furniture available. Some alternatives could include allowing flexible seating options, limiting the number of students at each table, and mobile teaching options.

MATERIALS AND SUPPLIES

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- Consider [whole school student supply kits](#) (for home and classroom): If able, provide each student a kit of individual “high touch” supplies such as pencils, erasers, drawing materials, scissors, and brushes that are carried with them or they will have at home.
 - Consider a shift in digital tools to account for available technology. When a student has access to a Google Chromebook, they will not be able to use the full Creative Cloud Suite.
 - Limit device, supply/tool sharing
 - Consider providing storage bags for students to transport their own tools.
 - Use of shared art supplies should be limited when possible, or cleaned between use.
 - Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas.
 - Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
 - Use of materials such as clay are not recommended at this time unless it is a one use only and all extra materials are disposed of after the student finishes the project. No sharing of clay. Arts Education Organizations are looking into more guidelines for this material as time develops.
 - Sharing materials such as craypas, crayons and other hard to clean materials is not recommended. Tools and equipment that can be cleaned with soap and water such as scissors, rulers, glue bottles, etc. can be used.

CLEANING / DISINFECTING

- Adhere to your state and local health departments.
- Follow the CDC guidance for cleaning and disinfecting tools and materials using an EPA-approved disinfectant. Keep all disinfectants out of the reach of children. Cleaning Guidelines can be found [here](#). Cleaning with soap and water between uses is important.
- Consider these guides for art supplies and tools:

Routine Cleaning Between Classes:

- Wipe down tables, counters and sink handles with soap and water
- Spray surface with district approved disinfectant
- Limit and distribute materials so they can be cleaned between uses

Routine Classroom Procedures:

- Students wash hands for 20 seconds upon entering room
- Students wash with soap and water: brushes or clay tools, wipe down glue bottles.
- Using paper disposable paint palettes
- Teacher cleans pencils, markers, scissors, etc.
- Limit the use of chalk and oil pastels, if using let sit for 72 hours before the next group can use.
- Consider whole school student supply or Art Kits (for home and classroom): If able, provide each student a kit of individual “high touch” supplies such as pencils, erasers, drawing materials, scissors, and brushes that are carried with them or they will have at home.
- Consider alternatives to sculptural materials such as clay or do a single use clay project. Do not recycle clay at this time for reuse with other students or other projects.
- Single-use packaged wet material (e.g. clay, paper mâché, plaster, plasticine clay, and etc.) allotments for students is recommended. Do not allow wet materials that have been touched by students to be recycled and reused during this time.
- Shared tools should be sanitized/washed after each use (brayers, paint brushes, darkroom photography tools, scissors, etc.).

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- Darkroom equipment and high touch surfaces need to be cleaned and sanitized between student use. Shared equipment, such as enlargers, pottery wheels, printers, computers, and etc. should be cleaned and sanitized between student use. Students should use hand sanitizer when entering the art room.
 - Tables and stools should be wiped down several times per day or between classes if possible.

LARGE GROUP GATHERINGS

- Consider creating digital showcases that allow students to show their work online.
- Consider photographing/digitizing all artwork created throughout the year for use in online exhibitions.
- Considering employing virtual field trips until it is safe to travel. Be mindful of the appropriateness of some artwork in galleries for younger students.

PHYSICAL EDUCATION



TEACHING AND LEARNING

IN-PERSON LEARNING (Green)

- Curriculum and classroom procedures will be as normal with careful attention to cleaning items and keeping relative physical space between students.

IN-PERSON LEARNING (Yellow)

- **Elementary** - students will stay with the class group and move to the Physical Education Instructional space (Gym, Outdoor Field, Playground area or multipurpose room.)
 - Priority should be on utilization of OUTDOOR spaces for Physical Education unless weather conditions make it challenging, uncomfortable or unsafe. Examples would include AQI (Air Quality Index) Alerts, Thunderstorms, or Excessive Heat Warnings.
 - If students are doing Physical Education outdoors, best practice would be to have them exit the building at the nearest exterior exit point to their classroom and meet the teacher in the designated area.
 - If students are located in the Gym or Multipurpose room, it will be that they utilize cones, hula hoops or other objects to identify individual student activity spaces (for distancing). They can remain engaged in spaces as necessary and while students are in a YELLOW phase, they can move freely during activity if the instructor monitors activity to ensure students are not too close when engaged in learning. Additionally, all activities should be NON-CONTACT. Tag games, sport games that allow for close

