



Keeping Music Education Strong:

Updates on Back-to-School Protocols, Funding Realities and Advocacy Response

Tuesday, May 12, 2020

12 PM Pacific / 3 PM Eastern

#MusicIsLife



WELCOME

Mary Luehrsen
Executive Director of The
NAMM Foundation

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Disclaimer

As background, NAMM continues to monitor and provide its members with guidance from the World Health Organization, the Centers for Disease Control and federal, state and local government authorities and health officials, and it should be noted, that guidance, school and community activity re-opening will vary by state and local community. Just a note that what we offer today in all webinars is not professional medical, legal or financial advice.

What Will We Cover

- **Education Funding: State Education Funding and Potential Impact on Curriculum Offerings**
- **Blueprint for School Reopening**
- **Potential for Congressional Response to Education Funding Realities, and Advocacy for Same**
- **Professional Response for Music Education and “Call for Innovation”**
- **Example of Advocacy in Action: New Jersey**
- **Calls to Action: “Mobilizing for Student-centered Advocacy”**

Panel



Jeremy Anderson
President
Education Commission of the States



Lexi Anderson
Assistant Director
Education Commission of the States



Chris Cushing
Managing Director
Federal Strategies Team
Nelson Mullins Riley & Scarborough



Connie Myers
Policy Advisor
Nelson Mullins Riley & Scarborough

Panel



Robert Morrison
CEO
Quadrant Research;
Director
Arts. Ed. NJ



Kathleen Sanz
President
National Association for Music Education;
President & CEO
Center for Fine Arts Education;
State Executive
Florida Music Educators Association



Lynn Tuttle
Director of Public Policy, Research, and
Professional Development
National Association for Music Education

Q & A

To ask a question on today's Webinar:

- Open the 'Q&A' tab at the bottom of your screen
- Type your question into the Q&A box
- Click 'Send'



WELCOME

Joe Lamond
NAMM President and CEO

NAMM[®]
believe in music

Education Funding & State Reopening Plans

Jeremy Anderson

President, Education Commission of the States

Lexi Anderson

Assistant Director, Education Commission of the States

COVID-19

Education Reopening and Funding

COVID-19 and Ed Policy

- Remote Learning
- Waivers for Assessments and Instructional Time
- Teacher Preparation and Evaluation
- Finance
- Student Health and Wellness

Continued and Future Learning

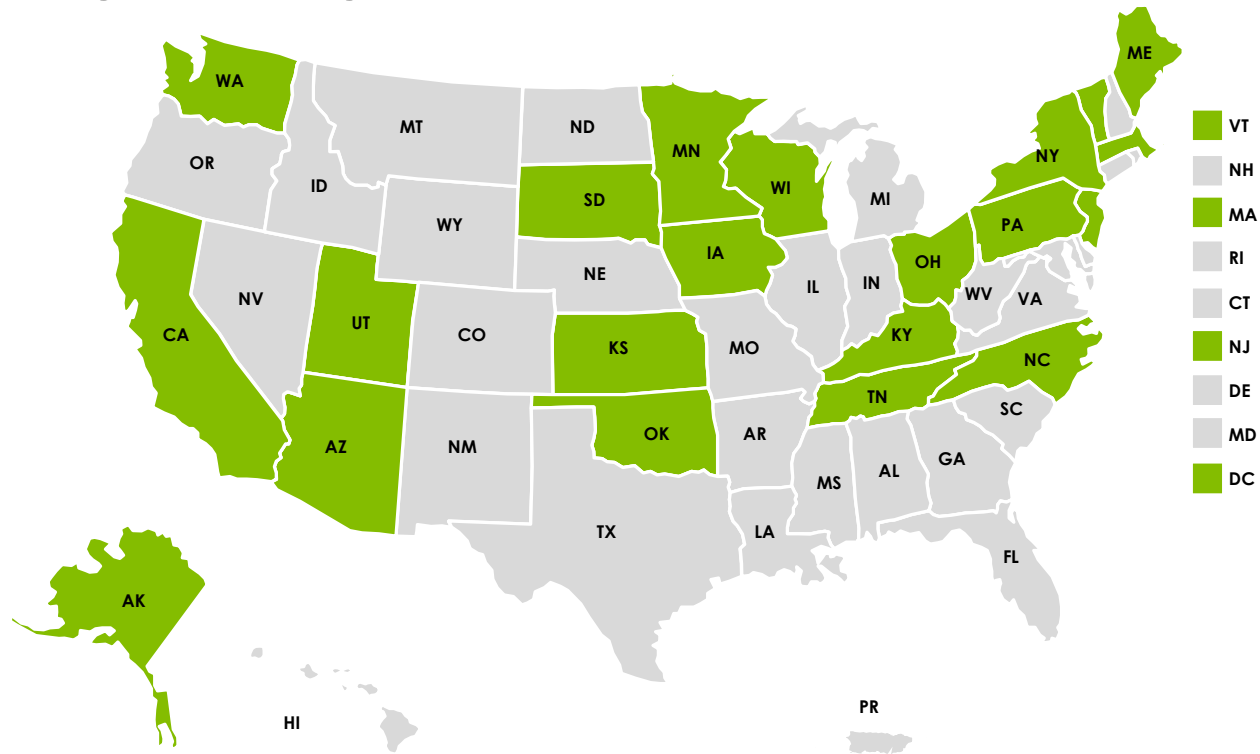
- School Re-opening Plans
- School operations
- Whole child supports
- School personnel
- Academics
- Distance learning

