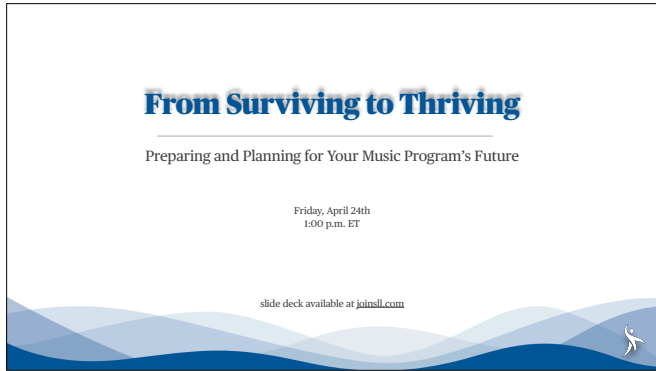


From Surviving to Thriving

Preparing and Planning for Your Music Program's Future

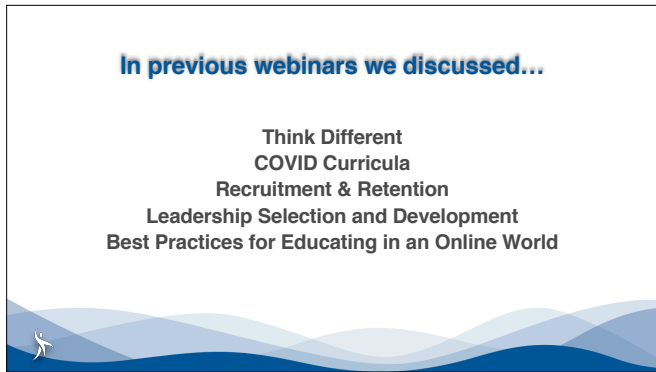
Friday, April 24th
1:00 p.m. ET

slide deck available at joinsll.com



In previous webinars we discussed...

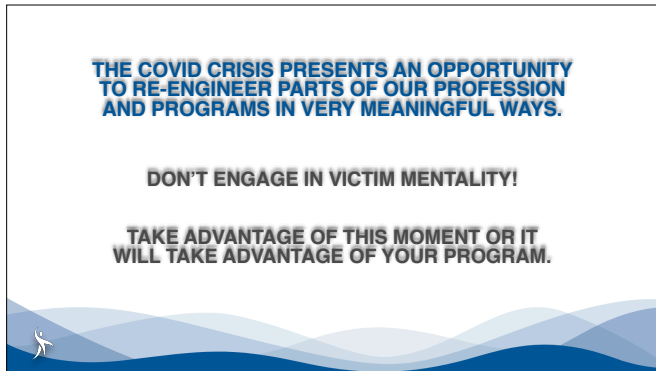
- Think Different
- COVID Curricula
- Recruitment & Retention
- Leadership Selection and Development
- Best Practices for Educating in an Online World



**THE COVID CRISIS PRESENTS AN OPPORTUNITY
TO RE-ENGINEER PARTS OF OUR PROFESSION
AND PROGRAMS IN VERY MEANINGFUL WAYS.**

DON'T ENGAGE IN VICTIM MENTALITY!

**TAKE ADVANTAGE OF THIS MOMENT OR IT
WILL TAKE ADVANTAGE OF YOUR PROGRAM.**



THE PURPOSE OF THIS WEBINAR IS TO GET YOU TO START THINKING ABOUT THE POSSIBLE SCENARIOS FOR REOPENING AND THE OBSTACLES AND OPPORTUNITIES ASSOCIATED WITH THE PROCESS.



THREE 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.

FAILING TO PLANNING FOR ALL CONTINGENCIES LEAVES YOU VULNERABLE TO THE DECISION MAKING OF OTHERS.

ADOPT AN "I WILL MAKE IT WORK" ATTITUDE!

PLAY CHESS AND BE MINDFUL OF EQUITY!



STEP BY STEP PLAN

Health & Safety
Financial Planning
Instructional Design
Student Experience



**Health
and Safety**



You need to be flexible, informed and mindful.

In the end, they are kids and
are entrusted to our care.

No one will remember the performance if there is
someone on a respirator.



Health and Safety

- 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.



Health and Safety

- 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.
- Find out what is on your districts list of approved materials and cleaning products.