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- contact, and games and activities that require partners to participate in close proximity should not be selected.
- Individual skill work on the grade level benchmarks can easily be done with space and should be encouraged. Additionally, skills such as jumping rope and body-weight resistance activities are safe and encouraged.
 - If students are OUTSIDE, they should not require masks. If engaged in physical activity that is moderate to vigorous aerobic activity, masks can pose a risk to students, particularly those who already have compromised airway issues such as asthma.
 - If students are indoors the mask requirement should still be considered, based upon the activity engaged in and whether or not it inhibits breathing safely and effectively.
 - Students will learn concepts for PE skills that promote the safe use of physical distance, limit shared equipment, and support possible transition to virtual learning. Generally speaking, these concepts will be fitness based and can provide opportunities for students to be physically active safely as well as develop specific skills safely.
 - Students should wash hands as they enter the Gym or use hand sanitizer to reduce the spread of germs.
 - If possible, have students have a Learning Supply Kit (Individual ball, jump rope, cones and/or long or short handled implement) to take with them and avoid spreading of germs.
 - If equipment is not sufficient to provide each individual student with one of each of those, the instructor can limit the amount of equipment used and set aside “Class Sets” of equipment for each individual section that will have PE for the day. This provides the ability to not have to disinfect between each class period and instead just disinfect at the end of each school day.

IN-PERSON LEARNING (Orange)

Elementary

- It will be synchronous learning and if it is “in-school”, with teachers working with students in person, it is recommended that you blend instruction with an extended learning opportunity for home. . Instructional time for students should be limited to half of the regular class time (25 minutes in person or on Zoom) with additional asynchronous activities to do on their own.
 - If PE is taught in-person during the COVID-Orange, it is required that instruction be outdoors or in the teacher classroom. When possible, please consider outdoor space for Physical Education.
- Use technology (Peardeck, WeVideo, Flipgrid, etc.) that supports students' ability to record, evaluate, and share their skill practice and skill development.
- Consider the abbreviated PE time (25 minutes) as an opportunity for students to start a lesson, working back and forth between an “I Do” phase and a “We Do” phase. The “You Do” phase of the lesson should be captured in the asynchronous activity that you assign for students to do on their own at home. In addition, consider movement activities for physical activity that require limited directions and can be done at safe distance. Limited/no equipment is also strongly recommended. Routine activities are also encouraged, as students will easily adapt to the routines and procedures after time and will not be required to adapt or change frequently.

VIRTUAL LEARNING (Red)

- Shift instruction to Remote Learning Modules (Elementary) and to Fitness Concepts/Lifestyle Exercise and Activity (Middle/High School)
- High School - focus on fitness concepts. All specialty courses such as Swimming/Aquatics, Team Sports and to a lesser extent Lifetime Sports will switch to a Low Impact Fitness course. Courses such as Dance, Weight Training, Low Impact Aerobic Training, Fitness For Life and Outdoor Adventures will be able to continue with modified curriculum in their courses and adhere to the NDE Course Standards for those respective courses.
- Middle School - focus on Fitness Concepts Education Units for 6th, 7th and 8th grade and continue to utilize the modular learning tools that were developed in the spring (HyperDocs, Fitness Plans, etc.) During synchronous learning, instruction should focus on the skill concept or fitness concept you are teaching and provide demonstration, assistance with the skill and instructions for practice at home after the lesson.
- Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction as well as video feedback tools including flipgrid.
- Elementary PE will consider Remote Learning Google Site for continued development and curation of content for use by the teacher.
- Students will need to use LPS approved tech tools on Chromebooks. Instructional videos and performance assessments using Flipgrid.