Source: [American Enterprise Institute](#)

State Examples

- Colorado
 - School district needs inventory for future learning
- Montana
 - School re-entry and recovery guidance
- Utah
 - Phases to recovery

22 States Enacted COVID-19 Related Education Bills



State Revenue

Preliminary Estimated General Fund Revenue Declines in Fiscal Years 2020 and 2021



FY 2020: 11% (\$612 million)
FY 2021: 15% (\$815 million)



FY 2020: 13-15% (\$3.8 – 4.5 billion)
FY 2021: 14-23% (\$4.2 – 7.2 billion)



FY 2020: 3% (\$451 million)
FY 2021: 18% (\$2.4 billion)



FY 2020: 5% (\$507 million)
FY 2021: 6% (\$643 million)

State Budgets

- Preliminary estimates are showing drops between 10% and 20%
 - A 10% decrease would see a reduction of over \$21 billion for public schools
 - A 20% decrease would see a reduction of over \$57 billion for public schools
- The 2021-22 budgets will likely have larger drops.
 - Due to income tax effects
- States beginning to implement budget cuts and provide flexibility in school spending

Source: [Learning Policy Institute](#)

State Examples

- Colorado
 - Gov. Polis announced several budget cuts including Educator Loan Forgiveness Fund, Colorado Second Chance Scholarship, teaching fellowship stipends and teacher mentor grant program.
- Montana
 - Published guidance for allocation of CARES Act funds including preliminary estimates of how funds will be allocated to individual schools.
- North Carolina
 - Announced a new \$50 million flexible allotment for public schools to address COVID-19 related expenses with additional flexibilities for districts to use existing allocations.

Important Resources

- ECS COVID-19 Resource Page:
<https://www.ecs.org/covid-19-update/>
- Arts Education Partnership COVID-19 Resource page:
<https://www.aep-arts.org/covid-19-resources/>

Potential for Congressional Response to Funding Realities, and Advocacy for Same

Chris Cushing

Managing Director, Federal Strategies Team, Nelson Mullins Riley & Scarborough

Connie Myers

Policy Advisor, Nelson Mullins Riley & Scarborough



April 29, 2020

Honorable Nancy Pelosi
Speaker of the House
U.S. House of Representatives
Washington, DC 20515

Honorable Kevin McCarthy
Minority Leader
U.S. House of Representatives
Washington, DC 20515

Honorable Mitch McConnell
Majority Leader
United States Senate
Washington, DC 20510

Honorable Charles E. Schumer
Minority Leader
United States Senate
Washington, DC 20510

Dear Speaker Pelosi, Minority Leader McCarthy, Majority Leader McConnell, and Minority Leader Schumer:

On behalf of chief state school officers and state boards of education, we write to convey deep appreciation for the assistance to education that Congress has provided through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. As our nation grapples with the extraordinary impact on students, educators, and communities, continued bipartisan efforts will be essential to rapidly addressing the needs of our students. State leaders have acted swiftly to respond to the great challenges posed by the pandemic and consequent school closures, but the costs have placed tremendous strain on education budgets. The immediacy of the need drives our request for additional resources to address the urgent and expanding learning and economic disparities facing school districts across the nation.

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CCSSO Supporting States Amid Coronavirus Outbreak

Published:

MARCH 12, 2020

Author:

JESTES

SHARE:



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Grassroots Action Center

Welcome to the NAFME Grassroots Action Center!