Financial Planning



Financial Planning

Short Term

- Put all budget materials on a single spread sheet. Include this past fiscal year as well as next fiscal year. Where you have large subsets (trips/camps/etc...) break those down into line items as well.
- Determine what is likely to remain in place (class fees) and what might need to see a reduction (participation fees/trips/etc...) until you have a realistic framework of what you think your income and expenses might be.
- Sit down with your booster president and determine what can and should be covered by the boosters and what can and should be covered by the school/organization.
- Assign expenditures into one of four categories: health and safety, operational, instructional and experiential. Then assign each line item a priority status (1,2,or 3). This will allow you to adjust quickly and be able to adjust quickly to financial changes.
- 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.



- Be sensitive and mindful in all decisions with regard to household discretionary income.
- Create and maintain an ongoing list of inventory needs and a 3-5 year prioritized procurement plan.
- Develop a similar budget for your M & O and for your instrument repair. This should be considered under health and safety.
- Sit down with your admin team and ask for help in the planning process to meet these financial goals.
- Focus on priority areas (levels 1 & 2) and be sure not to sacrifice all student experiences for instructional objectives.
- Focus on cuts that will impact the students and the quality of instruction the least.
- Begin to develop a carryover fund in the event of future shortfalls.

Financial Planning

Long Term



Instructional Design



If you do not adapt to current circumstances, then you are setting your students up for failure



Instructional Design

Staff

- Control the narrative. Communicate with one voice and one tone.
- Get a framework of understanding of where we have been to understand what we can do. What you can achieve and what is unrealistic.
- Select literature/choreography/write parts that allows for success. Watering up, is easier than watering down. Keep in mind, they may not have played in 5 months.
- Meet with your staff/design team and modify objectives and create contingency plans.
- Push when other teachers pull (back), pull (back) when other teachers push.
- Look at ways you may have to alter set up/functionality to meet COVID concerns.
- Where possible, use online assessment (Zoom/SmartMusic/CHARMS) prior to starting.
- Create unique non-performance based learning opportunities/projects/community service events

You are still responsible for designing student success.

Instructional Design

Student

- Challenge the students to rise up, re-frame what success might look like.
- Deliver hard news early, directly, and offer up new opportunities and goals.
- Focus your time on ensemble work, **student work should happen outside of rehearsal. Build in incentives, accountabilities and communicate the importance of this.**
- Gamify elements to build momentum
- Where possible, use online assessment (Zoom/SmartMusic/CHARMS) prior to do assist in assessment and accountability
- Find places in rehearsals to gain/add 5-7 minutes every day. Efficiency is key
 - keep in mind, they may not have played in 5 months.
- Front load as much of the individual work as is possible. Consider using next year's materials for a "virtual ensemble" or such.
- Use your leadership team and peer partnering to facilitate outside learning. Create new objectives and incentives that push the students to operate at a higher level.
- Create mini ensembles.

Don't let this be an excuse to accept mediocrity.
Let it serve as a challenge to be even better.

Be prepared and willing to play Tetris with your
ensembles and rehearsals.

Instructional
Design



Student
Experience



Student experience starts with your tone and intent.

It is not based in a singular event or activity.

Bonding does not require a trip or a specific location.

Band camp is not a date on the calendar or geographic
location, it is a state of mind.



Student Experience

- Work with your student leaders to determine what events/experiences are critical to maintain.
- Provide perspective - especially for your seniors. Acknowledge the loss and inspire them to rise up.
- Determine what needs to be reconfigured or reengineered with those experiences to maintain them.
- Challenge your students to create new and meaningful experiences.
- Allocate budget to items/events and invest in new experiences.
- Calendar events in advance to make sure you do activities.
- Work with your local directors to build in these mini-celebrations into the football games.
- Reach out to your peers locally and nationally for their ideas.
- Allocate team to section leaders and leaders every two weeks to do something help maintain spirit.
- Involve your boosters/admin team in planning. Ask for a drive-by every once in awhile.

You are still responsible for designing student success.



Student Experience

- Community service bonds young people, find a cause, challenge another group in your community.
- Commission a piece (consortium).
- Create a special project (Heroes Near and Far).
- Adopt a nursing home.
- Teach a leadership unit.
- Do a concert for essential workers/first responders/health care providers.
- Allocate time to section leaders and leaders every two weeks to do something help maintain spirit.
- "Nut & bolt / good deed bead / happy file activities..."
- Create a pinning ceremony/letter ceremony/induction ceremony
- Invite alumnus/community members/parents/politicians/to speak

Add your own in the chat box



We can not control what happens to us, only how we respond.

The victim mentality on serves to make you the victim.



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

They won't remember the Bb's and F#'s, but they will remember you!



Join us next week for...

Happy Hour

An evening of chit-chat with friends!

Friday, April 23rd
8:00 p.m. ET



Thank you for coming!

[BPOTM.org/referral](https://www.BPOTM.org/referral)

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