CONSIDERATIONS FOR SPECIALTY COURSES (High School)

- **Weight rooms:**
- NSAA Summer Guidance <https://nsaahome.org/summer-activities-update/>
- How do you ensure that physical distancing (6ft apart) is practiced? (e.g. Tape/floor markings, spacing of equipment, smaller groups) Can you avoid lifts that require a spotter in order to better maintain physical distancing and try to use dumbbells as much as possible?
- How can you ensure proper ventilation and airing out of weight rooms after disinfection? If opening windows is not an option, then is a fan available?
- How and who ensures the cleaning or disinfecting of weights after use?
- Clean equipment after each use (follow CDC cleaning guidelines)
- How and who ensures the cleaning or disinfecting of area and mats after use?
- Disinfect area after each class or group is finished, before the next enters (follow CDC cleaning guidelines).
- How to ensure that enough cleaning supplies and PPE are available?
- Can students all be required to bring their own water bottles to reduce the use of drinking fountains?
- Do you have the ability to sanitize or wash hands before and after using the weight room? How do you maintain supply of sanitizer? What do you do about sink availability?

Swimming Pools:

- How do you ensure that physical distancing (6ft apart) is practiced? Can you determine class size based on the number of lanes the pool has (recommended 1 student per lane if using the full length of the pool)? Do you have lane ropes to separate each lane and student?

Avoiding group events, gatherings, or meetings both in and out of the water if physical distancing of at least 6 feet between people who don't live together cannot be maintained (i.e. swimming lessons, community free swim hours).

- What equipment is needed for class (e.g. goggles, kickboards, pull buoys, noodles)? Can each student be checked out their own equipment?

Discouraging people from sharing items that are difficult to clean, sanitize, or disinfect or that are meant to come in contact with the face (i.e. goggles, nose clips, and snorkels).

- How, who and how often is equipment and locker rooms sanitized after use? (follow CDC guidelines for pools: <https://www.cdc.gov/coronavirus/2019-ncov/community/parks-rec/aquatic-venues.html>)
- Is your school requiring facemasks to be worn when feasible? If so, can facemasks be worn up until the point of entering the water?

Masks are not advised in the water as the fabric swells and makes breathing difficult.

CLEANING / DISINFECTING

- Adhere to your state and local health departments.
- Follow the CDC guidance for cleaning and disinfecting individual-use equipment (balls, jump ropes, scarves, etc.) and stationary use machines and gym equipment (weights, balance beams, tumbling mats, etc.) All PE supplies should be itemized and you should use an EPA-approved disinfectant. Keep all disinfectants out of the reach of children. Cleaning Guidelines can be found [here](#). Cleaning with soap and water between uses is important.
- Consider whole school student supply or PE packs (for home and classroom): If able, provide each student a kit of individual supplies such as a ball, jump rope, scarves, implements, and other manipulatives that are carried with them or they will have at home.
- Consider utilizing class section equipment that is separate for each section. You can then save yourself time from having to prep/disinfect each piece of equipment between classes and just disinfect it all at the end of the day each day.
- Consider having disinfecting material at each station for older students to disinfect equipment between group use. This is ideal for environments such as weight rooms that many students share several fixed-equipment pieces.
- Shared tools should be sanitized/washed after each use.
- High touch surfaces need to be cleaned and sanitized between student use. Shared equipment, such as weight benches, barbells, dumbbells, pull-up bars, treadmills, elliptical machines, yoga mats, stretching mats, rowers, bicycles, etc. should be cleaned and sanitized between student use. Students should use hand sanitizer when entering and leaving the gym, weight room, aerobics room, or additional Physical Education spaces.
- Initially, it will be advised that locker room spaces are not utilized and that students engage in Physical Education with safe clothing that they either wear to school or can put on without the need of locker spaces (e.g. student putting tennis shoes on instead of their flip flops)

[SHAPE AMERICA GUIDELINES FOR SCHOOL REENTRY \(June, 2020\)](#)
[NEBRASKA DEPARTMENT OF EDUCATION FALL 2020 GUIDANCE FOR PE/HEALTH \(June, 2020\)](#)
[ASPEN INSTITUTE RETURN TO PLAY GUIDANCE DOCUMENT \(May, 2020\)](#)
[NFHS GUIDANCE FOR HIGH SCHOOL ATHLETICS \(May, 2020\)](#)

PHYSICAL ENVIRONMENT

Select a location for physical education instruction where students and staff can respect physical distancing guidelines and remain 6 feet apart. If available facilities do not have sufficient space, class sizes should be adjusted appropriately to allow for physical distancing of 6 feet apart.

