

LONGWOOD CENTRAL SCHOOLS

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Department of Music & Fine Arts Fall, 2020 Re-Opening Suggestions

(Updated August 9, 2021 with current information for re-opening)
(Updated September 1, 2021 with CDC & NYSDOH Guidance)

The arts educators of the Longwood Central School District have contributed to the creation of this document that will show current, accurate data that can assist in the continuation of our delivery of a quality, sequential arts education while adhering to the [New York State Learning Standards in the Arts](#), and those for family & consumer science on the [middle](#) and [high school](#) levels.

It will act as a guide for our district's Reopening Task Force and offer suggestions as we continue to work collaboratively with other stakeholders and be a part of the district's systematic planning process for reopening in the fall of 2020. It will be a fluid document, updated periodically as information from our professional associations and/or national health organizations is released.

Its overall purpose is to offer suggestions as to HOW the Longwood Central School District will temporarily change the delivery of arts education to students during the COVID-19 Pandemic in preparation for a return to normalcy. This will be done based on suggestions from the aforementioned professionals across the country.

This document consists of information gathered from two updates made during the summer of 2021 as the District prepared to open under safety guidelines.

SCIENCE IN THE PERFORMING ARTS

In a study released in July, 2020, researchers from Colorado State University aimed to determine how far airborne particles and droplets are projected by those playing wind and brass instruments, and from singers, actors and dancers, and whether steps can be taken to protect both performers and audience members from the risks of co-exposure to COVID-19. "Humans are known to emit aerosols (airborne particles of various sizes) from their respiratory tract through actions such as regular breathing, forced-air breathing (i.e., playing musical instruments or exercising), vocalizing, sneezing, and coughing. (Goble, et al., 2020, p. 1) According to Tellier (2006), "by definition, aerosols are suspensions in air (or in a gas) of solid or liquid particles, small enough that they remain airborne for prolonged periods because of their low settling velocity."

The study was conducted because Goble suggests, "only scant evidence exists to document the rate of aerosol release during performing arts activities and whether there are effective means to control such releases (and reduce the risk for human exposure). (ibid)

Community Unity...Be A Part Of The Pride

An international consortium of arts organizations have funded a study by the National Federation of State High School Associations to address the effects of COVID-19 on the performing arts community.

Familiar organizations include the American Choral Directors Association (ACDA), the New York State School Music Association (NYSSMA), the National Association for Music Education (NAfME), the Country Music Association (CMA), the International Society for Music Education (ISME), the Educational Theater Association (EdTA) and the League of American Orchestras.

A major part of this study showed Schlieren tests, photographic processes used to show how fluids of varying density flow through the air, performed on various performers. Doing so focused on the distribution of respiratory aerosols that are released while playing wind and brass instruments, singing, acting, speaking, dancing, and during a simulated aerobic activity. Links to these processes are placed later in this document.

For the arts, face-to-face instruction is ideal, perhaps even necessary, for knowledge and skill development and hands-on practice. However, the pandemic has caused our circumstances to be far from ideal, and blended or remote instruction may be judged necessary or beneficial to protect health and safety.

Medical Physicist Dr. Jonathan Links from The Peabody Conservatory of Music at Johns Hopkins University stated in a July 8, 2020 webinar, “We are informed by science, but it doesn't have enough certainty to prescribe what we should do. We can only do our best to control all possibilities of transmission.” and suggests organizations should build a system that “will allow you to complete your mission and reduce risk.” (Bush, 2020)

SOCIAL AND EMOTIONAL LEARNING IN THE ARTS

The benefits of music and arts education on the human condition have been well-documented, each being named specifically among the *Well Rounded Courses* delineated in the ESSA Law of 2015. (Every Student Succeeds Act, 2015)

Students are responsive to the needs of their respective communities. Their participation in concerts, athletic events, stage productions, parades, and art exhibitions are an integral part of the cultural fabric of America. Arts education programs are an integral part of the educational process and bring enormous intrinsic value through the exposure to and cultivation of creativity in students.

