

It's Time to Talk

Uncomfortable Conversations During An Unconventional Time

Friday, May 15th
1:00 p.m. ET

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THE PURPOSE OF THIS WEBINAR IS TO HELP YOU TO START CREATING A RESPONSE PLAN TO THE VARIOUS SCENARIOS WE AS MUSIC EDUCATORS COULD BE FACING IN THE COMING WEEKS AND MONTHS.



WE CAN'T CONTROL WHAT WE CAN'T CONTROL. TODAY, WE WILL FOCUS ON WHAT WE CAN CONTROL



MOVING FROM Z TO A AND THE HARBINGER EFFECT

KEY TALKING POINTS FOR ALL COMMUNICATIONS

Music (and the arts) is a critical part of not just a well rounded curricula but of the entire school experience.

Music (and the arts) are key tools in ensuring social-emotional wellness.

Until proven otherwise, instrumental music can be taught safely.

Schools that maintain a broad set of experiences for their students will be schools of choice moving forward. The decision made now will impact the schools for years to come.

Be understanding, but not accepting of "Pandemic Theatre."

Empathize, engage and educate.



THE FIVE PHASES



PHASE ONE : What's happening & what's possible.

PHASE TWO : This is real.

PHASE THREE : This isn't fun.

PHASE FOUR : This isn't going away/Planning for the unknown.

PHASE FIVE : The students return.

FOUR POSSIBLE CONTINGENCIES

• Changes to your program will be minimal in nature. You have few if any summer activities, you have already completed recruitment and retention, and have no large trips planned for the fall.

• Changes to your program will have some impact. You have some late summer activities which could be impacted and enrollment is not verified. Your budget is not set in stone and you will likely not be able to function as you did before without alteration.

• Changes to your program will likely be significant. You rely heavily on summer activities, are unsure about if and when school will start and do not believe you can sustain your activities without significant changes.

• We continue with distance learning and closed campuses.



We need to be acting now as we are moving into to e decision making process as we speak.

Advocating for your program A Step-by Step Plan

- Step 1 :** Become a Part of the Process
- Step 2 :** Build a Consortium
- Step 3 :** Educate Yourself/Collect Data
- Step 4 :** Provide Solutions
- Step 5 :** Communicate and Collaborate



Step 1: BECOME PART OF THE PROCESS



Step 1: BECOME A PART OF THE PROCESS

- **SET UP A MEETING:** Immediately set up a meeting with your admin team. Let them know that you want to be a part of the school solutions team and that your experience allows you some unique insights.
- **ESTABLISH CREDIBILITY:** Let them know you are active regionally and nationally with other music teachers and have the latest ideas and trends that are being discussed and implemented.
- **COMMUNICATE CLEARLY AND VERTICALLY:** Make your admin team aware that you are wanting to communicate with the district office and governing board about this issue. Email your district fine arts coordinator/superintendents and let them know that you are very interested in serving as a sounding board or representative of your department/curricula. Craft and send a BRIEF Email your Governing Board letting them know that are wanting and willing to assist and that you have real solutions to any concerns that they might have.




Step 2:
BUILD A COALITION



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- Prepare to seek feedback from your students and parents regarding their participation in music.
- Meet with your booster board and have financial and physical plans/materials in place.
- Start dialoging with other music teachers in your district and area. Be sure to include different curricula and age groups (elem/MS/HS)
- Start dialoging with other impacted programs in your campus (sports/arts/clubs/activities)
- Communicate with your State MEA groups.
- If you have access to influencers and community leaders - have them on stand-by.
- Involve your local music store.




Step 2:
**EDUCATE YOURSELF
& COLLECT DATA**




Provide solutions

- Create an instrument/facility cleaning "party." Have stations where things can be taken to be cleaned. Ensure that the students are wearing whatever protective gear is required and that you are using approved products.
- Create "safety officers" for each class to help ensure that protocols are being met.
- Involve chaperones/boosters and leaders in monitoring their implementation but also provide feedback as to how parents and kids are feeling.
- Remember that the students and parents have been through a lot. Be sensitive to their emotional well being as well as their physical well being.
- Model for your students what you expect to see out of them.



PROVIDE SOLUTIONS

- Create a list of all equipment/materials that are currently being shared (instruments/mallets/mutes/chairs/stands/etc...) Start to think through the process of eliminating or cleaning shared materials. This includes mocking up a list of new and needed equipment.
- Encourage all students to have their instruments cleaned using proper protocol prior to returning to school. If they are cleaning their own instrument, please be sure to check a reliable source prior to doing so. Conn-Selmer is a good source for this.
- Create a list of shared facilities in which students congregate (rehearsal spaces/locker rooms/bathrooms/practice rooms/uniform rooms/dorm rooms/etc... Start to think through the process of eliminating or cleaning shared spaces. This could include what and how you use rooms, as well as the protocol for cleaning them
- Make a list of all classes and activities that would be affected by a social distancing rule (classes/gatherings/instructional activities). Begin to strategize how you could alter these activities to address health and safety concerns. Specifically be prepared to factor in number of students/square footage and rehearsal set up.



Step 5:
COMMUNICATE & COLLABORATE



Communicate & Collaborate

- Each program should choose someone to be a communication chair. Someone to format the docs, manage the flow of information, coordinate with the other chairs and the social media feed. This should not be a teacher.
- Decide what information is relevant to whom and whether you want to share it individually or collectively.
- Sit down with your booster president/key/students parent and determine what can and should be shared by the boosters and what can and should be covered by the school/organization. Make a clear distinction
- Document all of the changes you have and are making for future reference and to show what steps your organization has taken to meet the health and instructional challenges head on.



- Prepare a "one sheet" with all of the relevant data from the survey.
 - Be sure to include testimonials from students and parents
- Prepare an additional "one-sheet" with obstacles and solutions.
 - Be open to feedback or the addition of more obstacles.
- Document all of the changes you have and are making for future reference and to show what steps your organization has taken to meet the financial challenges head on.

Communicate & Collaborate

WE WANT KIDS TO BE SAFE, SO BE SOLUTIONS ORIENTED, DATA DRIVEN, AND BE KIND.



There are people who are already trying to take advantage of the situation.

Make sure those in power are mindful of the Harbinger effect and the impact of schools recruiting.

Use the students and parent's voices and opinions as they will be heard the loudest.

Be an advocate for your program, but a member of the school team!



Stick to the Plan

- Step 1 : Become a Part of the Process
- Step 2 : Build a Consortium
- Step 3 : Educate Yourself/Collect Data
- Step 4 : Provide Solutions
- Step 5 : Communicate and Collaborate

START TODAY!



Few teachers are as prepared to adapt and pivot the way a music teacher is.

THIS IS WHEN OUR STUDENTS WILL SEE WHAT KIND OF TEACHERS AND PEOPLE WE TRULY ARE!





Thank you for coming!

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In previous webinars we discussed...

Think Different
COVID Curricula
Recruitment & Retention
Leadership Selection and Development
From Surviving to Thriving
Best Practices for Educating in an Online World