Classes should not be combined, and class size should not be increased for physical education instruction. More space for instruction may be required for physical education class due to increased respiration of students when participating in moderate-to-vigorous physical activity.

Evaluate available outdoor spaces on school property. When possible, use outdoor spaces for physical education instruction. When outdoors, avoid the use of playground equipment, benches, or other permanent structures.

If students are required to remain in the same classroom for all instructional periods throughout the day, have physical education teachers rotate through classrooms to deliver instruction. Ensure that physical education teachers are familiar with the classrooms and spaces where instruction will be delivered so they may adjust their lessons and activities appropriately based on the space available.

If using the gymnasium or multipurpose room for instruction, keep the doors and windows open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. Consult with the school-wide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff.

Consider postponing or modifying units of instruction that take place in school weight rooms or swimming pools and/or consult local community COVID-19 guidelines on the use of these type of facilities.

Coordinate with classroom teachers and the school-wide COVID-19 response team on a plan for transporting students from the classroom to the physical education space (e.g., gymnasium, outdoors, multipurpose room). Give students guidance on how to safely transition between classrooms while still maintaining physical distancing. Plan time to practice these transitions with students.

Provide visual guides and signs on floors and in hallways to help facilitate physical distancing as students and staff move from classroom to classroom. Ensure that students and staff with disabilities have proper accommodations and guidance to follow these cues.

Advise students to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors. It is recommended that schools eliminate the use of locker rooms and the requirement that students must change into a physical education uniform for participation in physical education.

Plan to incorporate marked off areas (e.g., poly spots, cones, visual aids, signs) to ensure physical distancing among students and reduce cross contamination. Sanitize all equipment between class periods.

Consult with the school-wide COVID-19 response team and [CDC guidance](#) on proper sanitation procedures for cleaning high-touch surfaces in your facility (e.g., doorknobs, tables, handles). Surfaces like walls and floors do not require additional sanitation and will only require standard cleaning. Ensure that cleaners and disinfectants are stored properly and out of reach of students.

Drinking fountains should be cleaned and sanitized frequently or deemed out of service. Encourage students and staff to use individual water bottles.

PERSONAL HYGIENE

Have students and staff wash or sanitize hands as they enter and exit the class. Teach students proper hand hygiene, respiratory etiquette, and physical distancing guidelines. Use CDC downloadable resources on [handwashing](#) as visual cues and reminders.

Face coverings should be worn by staff and encouraged for students (particularly older students) if feasible and are most essential in times when physical distancing is difficult. Teachers who provide instruction to English-language learners or students with hearing impairments may need to make modifications, such as wearing a clear face covering.

Face coverings are not recommended for anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Ensure proper physical distancing and air flow when students are unable to wear face coverings.

Consult with the school-wide COVID-19 response team and school nurse on proper protocol for students with asthma or other underlying conditions which may prohibit them from wearing face coverings.

Consult with the school-wide COVID-19 response team and the school nurse on proper protocol for students wearing face coverings when participating in moderate-to-vigorous physical activity, especially for students with asthma or other chronic conditions.

Use CDC guidance to teach students how to properly [wear and remove face coverings](#) and why they are important for protecting students and staff from the spread of COVID-19.

Recognize and address the stigma that may occur as a result of COVID-19 when students cough or sneeze or are unable to wear face coverings due to underlying conditions.

EQUIPMENT SAFETY & SANITATION

Consult with the school-wide COVID-19 response team and [CDC guidance](#) on proper physical education equipment sanitation procedures.

Inventory physical education equipment at the school to identify which pieces of equipment can be easily and effectively sanitized. Cloth or porous materials are more difficult to properly sanitize than vinyl or plastic materials.

Limit the use of physical education equipment and eliminate the use of equipment that would be passed between or shared by multiple students throughout a class period.

For equipment that will be touched or handled by students, assign each student their own piece of equipment for that class period. Properly clean and disinfect equipment between classes. If there is not equitable access to equipment for all students or if equipment cannot be properly cleaned and disinfected between classes, avoid the use of equipment altogether.