More than fifty (50) arts organizations, education organizations, and corporations signed on to a statement entitled *Arts Education is Essential* that says, in part:

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 (National Association for Music Education, 2020).

The fine, culinary and performing arts education programs at Longwood must remain active and continue to provide students with equal access to them. With flexibility and support, they can continue with modifications made based on health recommendations.

In addition to maintaining artistic skills, continuing these courses in a virtual environment will also fulfill essential social and emotional needs.

CDC RECOMMENDATIONS FOR LARGE GROUP GATHERINGS

In addition to the district's athletic program, Longwood's fine and performing arts programs draws crowds to its concerts, stage productions and art shows in excess of one-thousand (1,000) people.

These events would fall into the *Highest Risk* category established by the Centers for Disease Control and Prevention (CDC) defined as "Large in-person gatherings where it is difficult for individuals to remain spaced at least 6 feet apart and attendees travel from outside the local area." (Centers for Disease Control & Prevention, 2020).

Weaver, et al. (Nov 2020) stated that CDC guidelines "for social distancing of six by six feet, with nine by six feet for trombone players" remains consistent with the earlier study.

The CDC defines a "gathering" as "a planned or spontaneous event, indoors or outdoors, with a small number of people participating or a large number of people in attendance such as a community event or gathering, concert, festival, conference, parade, wedding, or sporting event" (ibid).

Butler, in Sun and Janes, recommends the use of face masks and a six-foot distance between people to prevent the spread of COVID-19. "They are not regulations. They are not commands...they are recommendations or even suggestions ... how you can have a gathering that will keep people as safe as possible."

Should social distancing regulations still be in place, Longwood's public concerts and stage performances could continue with additional events needing to be scheduled. For example, student musicians could be spread out among the stage and the "pit" in front of the stage, and audience members would be asked to keep a six foot distance between each other. The Eighth Grade Orchestra could perform in front of an audience from 7:00 - 7:30 p.m., the Chorus from 7:30 - 8:00 p.m. and the band from 8:00 - 8:30 p.m. Audiences would enter the auditorium through one door, and exit through another.

In the case of distance learning, all of the above could be broadcast remotely via LiveStream.

Medical professionals at Johns Hopkins University worked with colleagues at the Peabody Conservatory's music program to study the health and safety of performing musicians. Their research focused on how the virus is transmitted through aerosols and droplets from singing and playing a wind instrument such as a flute, recorder, trumpet, and saxophone. In July of 2020, three doctors participated in a webinar to inform the country's music education community: Medical Physicist Dr. Jonathan Links, Epidemiological Statistician Dr. Steven Gange, & Pediatrician Dr. Aaron Milstone. Dr. Links presented the conservatory's Four Pillars of Safety:

Masking, consisting of cloth face coverings; Distancing, including the well-known "six-foot rule" as somewhere to start, not end; Hygiene - Hand-washing and cleanliness of surfaces; and Room Ventilation that includes air exchange and filtration to address the smaller aerosols for which the six-foot rule doesn't apply.

He clarifies the reasoning for wearing masks is because, “ the primary purpose of a healthcare worker wearing a PPE, personal protective equipment, is to protect the wearer. The cloth mask protects everyone else. This is an important distinction” (Bush, 2020).

Links (in Bush, 2020) continues to clarify aerosols and larger droplets by stating, “If we were to measure the smaller aerosols or larger droplets that come out of your mouth naturally vs. their dissemination when coughing, sneezing, etc., we would see a distribution of sizes of small particles in the air. Larger droplets could have virus particles in them. The six-foot rule came to be because the vast majority of large droplets settle in the air about six feet from the person” (ibid).