Here you will find different ways to:

- Support Music Education in Federal Education Policy
- Be Involved With the Legislative Process
- Engage Your Members in Congress

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[State Education Budgets](#) | [Homework Gap](#) | [Title IV-A Stories](#)

Tell Congress to Support
State Education Budgets

nafme.org/advocacy/grassroots-action-center

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Tell Congress to Support
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Professional Response for Music Education and Call for Innovation

Lynn Tuttle

Director of Public Policy, Research, and Professional Development, NAFME

Kathleen Sanz

President, NAFME; President /CEO, CFAE; State Executive, FMEA



National Association
for Music Education



Advocacy Moving Forward

Where do we go from here?

Advocacy Moving Forward

- Music is part of a **‘well-rounded education’** defined by federal law. This **doesn’t mandate** music in any school, but it helps provide additional legitimacy to the academic nature of music education.
- *“One of the best forms of preventative advocacy is a strong, vital, quality music education program.”*
- Is music education being included in distance learning?
- Actively communicate with administrators and parents.

Returning to school

- Will Social Distancing Measures remain in place?
 - Staggered days
 - Staggered start times
 - Limitations on number of students in one room together
- Impact on ensembles?
 - How are you thinking creatively? (Chamber music? Multiple rooms for music?)
 - What might be public health concerns?
 - How will you continue to provide an active, standards-based music program for your students?
- Do you have models to share? Please [let us know](#).

Support for your return to school

Music Education and Social Emotional Learning

What is Social Emotional Learning?

Social Emotional Learning (SEL) describes the development of skills in three domains: self, others, and responsible decision-making.

"Self" includes:

- self-awareness skills such as the ability to identify and recognize emotions
- self-management skills such as perseverance and the ability to manage impulse control.

"Others" includes:

- relationship skills such as cooperation, empathy, and respectful communication
- social awareness skills such as the ability to recognize diverse thoughts and opinions.¹

Combined, the above skills support responsible decision-making.

"Responsible Decision-Making" includes:

- Behavioral skills such as situation analysis, anticipating consequences, and generating alternative solutions.
- Cooperative skills such as balancing personal and group expectations.

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For more information, visit nafme.org



Music Education and Social Emotional Learning



How are music educators well-suited to help students develop socially and emotionally?

- Music educators often work with the same students in class multiple years, positioning them well to positively impact students' individual growth.
- The most conducive environment for SEL is one that includes positive developmental relationships. Music education can provide contexts for those relationships through encouraging collaboration and creativity in a safe environment.
- Musical experiences can help us connect with deep emotions. Sometimes music even elicits measurable physiological responses such as "chills" or "goosebumps," providing students the opportunity to reflect on the influence emotions have on their physical and psychological states.
- Music programs involve school staff, families, and local communities, supporting alignment of the parties necessary to support social emotional development.



Musicianhip encourages responsible decision making in several ways: Student musicians depend on each other to be on time for rehearsals, prepare for performances, and to act honorably as ambassadors of their community.

What does research tell us?

- **SELF-AWARENESS:** Compared to other students, those with high arts engagement, including music, exhibit higher levels of self-concept in how they value themselves, their abilities, and their achievements.² Specifically, active music education experiences seem to be correlated with measures of self-efficacy.²
- **SELF-MANAGEMENT:** Success in music depends on exercising perseverance, as evidenced by the ability to self-monitor one's progress and delay gratification in the pursuit of mastery. Regular and sustained practice leads to increased abilities in performance skills and self-evaluation. These become impetus for further practice.³
- **SOCIAL AWARENESS:** Cooperative music-making experiences which occur in group settings can positively impact participating students' proclivity for empathetic thinking and behavior.⁴
- **RELATIONSHIP SKILLS:** Music classes incorporate community-advancing activities which provide students with "opportunities to express themselves, interact in novel ways, and work collectively, practicing and developing interpersonal skills such as collaboration, communication, and conflict resolution."⁵

How can public policy support music education and Social Emotional Learning?

Schools can...

- Hire full-time, certified music educators to teach music classes.
- Support participation in music through thoughtful crafting of class schedules.
- Support music educators' professional growth with professional development that is relevant to the courses they are teaching.

States can...

- Adopt robust state standards modeled after the National Core Arts Standards and the CASEL Framework for Social Emotional Learning and draw connections between the two.
- Include access to music education as an accountability measure on school evaluation metrics.
- Support music as an integral part of early childhood care and education.

Congress can...