If using equipment, keep extra materials available in case a piece of equipment being used by a student becomes dirty or unsanitary during a lesson or activity.

Equipment that will be touched or handled by students should be cleaned with soap and water and then disinfected with an [EPA-approved disinfectant](#) that is effective for COVID-19 and is safe for that piece of equipment (check manufacturer recommendations). Disinfectants should only be used on materials that students are not likely to put in their mouths.

Staff should be properly trained on how to safely apply disinfectant and have access to the appropriate personal protective equipment needed. Ensure sufficient ventilation when applying disinfectants. Follow the directions listed on the disinfectant label. Make sure disinfectants are stored appropriately and out of reach of students. Always consult with the school-wide COVID-19 response team before creating a plan for sanitizing equipment.

Some materials (porous or cloth material) cannot be effectively cleaned and should be removed from instructional areas (e.g., area rugs, pillows, cushions).

Keep each student's belongings in a separate, safe and clean space such as individually labeled cubbies, lockers, or areas. Consider purchasing baskets to hold individual student belongings if previously mentioned spaces are not available.

INSTRUCTIONAL STRATEGIES

Continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing.

Teachers should use a microphone and speaker when delivering instruction to students. The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.

Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games).

Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.

Include opportunities for student choice and incorporate student-suggested activities when appropriate.

Ensure lessons are planned around the available space for instruction.

Identify activities and units that can enhance the development of health education skills (e.g., self-management, interpersonal communication).

RECESS (Elementary School and Middle School-lunch)

Recess should not be eliminated in LPS if schools are operating under a model of in-school instruction with physical distancing. Recess helps students achieve the recommended 60 minutes of physical activity per day for children and adolescents, which can improve strength and endurance, enhance academic achievement, and increase self-esteem. Recess also helps students practice social skills such as cooperation, following rules, problem-solving, negotiation, sharing, and communication. Opportunities for free play, to engage in physical activity, and to practice social skills are especially important during the COVID-19 pandemic. Should LPS be operating in a **RED DIAL**, we have developed criterion for considering “Remote Recess” throughout the virtual school day with identified activities in the arts, music and Physical Education for students to participate. Considerations for in-school instruction with physical distancing guidelines (**ORANGE, YELLOW**)

- Evaluate available indoor and outdoor spaces on school property that can be used for recess. Identify multiple areas where recess can be held for different cohorts of students to minimize crowding. Whenever possible, use outdoor spaces for recess.
- If using indoor spaces for recess, keep the doors and windows open to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. Consult with the schoolwide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff.
- Develop a plan for transporting students from the classroom to the designated recess area. Give students guidance on how to safely transition between areas while still maintaining physical distancing. Plan time to practice these transitions with students.
- Provide adequate adult supervision for recess. Ensure recess supervisors are trained in strategies to assist students in maintaining physical distancing and student conflict resolution, especially considering the impact of potential student trauma caused by COVID-19.
- Have all students wash their hands BEFORE and AFTER recess time. Develop a plan and routines for this to ensure that students are able to efficiently transition to recess and back to the classroom accordingly. PRACTICE these hand washing steps initially so that students are able to build this into a routine.
 - Have students and staff wash or sanitize hands before and after recess. Use CDC [downloadable resources](#) on handwashing as visual cues and reminders.
- Significantly limit or eliminate the use of playground equipment or play structures. If playground equipment must be used, it requires normal, routine cleaning. Targeted disinfection may be appropriate for high-touch surfaces like railings. Consult with the school-wide COVID-19 response team and CDC guidance on playground and recess play equipment sanitation procedures.
- Use painted play spaces or create play areas with stencils or cones to designate zones to help students identify how to safely comply with physical distancing guidelines and to provide sufficient opportunities for free choice during recess.

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- Encourage recess games and activities that do not require physical contact or for students to be in close physical proximity with each other.
 - Limit the use of recess play equipment (e.g., balls, frisbees) and eliminate the use of equipment that would be passed between or shared by multiple students.
 - IF POSSIBLE: Provide each classroom with a “recess pack” of equipment for those student sections only. This reduces the number of students using shared equipment significantly.
 - If using play equipment, keep extra materials available in case a piece of equipment becomes dirty or unsanitary during an activity.
 - Play equipment that will be touched or handled by students should be cleaned with soap and water and then disinfected with an EPA-approved disinfectant that is effective against COVID-19 and is safe for that piece of equipment.