In an update on August 20, 2020, the CDC recommended the following guidelines to resume performing arts activities for school administrators:

[That they] make decisions about restarting extracurricular performing arts activities, in collaboration with local health officials, based on a number of factors. These include the level of community transmission, whether cases are identified among students, teachers, or staff, what other indicators local public health officials are using to follow COVID-19, and whether student, teacher, and staff cohorts are being implemented within the school. (CDC, August, 2020)

Specific guidance for theater programs recommend three factors:

- Limiting, where possible, sharing of props, costumes, and wigs.
- [Clean and disinfect](#) dressing rooms, green rooms, and production areas using an EPA-registered disinfectant
- Consider holding virtual or outdoor performances instead of indoor performances (ibid)

Risk Mitigation

Milstone suggests, “We don’t live in a zero-risk environment. We have learned about how the COVID virus has spread, but there are many things we still don’t know.”

He concurs with Links regarding the wearing of masks by stating, “Our healthcare system has required masking. The goal of wearing a mask is to catch respiratory droplets. It protects everyone from you. If someone is pre-symptomatic or asymptomatic, the mask catches the small droplets during coughs, sneezes, or loud speaking. When people are in close contact, we recommend masks and face shields” (Bush, 2020).

However, the study by Weaver, et al., (2021) updated as part of a third release in July, 2021 showed that “face shields are only effective at close range to stop large droplets; they do not prevent aerosol from being inhaled or released unless a mask is also worn.” (p. 1). More, “plexiglass partitions or barriers between musicians are not recommended due to room HVAC system design limitations. Areas where aerosol can build-up are a concern in the use of plexiglass partitions. (ibid)

Both Milstone and Links agree that society must continue to be flexible and resilient as the epidemiology of the pandemic continues to change. Links states, “we need honesty and fortitude as we will need to change plans. Today’s plans will be different in three or four weeks.” (ibid) In discussing the transmission of the virus, Milstone, a pediatrician, states, “Kids will get COVID by touching something and touching their nose, eyes, or eating. We must all continue to wash their hands. (ibid)

Escombe (2007) explains that opening windows and doors maximises natural ventilation so that the risk of airborne contagion is much lower than with costly, maintenance-requiring mechanical ventilation systems. “Natural ventilation costs little and is maintenance free, and is particularly suited to limited-resource settings and tropical climates, where the burden of TB and institutional TB transmission is highest. In settings where respiratory isolation is difficult and climate permits, windows and doors should be opened to reduce the risk of airborne contagion.”

LONGWOOD’S MUSIC PROGRAM

General/Classroom Music

As space will be a concern for students in all classrooms, those in general music classes should be able to be spaced out further on the floor to participate. Mallets/Drums/Orff Instruments can be wiped down before class ends.

Links (in Bush, 2020), states, “You [don’t have enough time to] defog a room after each class. We need to pay attention to high-touch surfaces that could be cleaned multiple times per day.” This would include small xylophones, finger cymbals, rhythm sticks, etc. “Sitting on a carpet on the floor is a concern. It will need to be cleaned often.” (Bush, 2020)

Performing Ensembles

Because there will be no changes made to the master schedules at our schools, some of our ensemble rehearsals will be team-taught and broken down by sectionals. At Longwood Junior and Senior High Schools, teachers will continue to teach five periods:

Band	Orchestra	Chorus
Team-Teaching Bands	Team-Teaching Orchestra	Team-Teaching Chorus
Woodwinds	Violin	Sopranos
Upper Brass	Viola	Alto
Lower Brass	Cello	Tenor
Percussion	Bass	Bass

Rather than traditional music selected for full ensemble, conductors could take advantage of this scenario to teach other musical literature written for Brass, Woodwind, String, Vocal Ensembles.

Rehearsals

- * While Team-Teaching at the high school, staff can each take a portion of an ensemble to a different, larger space like a stage rather than our classrooms. This could be done in place of a scheduled duty.
- * As ensembles rehearse at different times throughout the day at the junior high school, conductors can assist their peers with ensembles needing to be split as general music teachers continue with their set teaching schedule.
- * Create one-way traffic patterns for entry and exit of rehearsal rooms.
- * Limit student access and student numbers in all storage spaces and create one-way traffic in *all* student access spaces.