- Fully fund Title IV, Part A "Student Support and Academic Enrichment Grant" which supports a well-rounded education, effective use of technology, and safe and healthy schools.
- Fully fund Title I, Part A, Title II, Part A, and Title IV, Part F, which can also support access to music education for all students.
- Pass the Guarantee Access to Art and Music Education Act (GAAME), which clarifies specific eligibility for funds to support music education for students in need.

Support for your return to school

The National Association for Music Education, NAMM Foundation, CMA Foundation and other music education organizations are working with our national arts education partners on a unified statement for your use locally.

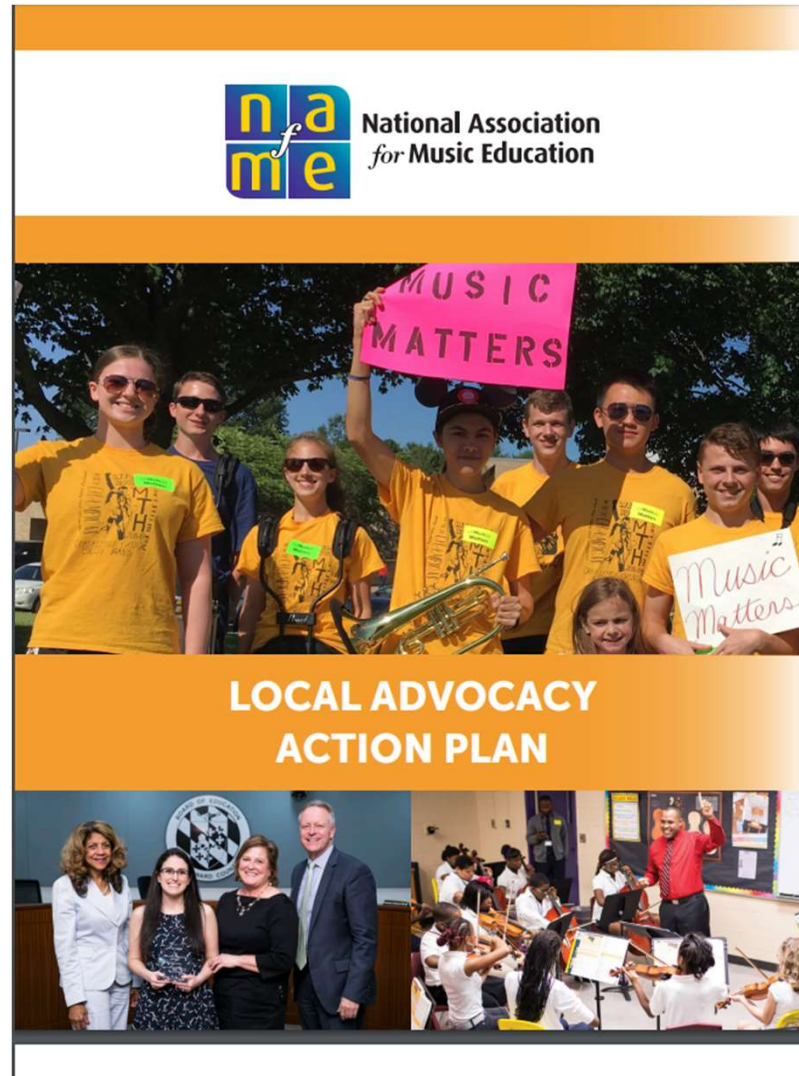
The statement will be finished and available by next week.