Additional Resources:

NDE Digital Resources for PE and Health:

<https://cdn.education.ne.gov/wp-content/uploads/2020/03/DigResources-4-PE-WithLinks.pdf>

Health and PE Professional Development Menu:

<https://cdn.education.ne.gov/wp-content/uploads/2020/06/Online-Professional-Development-Opportunities-2.pdf>

E-Learning Guidance: <https://www.education.ne.gov/educational-technology/e-learning-days/>

SHAPE America, CDC and Kaiser Permanente Return to Play Guidance

Centers for Disease Control and Prevention Guidance and Considerations

- [Interim Guidance for Schools and Day Camps](#)
- [School Decision Tool](#)
- [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)
- [Considerations for Schools](#)
- [An Initial Guide to Leveraging the Power of Social and Emotional Learning](#) – CASEL
- [School Reentry Considerations for Supporting Student Social and Emotional Learning and Mental and Behavioral Health](#) – American School Counselor Association and National Association of School Psychologists
- [Return to Play Considerations](#) – The PLAY Sports Coalition and National Council on Youth Sports
- [Guidance for Opening Up High School Athletics and Activities](#) – National Federation of State High School Associations
- [Return to Play, COVID-19 Risk Assessment Tool](#) – Aspen Institute

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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Guidance Document

Guidelines for K-12 Online Physical Education

Introduction

High quality physical education provides students with a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportspersonship, self-efficacy and emotional intelligence. Regardless of the mode (face-to-face, hybrid or online), the goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

SHAPE America does not view hybrid and online physical education (OLPE) as a medium to replace face-to-face instruction or instructors, but as an alternative method of instruction to fit the needs of students. Additionally, SHAPE America believes there should always be a face-to-face option for physical education because online learning is not appropriate for all students. Considering these points, schools and districts should consult with physical educators, parents, students and other stakeholders when considering offering hybrid and/or OLPE options. Lastly, schools and school districts should consider the implications, implicit and explicit, of offering physical education online.

The purpose of this guidance document is to provide assistance to administrators and teachers who are currently utilizing hybrid and OLPE courses, but also for those who are considering including this as an academic option for their students. This document includes not only support for achieving appropriate practices, but practical suggestions and resources to help administrators and teachers ensure effectual learning is happening in their online environment.

One of the biggest criticisms of online physical education is that students are not being physically active and engaged in motor skill learning (Buschner, 2006; Buschner, 2014; Mosier, 2012; NASPE, 2007; Ransdell, et al., 2008; Rhea, 2011). SHAPE America considers the development of motor skill competence as the highest priority of physical education because of its impact on student engagement, intrinsic motivation, perceived competence, participation in physical activity, and sufficient levels of health-related fitness.

Teaching physical activity and motor skill development is what makes physical education unique and different than any other subject in the K-12 curriculum and thus must be the central component of any OLPE course.

6 Guidelines for K-12 Online Physical Education

Appropriate Practices & Recommendations

This section provides guidelines and recommendations related to appropriate practices in online physical education. These recommendations are divided into the following categories:

- Curriculum
- Learning Environment and Instructional Strategies
- Student Prerequisites
- Assessment

These practices and recommendations are based on research and best practices related to teaching OLPE. The practices are not meant to be an exhaustive list, but a guide to help teachers and administrators consider the multitude of decisions that go into designing a high-quality, standards-based curriculum.

For a list of appropriate practices related to face-to-face physical education, be sure to read SHAPE America's [Appropriate Instructional Practice Guidelines](#).

OLPE for Individuals Receiving Special Education Services

All students must be afforded the same opportunities to participate in public school programs. The students must be provided accommodations and modifications as necessary, based on the individualized education program (IEP) team decisions.