- * Expect to allow more time for entry, exit and cleaning. This will result in less actual playing time in each rehearsal.
- * Students should not share sets of music. Music should be sent and accessed electronically, when possible (ABA, 2020).
- * String players and vocalists can wear clear masks as it is important for a conductor to see the shape of a performer's mouth in rehearsal. (Links in Bush, 2020).

In July, 2021, Weaver, et al suggests that school music programs continue to adhere to these guidelines and have updated their recommendations by suggesting a reduction in spacing between musicians from six feet to three feet (Weaver, 2021)

In an update published August, 2020, the Suffolk County Department of Health Services recommended a continuation of a six foot distance between wind players and singers. More, they state, "mask guidance remains unchanged from the end of the prior school year in June 2021 consistent with CDC recommendations. Per existing CDC guidance, all students, staff, and visitors must wear masks indoors regardless of vaccination status. Mask wearing is not required outdoors." (SCDHS, 2021)

However, on August 5, 2021, the Center for Disease Control published the following statement:

Given new evidence on the B.1.617.2 (Delta) variant, CDC has updated the guidance for fully vaccinated people. CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status. Children should return to full-time in-person learning in the fall with layered prevention strategies in place.

In addition to universal indoor masking, CDC recommends schools maintain at least three feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least three feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as screening testing. (CDC, August, 2021)

On August 30, 2021, school administrators received guidance from the New York State Department of Health in the form of an email sent at 5:45 p.m. It contained information specific to playing an instrument or singing in a school setting:

Effective immediately, in accordance with the Commissioner's Determination issued pursuant to 10 NYCRR 2.60, any person over the age of 2 (including all students, personnel, teachers, administrators, contractors, and visitors) must wear masks at all times indoors in P-12 school buildings, regardless of vaccination status.

People with medical or developmental conditions that prevent them from wearing a mask may be exempted from mask requirements, as documented by a medical provider. People do not need to wear masks when eating, drinking, singing, or playing a wind instrument; when masks are removed for these purposes, individuals must be spaced six feet apart. All mask requirements must be applied consistently with any state and federal law (e.g., Americans with Disabilities Act). Including as follows from within the CDC Guidance:

“Because of the importance of in-person learning, schools should implement physical distancing to the extent possible within their structures but should not exclude students from in-person learning to keep a minimum distance requirement.” (NYSDOH, 2021)

In August, 2020, the Longwood School District received a donation of eight hundred face shields from the D’Addario Corporation. These face shields enabled our student musicians to begin the year in as safe a manner as possible. Sectional rehearsals began safely in grades four through twelve with a twelve foot distance between each student.

In November, 2020, the Longwood School District received a donation of eight hundred face masks from the Give a Note Foundation. Specially designed for brass and woodwind players, these masks have a fabric flap over an open hold big enough to hold a mouthpiece. This enabled our student musicians to continue rehearsing in a more comfortable manner. It is hoped that we receive another donation from the Give a Note Foundation in the form of bell covers.

Use of Bell Covers

An update to the August, 2020 study by Weaver, et al., released November 13, 2020, showed that the use of bell covers and surgical-style masks or those with a slit for a mouthpiece can “reduce aerosol emission by between sixty and ninety percent.” Specifically, those that perform on “flute or recorder should use a protective cloth covering at the end of the barrel.” (p. 1) The study found that vocalists who wear a “well fit three-layer surgical-style mask [also] reduce aerosol emission.” (ibid)

According to the updated study, bell covers diffuse air coming out of an instrument bell causing the plume to not be as concentrated. However, the samples are also not as concentrated as when playing without a bell cover. Samples taken at the bell of several instruments did not take into account what is expelled at keyholes.

In various appendices, Weaver conducted experiments to determine the amount of aerosol being expelled from various instruments. Each test lasted four to five minutes with the Aerosol Production Study (APS) averaging over one minute for each sample. while holding a note for one minute on various instruments while using a three-layer surgical-style mask attached to the bell with a rubber band. It was determined to be fifty-nine percent more effective in containing aerosols.

