

MAKING MUSIC TOGETHER

Considerations for a Safe Return to the Instrumental Music Classroom



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“It is imperative that all students have access to an equitable delivery of arts education including dance, media arts, music, theatre, and the visual arts that supports their educational, social, and emotional well-being, taught by certified professional arts instructors in partnership with community arts providers.”

From “Arts Education is Essential”, a unified statement from national arts organizations across the United States. For the full statement, please see Appendix C.

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About this Document

This document is a collaborative effort with contributions from Barry Trobaugh (Director of Bands and Assistant Principal, Munford High School), Ladonna Gibson (Amro Music Educational Representative and Bald Knob School Board Member), Richie Williams (Director of Bands, Paragould High School) and Nick Averwater (Amro Music Stores, Inc). While this document does not represent legal or health advice, it does encompass a wide variety of expert sources, including multiple documents from the CDC. It is a collection of considerations related to teaching instrumental music education while also preventing the spread of COVID-19.

This document is written from the perspective of the local music educator with the intention of being shared with local school boards, principals, administrators and other constituents. However, it can be updated to reflect a different point of view, such as guidelines from a district or state.

Music educators are invited to use this document as a gathering place for ideas to address the challenges this year may bring or to clarify their processes to be shared with their school board or administration. This document will be updated as more resources are made available and guidelines are released.

Music educators are also invited to copy and create their own version of this document to begin preparing for the upcoming year or to share with administrators, parents, or other constituents. Additionally, directors may modify the content to reflect the unique situations in their state, community, and classroom.

From all of us working on this project, we wish you the very best as we navigate this uncertain time. We hope this can be a source of ideas and creative problem solving.

Why Music?

The upcoming school year will present a litany of challenges, however, the importance of music in our schools and the impact it has on student's lives has not changed. We must simply adjust the manner in which we deliver these life lessons.

Music offers a platform for students to learn skills necessary to be successful later in life: creative problem solving, self expression, and an awareness of those around us¹. These lessons will be even more vital as we return to life after COVID-19 and look to offset the effects of quarantine.

¹ "Come One, Come All: the Benefits of Making-Music within the Community." *Percussion Play*, <https://www.percussionplay.com/the-benefits-of-music-making-within-the-community/>. Accessed 5/29/2020

Additionally, we know students enrolled in music experience substantial cognitive benefits compared to their non-music peers. Because of this, students enrolled in music score higher on standardized tests², learn a foreign language faster³ and can more quickly master complex math concepts⁴. Students are also less likely to be truant, less likely to get involved with drugs and alcohol, more likely to graduate on time, and more likely to go on to college⁵. Simply put, we need music now more than ever.

Is playing an instrument safe?

Band Classes: While academic studies are presently underway at the University of Colorado and the University of Maryland⁶ which should provide additional information and clarity, a recent study hosted by the Vienna Philharmonic revealed “when playing an instrument they (the musicians) faced no additional risk of transmitting the novel coronavirus when performing”⁷ and that “we should not expect air exhaled by artists to reach more than 80 centimeters (2.6 feet) distance”⁸ (See Appendix E for article). Additionally, the United States Army Band and West Point states “there is agreement between all of the research collected, that wind instrument playing seems to present about the same risk as normal breathing and talking.”⁹

As many educators and musicians can attest, although the musician is blowing air into the instrument, the design of the instrument is such that the air is slowed down to produce a tone, and in doing so, the instrument retains a great deal of moisture and aerosols thought to contribute to the spread of COVID-19. Intentional behaviours, such as frequently disinfecting the musical instruments in our program, ensuring students properly maintain their own equipment,

² “Music Education and Academic Achievement.” *The National Association for Music Education*, <https://nafme.org/advocacy/what-to-know/music-education-and-academic-achievement/>. Accessed 5/28/2020

³ “The Potential Role of Music in Second Language Learning: A Review Article”. *The Journal of European Psychology Students*, <https://jeps.efpsa.org/articles/10.5334/jeps.ci/>. Accessed 5/29/2020

⁴ “Music and Health.” *Harvard University*, <https://www.health.harvard.edu/staying-healthy/music-and-health>. Accessed 5/29/2020

⁵ “20 Important Benefits of Music in our Schools.” *The National Association for Music Education*, <https://nafme.org/20-important-benefits-of-music-in-our-schools/>. Accessed 5/29/2020

⁶ “Unprecedented International Coalition led by Performing Arts Organizations to Commission COVID-19 Study.” *The National Federation of State High School Associations*, <https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>. Accessed 5/27/2020

⁷ “Vienna Philharmonic says no increased virus risk for orchestras.” *Medical Xpress*, <https://medicalxpress.com/news/2020-05-vienna-philharmonic-virus-orchestras.html>. Accessed 4/28/2020

⁸ “Vienna Philharmonic says no increased virus risk for orchestras.” *Barron’s*, <https://www.barrons.com/news/vienna-philharmonic-says-no-increased-virus-risk-for-orchestras-01589820904>. Accessed 4/28/2020

⁹ “Army Band COVID-19 Risk Mitigation for Large Groups.” *West Point Music Research Center*, <https://www.westpointband.com/westpointmusicresearchcenter/army-band-covid-19-risk-mitigation-for-large-groups.html>. Accessed 6/4/2020

and closely following the CDC's guidelines recommended for social distancing will allow us to prioritize access to quality music education in our school while also proactively preventing the spread of COVID-19.