A Unified Statement for Advocacy

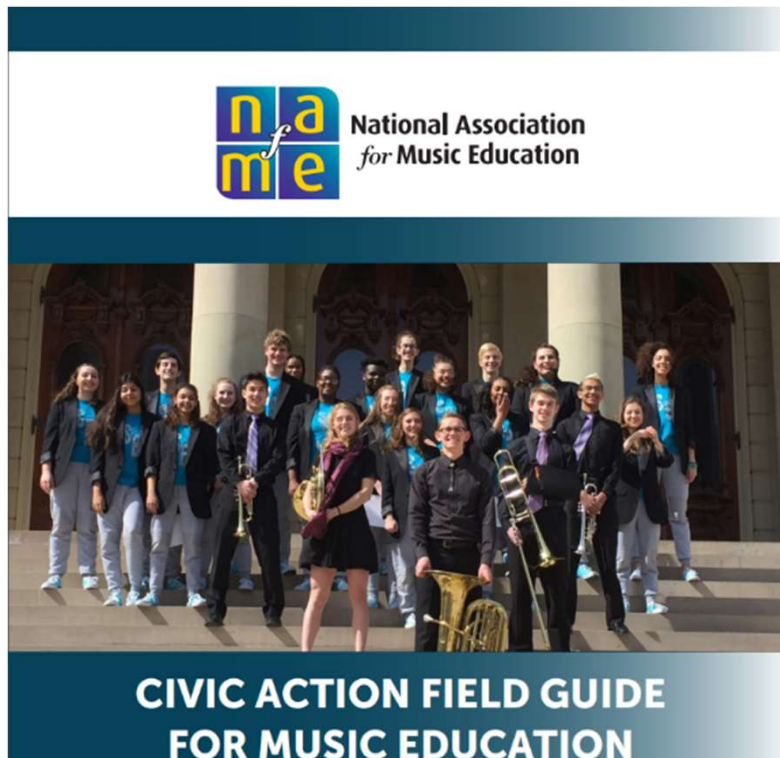
- **Arts education supports the social and emotional well-being of students, whether through distance learning or in person.**
- **Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.**
- **Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers**

Local Advocacy Action Plan

nafme.org → Grassroots Action Center →
[Local Advocacy Action Plan](#)



Other advocacy resources...



How Funding Works – Title IV, Part A Toolkit and Frequently Asked Questions

Title IV, Part A Student Support and Academic Enrichment Grant (SSAE)¹

Designed by a bipartisan effort, one of the many new opportunities within the [Every Student Succeeds Act](#) (ESSA) is the Student Support and Academic Enrichment (SSAE) grant, housed under Title IV, Part A of the legislation. The purpose of Title IV, Part A, (SSAE) as defined in law, is:

“to improve students’ academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. **provide all students with access to a well-rounded education;**
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.”

ESSA states that each State Education Agency (SEA) that receives an allotment for the implementation of Title IV, Part A must ensure that the funds are used to support local educational agencies (LEAs) in providing “programs and activities that offer well-rounded educational experiences to *all* students, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects, which may include activities and programs in music and the arts.”²

As the nation’s largest music education organization, the National Association for Music Education (NAFME) fully supports the purposes and intent of SSAE, Title IV, Part A. NAFME advocates that all students gain equitable access to music education and seeks to advance music education by promoting the understanding and making of music by all.

Title IV-A Available Funding: \$1.1 billion for FY18 and \$1.17 billion for FY 19.

Actions you can take

- Use NAfME resources
 - [Local Advocacy Action Plan](#) – make a plan to advocate for your program
 - [Civic Action Field Guide](#) – get a refresher on education policy and elections
 - State MEAs – find your [advocacy chair](#)
 - NAfME website – www.nafme.org
- Send us your stories of distance learning - advocacy@nafme.org, [Facebook](#), [Twitter](#)
- Check the NAfME [Grassroots Action Center](#)
 - Send a letter to Congress urging action on State Education Budgets
 - Check back for opportunities to advocate for federal education aid to states.

Thank you!

advocacy@nafme.org



Example of Advocacy In Action: New Jersey

Bob Morrison

CEO, Quadrant Research; Director, Arts Ed. NJ

ARTS ED NJ

New Reality Taskforce



**ARTS
ED NJ**
Many Partners.
One Voice.

THIS IS NOT NORMAL

***The health, safety, and wellness
of students, families, educators,
and staff must be a priority***



Common Themes Around Health

1. Temperature Checks
2. PPE
3. Social Distancing
4. Testing & Contact Tracing
5. Single Classrooms
6. Recess Eliminated or Limited
7. No Visitors in Building
8. Regular Disinfection
9. Increasing Ventilation
10. Protocol Infection Return
11. Promoting Hygiene Practices
12. Student Counseling/Mental Health/Mindfulness
13. Infection Return Protocol



Major Concerns

1. Some will Use Crisis to Promote “Other” Agendas
 - Narrow the Curriculum
 - Get Rid of School Buildings
 - Target the Arts/Essential vs. Non-Essential
2. Impact of Remediation