Ventilation and Air Exchange in Rehearsals

In a webinar sponsored by the Peabody Conservatory of Music, Dr. Links (in Bush, 2020) stated,

All of us are sympathetic with the challenges musicians are facing. When a musician takes off their mask to perform, the primary question is not, ‘What can we do to protect them’, it is ‘What can we do to protect everyone else?’ Accompanists and instructors are in the room too. We need better ventilation and more distancing in the room.

If we were to measure the aerosols or larger droplets coming out of your mouth naturally vs. coughing, sneezing, etc., we would see a distribution of sizes of the particles in the air. Larger droplets could have virus particles in them. The six-foot rule came to be because the vast majority of large droplets settle in the air about six feet from the person. Is 10 feet or larger better? Of course.

In a healthcare setting, face shields are an important complement to a mask to protect

the wearer. It's not a substitute for a cloth mask to protect everyone else. We have discarded the notion of a face shield as a substitute for them. We're not against them as a complement.

In a study lead by Weaver, et al. (Aug, 2020), Schlieren tests were used to show scientific evidence of how aerosols are distributed while reciting the alphabet, singing, playing trombone and playing clarinet. The goal was to "identify flow pathways which would carry emitted particles" in vocal and instrumental performers. (p. 10)

In the updated study by Weaver, et al., (Nov 2020) the following recommendations remain:

- * Maintain a distance of six feet between musicians (nine feet for trombonists)
- * Rehearsal time should remain at thirty minutes
- * Rehearsal space should be cleared for one air change before the next rehearsal
- * Outdoor rehearsal is best for airflow
- * Carefully empty spit valves
- * Wash hands

Use of Musical Instruments

In continuing their discussion on concerns for larger droplets more than smaller ones, they suggested the use of face coverings in a choral or orchestral rehearsal. However, the concern for playing a wind instrument is with the larger droplets that are collected in a brass instrument and disposed of via the spit valve. Wever & Spede (2020, p. 44) agree with Links (2020) and the American Bandmasters Association in advising that band rehearsal rooms be provided central "condensation" dump sites (buckets or lined garbage cans containing an alcohol solution) or other individual sterilization materials for brass players for water disposal (ABA, 2020, p. 2).

Instrument Hygiene

The sharing of instruments is routine in school music programs. Some students practice and perform on borrowed instruments throughout the year. According to the School of Music at the University of Nevada at Las Vegas (UNLV, 2020), certain basic considerations and recommendations for standard operating procedures regarding shared instruments are recommended as follows:

- * All musicians or students should have their own instrument if possible.
- * All musicians or students MUST have their own mouthpiece if possible.
- * All students and faculty sharing reed instruments MUST have their own individual reeds. Reeds should NEVER be shared.
- * If instruments must be shared in class, alcohol wipes or Sterisol germicide solution should be available for use between different people (UNLV).

The American Bandmasters Association (2020) makes further recommendations by stating:

- * Percussionists must use personal or assigned mallets and sticks. Fresh gloves should be used when percussionists use shared equipment: bass drum, gong, chime mallets, etc. All must be cleaned after each use.

The Yamaha Corporation recommends various chemicals for enhanced cleaning and disinfecting brass, woodwind, and stringed instruments, pianos, mouthpieces and cases that differ from ordinary cleaning (Yamaha, 2020).

In a document created to recommend the implementation of safety protocols and create a set of guidelines, best practices, and recommendations specific to the percussion field, consultants to the Percussive Arts Society have stated, “While many woodwind, brass, and vocal instruments produce aerosols when performed, instruments in the percussion family are void of such particle dispersion” and suggests the use of personal protective equipment (PPE), a responsible distance apart during rehearsals and/or performances in a well-ventilated room (Burritt, pp 4-5).

The document also gives recommendations for cleaning of percussion instruments. “Products such as Clorox and Lysol disinfectant wipes can safely be used to clean synthetic, hard rubber, or metal. This can include commonly touched items like hardware, metal rims, and keyboard frames. Chemical products should be avoided on natural surfaces such as rosewood and calfskin heads” (ibid p. 6).