OLPE teachers must be proactive and consult with the IEP team if they have a student in their course with an IEP. It is not likely that the IEP will have accommodations needed for an online course; as such, OLPE teachers should reach out to discuss appropriate accommodations and modifications. If a parent, student or educational team member is considering the online learning program for physical education, the IEP team should meet to discuss:

- If the student is at the secondary level and demonstrating competency in prior grade-level outcomes, especially in the psychomotor domain.
- If the student can address all the state and/or national physical education content standards through the online learning program.
- Tailoring the program to suit the student's specific needs as indicated in the IEP.
- If the online learning program is the student's least restrictive environment as required by the Individuals with Disabilities Education Act [IDEA §300.114(a)(2)].

The decisions made by the IEP team will be based on the student's performance data and the current supports and services indicated in the student's IEP. Students participating in the online learning program and receiving special education services should be monitored by an adapted physical education teacher/physical education teacher (as specified by the local education agency).

7 Guidelines for K-12 Online Physical Education

Appropriate Practices	Inappropriate Practices	Practical Recommendations
Curriculum		
Continually assess and revise online course to keep up with trends, technology and content.	Reuse the same course indefinitely with minimal to no changes or updates to content or technology.	Review courses regularly, at least every two to three years, to keep pace with current trends and issues in online education. Collect data on course satisfaction from course completers and non-completers using a formal process, such as a survey.
Address all state and/or national physical education content standards, including any other required standards (Common Core, ELA, Technology, etc.).	Course is only fitness-focused (i.e. does not meet all state and/or national content standards).	Review your state and/or National Standards for K-12 Physical Education and ensure you have elements of each in your course.
Learning Environment and Instructional Strategies		
Get parents involved with their child's learning.	No communication or involvement with parents in the student's learning.	Give assignments that include parents, such as interviewing the parents about their activity preferences or a physical activity assignment to be active as a family.
Allow for student choice so students can choose where, when and how to be physically active.	Does not provide choice for physical activities; for example, prescribing specific activities (e.g., running) as opposed to categories of activity (e.g., cardiovascular).	Allow students to choose activities they enjoy within categories of fitness. This could also include having them explore local physical activity options and/or investigate what meetup groups are active in their neighborhood.
Promote independent learning.	Does not promote independent learning. Course is heavily dependent on lectures.	Provide opportunities for students to design, monitor and evaluate their own physical activity including reflecting on their successes and setbacks.
Balance screen time and physical activity time.	Does not promote or include activities that don't involve screen time.	Include activities and assignments away from the computer, tablet or mobile device, such as evaluating local play spaces and being physically active outside.

8 Guidelines for K-12 Online Physical Education

Learning Environment and Instructional Strategies (cont.)		
Have policies related to communication type and frequency.	No communication policies/expectations are present or transparent to parents and students.	Teachers should have one-on-one communication with students on a weekly basis and parents on a monthly basis. This communication should include the occasional contact via synchronous methods (e.g., video, phone call, and/or text messaging).
The physical education teacher is credentialed and has participated in training and professional development related to online learning.	The teacher is non-credentialed teacher and/or has never had any professional development related to online learning.	Require annual professional development related to online learning for all teachers who will be teaching online courses.
Student Prerequisites		
Allow OLPE only at the secondary level to students who have demonstrated competency in prior grade-level outcomes, especially in the psychomotor domain.	Allowing OLPE at the elementary level or to students lacking competency in basic movement patterns. These groups are still working on fundamental movement skills and are dependent learners.	Only allow OLPE courses for students for whom it is developmentally appropriate; ensure student success is at the forefront of all curricular decisions.
Have prerequisites to better ensure student success in OLPE.	No prerequisites or criteria for enrollment.	Set criteria for GPA, skills tests, and consider the use of online readiness tools (Example 1 , Example 2 , and Example 3).
Assessment		
Utilize technology to verify participation and support learning gains in physical activity with the goal of meeting the CDC physical activity recommendations of 60 minutes of moderate- to-vigorous physical activity per day.	Only using self-report activity data.	Use heart rate monitors, pedometers, and other activity trackers, including GPS features on smartphones.
Assess all state and/or national physical education standards including both formative and summative assessments	Does not assess all state and/or national physical education standards.	Have a range of assessments that target all state and/or national physical education standards.