ARTS ED NJ

New Reality Taskforce

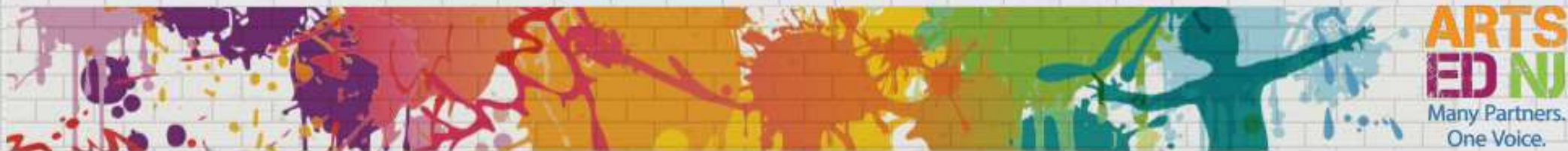
Arts Ed NJ
Art Educators of New Jersey
Dance New Jersey
Geraldine R. Dodge Foundation
Grunin Foundation
Montclair State University
New Jersey Art Administrators. Association
New Jersey Department of Education
New Jersey Education Association
New Jersey Music Administrators
Association

New Jersey Music Educators Association
New Jersey Principals and Supervisors
Association
New Jersey PTA
New Jersey School Boards Association
New Jersey State Council on the Arts
New Jersey Thespians
Rowan University
Speech and Theatre Association of New
Jersey



Key Points for ALL Messaging

1. Student Expectations have already been defined and agreed to (*Thorough and Efficient Education*)
2. Learning Expectation Should **NOT** Change
3. Deliver of Instruction **WILL** Change
4. Excellent Arts Instruction Has Been Occurring
5. Social Emotional Learning Must Be Front and Center



CHANGE THE “HOW”

Not the “WHAT”

September Ready: Preparing for What's Next

- Discipline Specific Groups
 - Identify/Recommend Best Practices/Recent Experiences
 - Adapt to Health Themes
 - By Grade Configuration and Content
 - Include New Ways to Engage Students
- In Person/Asynchronous/Synchronous
- Embed Social Emotional Learning in Instruction
- Be Prepared for New COVID Outbreak



Resources: <https://ArtsEdNJ.org/covid19>

- Distance Learning
- Social Emotional Learning
- SEL/Arts Education Framework
- NJ Student Learning Standards in the Arts
- Arts Ed NJ New Reality Taskforce
- September Ready

bob@artsednj.org



Calls to Action

Urge Congress to advance needed relief for education funding for states so educational opportunity in all well-rounded subjects including music and arts education as defined by ESSA can reach every child.

Urge every music education stakeholder to meet with local education leaders and elected officials to assure that planning for school re-opening includes music and arts education - the heart and soul of student learning.

Report On Your Activity

Update us at:

advocacy@nafme.org

or

erice@namm.org



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Big & Rich

WATCH THE NEW STAY HOME VIDEO!

Taking the U.S. by storm the dynamic duo has announced the Peace Love and Happy Hour tour in support of their latest single *Stay Home*.

[WATCH STAY HOME VIDEO](#)

John Rich, Singer, Songwriter, Entrepreneur, Advocate




Resources Updated Regularly

NAMM FOUNDATION COVID-19 RESOURCES

"My biggest surprise since we switched to online music lessons is that they work! Teachers and students alike are finding they are both more engaged." - Myrna Sislen, Owner, Middle C Music

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NAMM WEBINAR SERIES

[Key Issues to Consider as You Reopen for Business](#)
Part six of NAMM's 2020 COVID-19 Relief Webinars outlines key topics to consider as

RECENT ARTICLES

May 4, 2020

UCLA's ScatterTones Member Sophia James Makes American Idol Top 10

April 24, 2020

Eric Whitacre Shares Details on his New Virtual Choir, Sing Gently

April 22, 2020

The Surprising Success of Making Music Online During COVID-19

COMMUNITY SPOTLIGHT

"When a child learns music it is much more than notes and scales; they discover themselves...it challenges you with creativity and demands self-discipline. It takes commitment and teamwork."

- Student, Age 20, Van Nuys, CA

nammfoundation.org/projects/namm-foundation-covid-19-resources



Event

SAVE THE DATE
NAMM's Music Advocacy Summit
June 16th

Registration opens next week!

namm.org/issues-and-advocacy



ERIC WHITACRE'S
VIRTUAL CHOIR 6

Sing Gently

VIRTUALCHOIR6.COM



COVID-19 and Instrument Cleaning

The NFHS, NAFME and the NAMM Foundation recommend the following guidelines for handling musical instruments during the COVID-19 school shutdown period. These guidelines are designed for use by music educators and educators may use these guidelines when teaching students and parents how to clean instruments.