Milstone suggests, “Performers playing the piano should be required to wash hands before and after playing. “We can’t sterilize everything. Things will always get re-contaminated” (Bush, 2020).

High School Marching Band

On May 1, 2020 - Dr. Anthony Fauci told The New York Times that he doesn’t expect sports to return this fall (Belson, K., Wagner, J.). This would affect Longwood High School’s marching band season.

Longwood’s show is learned during our summer marching band clinic where students work four (4) hours per day for three (3) days. Each year, when school starts, students rehearse twice per week in the evening to polish what they’ve learned in the summer.

Should we be allowed to rehearse in the summer, the Longwood High School Marching Band’s drill could be written using larger spacing between students.

Should we **NOT** be allowed to rehearse in the summer, the marching band would have the option of rehearsing “block” marching style for parades in the fall, winter and spring.

- * While marching band is an important part of community outreach and can be a valuable asset as we attempt to return to normal, participation requires careful student safety planning. This is largely an outside activity and can possibly be designed for minimal distancing concerns in some situations.
- * Tight formations are not conducive to social distancing. Water breaks, students gathering at beginning and ending times and entrance and exit from buildings need to be carefully considered.
- * Large numbers of students in the stands, shoulder to shoulder for extended periods of time, and tight drill formations defy distancing considerations.
- * As marching band students move and exercise more and work to rebuild lung capacity during early practices more coughing is often a result. Extra care in spacing is necessary to help avoid community spread due to the force of both exhaling and coughing during these rehearsals. (ABA, 2020)

Longwood Middle School

Conductors have Six (6) teaching periods per day, and the sharing of space is a concern.

If before-school ensemble rehearsals need to be suspended, teachers will continue to focus on teaching group lessons. Because some students cannot be serviced in a five-day week, teachers would meet with students on a rotation schedule.

In a team-teaching scenario, staff can each take a portion of an ensemble to a different, larger space like a stage rather than our classrooms. This could be done in place of a scheduled duty.

Because the fourth grade students of the Class of 2020 didn't have a chance to finish their beginning year, middle school conductors can continue to build skills across the program (embouchure, intonation, alternate fingerings, breathing, posture, bowing). All students will need time to catch up.

In August of 2021, it was determined that ensemble rehearsals will resume during before-school hours on Tuesday and Thursday mornings, as they have pre-COVID. Since the district's largest bands are found in the middle school, the fifth grade band and the sixth grade band will each be organized into two smaller bands (green and gold). Each smaller band will meet twice per month, alternating with the other, rather than meeting weekly.

Supplies Needed for Performing Ensembles

The department's music supply budget already covers the costs of small items like mouthpieces, valve oil, slide grease, strings, rosin, reeds, drumsticks and mallets. Our district's student percussionists may need to purchase their own sticks, mallets, etc. so as not to share these items with others. Teachers will advise students on the correct items to purchase.

It is recommended that the district purchase "instrument masks" to assist in the mitigation of aerosol particles (Weaver, et al., Aug, 2020. p. 47). The Longwood Central School District had received a donation of instrument masks before purchasing a second batch later in the year. The District will make a similar purchase for the 2021-2022 school year.

Distance Learning & Hybrid Scenarios for Music

If we must rehearse as separate groups, we would be able to, for example, use Woodwind class recordings for Brass to learn context and vice-versa.

Continue to use online resources to add students who, due to health concerns, have chosen to not yet be in on-campus classes. This would include Google Hangouts, pre-recorded videos and the use of *SmartMusic*.

Alternate-day scheduling may be used to reduce large class size. In some situations, alternate-day scheduling may include Group A rehearsing in larger rehearsal rooms on *odd* days and doing listening, style study, analytical and other non-playing assignments in a different space on *even* days, while Group B does the opposite.

If Longwood adopts a staggered opening/closing time for different grades, thus limiting total instruction time, cross-grade options could be explored to allow ensemble members to meet together. (Mix fifth and sixth grade students, seventh and eighth grade students, ninth and tenth grade and eleventh and twelfth grade students.

Use auditorium space for performance ensembles (stage and/or seats.) Large hallways at Longwood Middle School will continue to be used for ensemble rehearsals.

LONGWOOD'S ART PROGRAM

Senior High School

Students are assigned cameras for photography classes, but share developing materials including enlarging and chemical trays. To wipe them down after each class, we will need access to disinfectant wipes.

Distance Learning & Hybrid Scenarios for Art

Supply kits would be created for all art students to use in school and/or at home, should distance learning still be in effect. Students would "own" their materials that would be kept in a plastic storage bin. They could include:

A sketch book, specialized pencils, colored pencil set, watercolor set, paint brushes (one large, one small) small set of acrylics for lessons on color theory.

Other classes might require additional or different materials. The goal is to have enough materials for students to be able to work at home should they need to.

Elementary, Middle and Junior High School

Basic art supplies will be ordered for our students in anticipation of hybrid or at-home learning. Within the first week of school, ZipLoc bags will be filled with supplies for each student for use in-class or at home. They will contain various age-appropriate art supplies including crayons, colored pencils, erasers, small plastic ruler, "Safe-T" compass, sharpener, etc. More, a few sheets of large paper will be rolled and bound so students can keep it home should we need to suddenly move to distance learning. Doing so would give students the responsibility of caring for their own supplies.

It was also suggested to inform parents of the supplies and materials needed for our art classes so parents can purchase supplies on their own if they so desire.

Sandwich-sized bags can be utilized to keep craypas/pastels from integrating with other supplies in the larger bag.

The normal sharing of supplies will not be an issue for the 2021-2022 school year.

LONGWOOD'S FAMILY & CONSUMER SCIENCE PROGRAM

Cooking Areas

Currently use sanitizing practices, the teachers at the junior and senior high schools are diligent in sanitizing countertops, stoves, refrigerator handles, cooking equipment, utensils, and sewing machines after each class.

ACTE (2020) recommends smaller equipment, tools and supplies be assigned to only one student to reduce the need for cleaning and the spread of germs. Requiring even more frequent handwashing or

sanitizing than usual within labs and shared spaces will be an important preventative measure as well. (p. 40)

Lil' Wood Pre-School

This program exists as a benefit to the high school students enrolled in the Early Childhood Classes. However, concerns exist for facilities/classroom space, and if parents would feel safe bringing their children to the high school.

ZipLock Bags for childrens' supplies, and gloves of various sizes - including child-size - would be purchased through budget allocation.

This program was suspended during the 2020-21 and 2021-22 school years due to vaccination availability in pre-school-aged children, lack of space to maintain proper distancing, and the amount of time a pre-school-aged child would remain in the high school during two class changes.

Distance Learning & Hybrid Scenarios for Family & Consumer Science (FaCS)

The biggest challenge for FaCS, art & music is the need for students to work in a laboratory setting engaged in hands-on learning. The Association for Career and Technical Education (ACTE) suggests ideas and resources for students enrolled in FaCS courses to continue building and practicing skills through virtual, simulated and other methods. (ACTE, 2020)

Courses at the high school and junior high school were moderately successful in holding online lessons in cooking, food preparation, and child development during the closing of schools from March - June, 2020.

In a survey developed by the ACTE in May, 2020, developing students' hands-on technical skills and fulfilling lab hours was the "number one area of concern for CTE educators, as this is perhaps the most difficult, but also one of the most critical, aspects of CTE to reconceptualize in a modified learning environment. In addition, regardless of the instructional model chosen, learners will benefit from instructor efforts to build a positive classroom culture that acknowledges their social-emotional needs and provides, as much as possible, personalized instruction." (p. 36)

In a blended learning environment, ACTE suggests instructors will need to consider the time available for in-person, on-campus instruction, as it will likely be less time than normal. "To maximize students' limited time on site, instructors may consider demonstrating techniques over video, reducing in-class time needed for demonstration." (ibid, p. 38)

To continue in a remote or blended learning environment, students enrolled in Longwood's FaCS classes could receive sewing kits for at-home/distance learning. Thoughts to do so with ingredients for at-home cooking lessons would not be suggested due to the possibility of contamination or not being sanitary.