Sterilization vs. Disinfection

There is a difference between sterilization and disinfection of music instruments. Sterilization is limited in how long an instrument will remain sterile. Once an instrument is exposed to air or handled it is no longer sterile. However, disinfecting an instrument to make it safe to handle will last longer and is easier to achieve. COVID-19 like, most viruses has a limited lifespan on hard surfaces. Users of musical equipment may be more susceptible to infections from instruments that are not cleaned and maintained properly, especially if they are shared school instruments.

If the cleaning process is thorough, musical instruments can be disinfected. Basic soap and water can be highly effective in reducing the number of harmful bacteria and viruses simply by carrying away the dirt and oil that they stick to.

The NFHS, NAFME and the NAMM Foundation received information from the CDC which suggest the COVID-19 virus can remain on the following instrument surfaces for the stated amount of time:

Brass – Up to 5 Days
Wood – Up to 4 Days
Plastic – Up to 3 Days
Strings – Up to 3 Days
Cork – Up to 2 Days

The CDC recommends general cleaning techniques for instruments that have not been used or handled outside of the above timelines. Essentially if students are picking up instruments for the first time since school has been closed, those instruments will not need more than general cleaning as stated below.

Additional guidance on general cleaning and disinfection can be found here
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

Instrument Hygiene

Before distributing an instrument that has been shared, use of alcohol wipes, swabs, or disinfectant solution to thoroughly clean both the outside and the inside of the mouthpiece is highly recommended. It is also essential to maintain overall cleanliness via the use of cleaning rods, swabs, mouthpiece brushes, etc., as this is necessary to prevent buildup of residue within the instrument.

For wood instruments any excess amount of liquid can be damaging. Please be judicious and sparing outside of the mouthpiece area that needs cleaning. In addition, certain cleaning products that can be used on the mouthpiece should not be used around the pads associated with a woodwind instrument's keys (e.g. flute, clarinet, saxophone, etc.).



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COVID-19 AND PIANO CARE

THE PIANO TECHNICIANS GUILD
4444 FOREST AVE.
KANSAS CITY, KS 66106
PHONE: (813) 482-9975
WWW.PTG.ORG

The Corona Virus (COVID-19) is having a major impact throughout the world and that includes the world of the piano technician. The Piano Technicians Guild is making the following suggestions for its members as they work in home and other buildings and facilities.

1. The Centers for Disease Control and Prevention (CDC) has specific tips for preparation, protection and care. You can view this information at <https://www.cdc.gov/coronavirus/2019-ncov/protect/index.html>
2. Special care should be taken when using disinfectant products on a piano. Our thanks to Greg Cheng, RPT, for his invaluable assistance in developing these recommendations.

General Recommendations

- Use alcohol-based disinfectants, do not use bleach-based disinfectants or any product containing citrus.
- If using a spray or liquid bottle, use a disposable towel like **WYPALL L30**. Put the disinfectant on the towel and not the piano.
- After use, immediately put the towel or disinfectant hand wipe in the trash and wash your hands as the CDC recommends. Do not use reusable towels or cloths which could spread germs to your kit or the next customer.
- Always follow up with a dry towel and never leave any liquids on the piano or keys.

Keys

The keys are the most important part. Generally speaking, most disinfecting wipes or sprays should be safe to use on the keys. If the keys are dirty,

www.namm.org/issues-and-advocacy/covid-19-updates-and-resources-business



- FAQs for Businesses
- Grocery & Food Retail Workers
- Meat & Poultry Packing Industry
- Strategies for Respirator Shortages in Non-Healthcare Sectors
- Transportation & Delivery +
- Shared & Congregate Housing +
- Gatherings & Community Events +
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- Community & Faith-Based Organizations +
- Parks & Recreational Facilities +
- Homeless Populations +
- Retirement Communities +
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- Tribal Communities +
- Veterinarians & Veterinary Staff
- Healthcare Professionals +
- Homeless Populations +
- Retirement Communities +
- Correctional & Detention Facilities +
- Tribal Communities +
- Veterinarians & Veterinary Staff
- Healthcare Professionals +
- Health Departments +
- Laboratories +
- CDC's Response +
- Global COVID-19 +
- Communication Resources +

Top 10 Tips to Protect Employees' Health

Healthy employees are crucial to your business. Here are 10 ways to help them stay healthy.

<p>Actively encourage sick employees to stay home. Develop policies that encourage sick employees to stay at home without fear of reprisals, and ensure employees are aware of these policies.</p>	<p>Have conversations with employees about their concerns. Some employees may be at higher risk for severe illness, such as older adults and those with chronic medical conditions.</p>
<p>Develop other flexible policies for scheduling and telework (if feasible) and create leave policies to allow employees to stay home to care for sick family members or care for children if schools and childcare close.</p>	<p>Talk with companies that provide your business with contract or temporary employees about their plans. Discuss the importance of sick employees staying home and encourage them to develop non-punitive "emergency sick leave" policies.</p>
<p>Promote etiquette for coughing and sneezing and handwashing. Provide tissues, no-touch trash cans, soap and water, and hand sanitizer with at least 60% alcohol.</p>	<p>Plan to implement practices to minimize face-to-face contact between employees if social distancing is recommended by your state or local health department. Actively encourage flexible work arrangements such as teleworking or staggered shifts.</p>
<p>Perform routine environmental cleaning. Routinely clean and disinfect all frequently touched surfaces, such as workstations, countertops, handrails, and doorknobs. Discourage sharing of tools and equipment, if feasible.</p>	<p>Consider the need for travel and explore alternatives. Check CDC's Travelers' Health for the latest guidance and recommendations. Consider using teleconferencing and video conferencing for meetings, when possible.</p>
<p>Provide education and training materials in an easy to understand format and in the appropriate language and literacy level for all employees, like fact sheets and posters.</p>	<p>If an employee becomes sick while at work, they should be separated from other employees, customers, and visitors and sent home immediately. Follow CDC guidelines for cleaning and disinfecting areas the sick employee visited.</p>

For more tips and information See the CDC [Interim Guidance for Businesses and Employers](#) and the OSHA [Guidance for Preparing Workplaces for COVID-19](#).

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Making Music Webinars



Virtual Choir 6: Sing Gently, a Conversation with Eric Whitacre

Watching the events unfold around the world, Composer Eric Whitacre has been inspired to write a new piece to share through the Virtual Choir: Sing Gently.



Making Music Online: How To's for Ensembles

This webinar offers practical tips, how-to's and motivation to move your ensembles online.



Making Music Online: How To's for Private and Group Lessons

Discover online group lessons and therapeutic music-making for children and adults, and business models to move in-store music lessons online to keep students connected and making music.

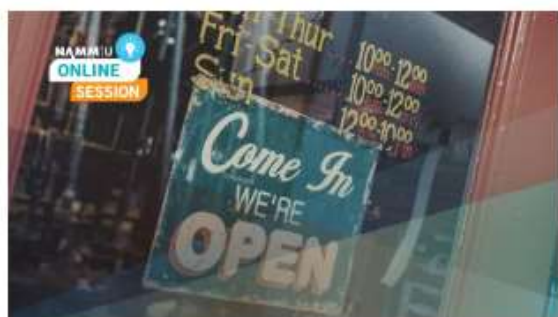


Bridging the Gap: Teaching and Learning Music Online

The power of music is amplified through the events we share. Teaching and learning music can thrive through the remarkable tools, resources and people that are engaging in music online.



NAMMU Webinars



COVID Retail Recovery: How to Reopen for Business

How do you navigate reopening your retail business in the time of COVID-19? How do you re-engage customers who've been hunkered down? How will you manage and communicate with your...



Website Strategies in the New Normal

What are the latest web strategies for music businesses? In this pre-recorded webinar from April 22, Inbound AV's Peter Malick and Madison Revell look at how people's online behavior has...



Sales & Marketing in the Time of COVID-19, Part 3: Timeless Selling

NAMM welcomed global business expert Marcus Sheridan for a special online education series on sales and marketing in the time of COVID-19. The third and final part, "Timeless Sales," was...

Final Thoughts

“

I've met all my best friends and made amazing memories through music ensembles. Being in band was the only motivation keeping me away from senioritis so now I'm just sad and bored.”



“

Choir is my time to be free. Choir is my everyday reminder that music is important to me and it's more than just a sound. Choir lets me breathe. It lets me release everything I've built up throughout the school day. It's my passion, and I think the only thing I'm missing from school is my ensemble.”



“

Band is a time of the day where I'm able to separate my mind from every other stressful thing going on in school and to focus on music, which relaxes me. I will miss having that designated time of day to focus on my music.”





Reminder

The information and resources mentioned in this webinar are available at

nammfoundation.org/projects/namm-foundation-covid-19-resources

Let Us Hear From You
Erice@namm.org

MUSIC CONNECTS US

Thank You!