MODIFICATIONS TO THE END OF INSTRUCTIONAL TIME

Initiate a *Daily Disciplined Routine*. Similar to that of a *Do Now*, time must be taken during the last three minutes of class and spent on wiping down equipment & supplies and returning instruments to storage.

Teachers can use a timer app projected on the SmartBoard or a SmartPhone. Students should not be penalized for lateness to next class.

With concerns for dismissal from large music classes, the use of an Auditorium or Courtyard should be considered.

OUR TECHNOLOGY NEEDS

Students need access to programs so that instruction can remain meaningful should we need to teach remotely. High School officials met with teachers and a representative from AWS, an app streaming service, to provide at-home access for students needing discipline-specific programs. For our department's needs, this would include:

[Adobe Suite](#) - Usable for high school Photography I, II and III courses, as well as our new Media Arts and Advertising courses. Students would have access to Photoshop, InDesign, and Illustrator.

[The Culinary Professional](#) is used in the high school Gourmet Foods and Cultural Foods Classes. [The Guide to Good Food](#) is used in Food and Nutrition Class and Introduction to Food and Textiles Class. With our purchase of these two hardbound texts, there will be no extra costs incurred with online remote access.

[The Musician's Guide to Theory and Analysis](#). This publication offers the high school music theory teacher the capability to grade students' work online. We will be renewing the teacher's current subscription.

[Quaver](#) - Online Music Education resources for General/Classroom music in grades K - 8.

[SmartMusic](#) - a web-based suite of music education tools that support efficient practice for students in grades four through twelve. It offers the following:

Immediate feedback - Students see which notes and rhythms they played correctly or incorrectly, receive a performance score, and hear their recording.

Repertoire library - 150+ method books, 5,400+ ensemble titles and thousands of solos from top publishers. Create an account to search the library.

Practice tools - A metronome, tuner, and the ability to loop sections are built in and always close at hand.

Communication loop - Both teachers and students can see each others' written comments on every assignment and student recording.

OUR MAINTENANCE NEEDS

* Air Purifiers will be needed. Some of the high school music rooms (1702, 1706, 1714 and 1716) and all of the middle school's ensemble rehearsal rooms do not have windows.

Read (2020) reports that scientists in Seattle, WA have found that choir members are particularly vulnerable to infection from airborne particles and respiratory aerosols, "because they exhale and inhale deeply to sing, often at close quarters in poorly ventilated rooms".

Links, in Bush (2020), reported that rooms with windows/doors allow for a natural exchange of air and that the CDC recommends increasing filtration. **The MERV-Rating should be 13 or 14.**

- * Milstone, in Bush (2020), stated that HVAC and filtration assists in clearing out a rehearsal room after a lesson or performance. Not necessarily to keep folks safe in a room during a rehearsal. The virus cannot be taken out of the room instantly. Eliminating the aerosols in a room happens over two days or so.
- * Provide central “condensation” dump sites (into buckets of an alcohol solution) or individual personal sterilization materials for brass players for water disposal (ABA p. 2).
- * Masks and gloves to be distributed and worn whenever appropriate. Face shields can be considered for use by band, choral, orchestral, FaCS and art students.
- * Install hand sanitizing stations in each art, music and family & consumer science classroom. Due to the hands-on nature of our courses, it would be best to sanitize students’ hands as they enter and leave class each period.
- * Steam-clean the fabric seats in our auditoria and install hand sanitizing stations at each entrance.
- * Provide Art, Music & FaCS teachers with supplies to clean work stations between classes.

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Information from this document was included in Pages 21, 28, 29, 30, 32, 33 of the Longwood School District's final document to NYSED as of August 1, 2020.