Orchestra Classes: Orchestra instruments offer no additional risk of contributing to the spread of COVID-19. Performing on these instruments does not involve breathing into the instrument to create a tone and students are able to wear masks when playing. Additionally, because these instruments are sealed with a lacquer or varnish, the exterior surfaces of these instruments are non-porous and can be cleaned similar to other surfaces. Encouraging students not to share classroom supplies, implementing a structured cleaning regimen, following the CDC's guidelines for social distancing, and utilizing appropriate cleaning solutions that are both effective and safe for the instrument's finish, will play an active role in preventing the spread of COVID-19 in the orchestra classroom.

Preventing the Spread of COVID-19

Classroom Policies

Incorporating a cleaning and disinfecting schedule into our classroom policies will play an important role in safely resuming school. This is an area that both educators and students can proactively participate in to prevent the spread of COVID-19 in our classrooms. Referencing the guidelines offered in the CDC's *Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes*¹⁰, our music program is prepared to implement the plan outlined below.

The two primary means of cleaning instruments in our classroom will be the usage of isopropyl alcohol (in concentrations greater than 70%¹¹) and a product called "Steri-Spray" made by Superslick. Isopropyl alcohol is readily available, affordable, and can easily be placed in spray bottles to be used on instruments, case interiors and exteriors, and mouthpieces. However, isopropyl alcohol is not recommended for universal use in a music classroom, as it can cause damage to certain instrument finishes and mouthpieces. In these instances, we will utilize Steri-Spray made by Superslick¹². (Note: the active ingredient in Steri-Spray is quaternary ammonium, as confirmed by the manufacturer with EPA Reg. #10324-117-85841. This active

¹⁰ "Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes." *The Center for Disease Control and Prevention*, https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf. Accessed 4/28/2020

¹¹ "How to Clean and Disinfect." *The Center for Disease Control and Prevention*, <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html>. Accessed 4/29/2020

¹² "Superslick Steri-Spray Mouthpiece Cleaner and Case Freshener." *American Way Marketing*, <https://www.americanwaymktg.com/catalog/other/mouthpiece-accessories/steri-spray/>. Accessed 6/2/2020

ingredient is listed on the Environmental Protection Agency's list of approved COVID-19 disinfectants.¹³⁾

Establishing set schedules and expectations will be of utmost importance to prevent the spread of COVID-19 as we return to the classroom. We will be implementing the following procedures within the band/orchestra classroom:

- Doors will be opened at the beginning and end of each class to ensure students will not need to touch the door knobs or handles.
- Students will enter through an assigned door, collect their instrument, and go directly to their seat to prevent unnecessary contact or movement throughout the classroom.
- Prior to taking their instruments out of the case and again at the conclusion of class, students will wash or disinfect their hands using soap and water or an alcohol based sanitizer.
- Students will refrain from sharing classroom materials, such as valve oils, pencils, instruments or other supplies.
- Students will not touch or move other students' instruments, mouthpiece, or case.
- Students will spray their mouthpiece with Steri-Spray at the conclusion of each practice rehearsal or performance, prior to placing the instrument in the case.
- Students will be encouraged to provide their own supplies as they are able. When this is not feasible, shared equipment such as mallets, cymbals, or other percussion equipment will be disinfected prior to another student using the same piece of equipment.
- Frequently touched objects in our classroom, including music stands, door knobs, switches, keyboards, faucets, and other applicable objects will be disinfected appropriately according to their frequency of use and according to CDC and local guidelines.

Classroom Layout

The layout of our classroom will be adjusted based on the guidelines offered by the CDC. If we are considered a community with "no spread" and in the "preparedness phase" as set forth by the CDC and discussed in the CDC's *Interim Guidance for K-12 Administrators*¹⁴, we will be able to continue our lessons and rehearsals as we have previously, while still incorporating preventative social distancing and proactive hygiene measures. This will include spreading chairs apart as much as possible, marking the location of chairs, and following the disinfection protocol outlined in this document and according to CDC's guidelines.

¹³ "COVID-19 Disinfectants." *The United States Environmental Protection Agency*, <https://cfpub.epa.gov/giwiz/disinfectants/index.cfm>. Accessed 6/1/2020

¹⁴ "Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Response to Coronavirus Disease 2019." *The Center for Disease Control and Prevention*, <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools-h.pdf>. Accessed 4/28/2020

In the instance that our community is considered “a minimal to moderate spread” community by the CDC guidelines and local health officials, it will be important that we incorporate further social distancing and preventative measures.

(If the classroom is large enough to accommodate your students while social distancing:) Our present rehearsal space measures (insert square footage measurements here. Determine this by measuring the length of your rehearsal space by the total width of the rehearsal space) To achieve 6 feet of social distancing¹⁵, our chairs can be arranged in a way that will accommodate (insert number. To achieve this, divide your room’s total square footage calculated above by 36, as each student will need a “block” measuring 6’x6’ or 36 square feet to achieve a social distance of 6 feet between students in all directions. Consider making further adjustments in your square footage by accounting for podium, storage, or other areas that may not be usable for teaching space. Also consider that straight lines might offer the most efficient way to social distance, rather than in an arching shape.) students. This modification to our classroom setup will allow us to continue learning while still practicing strict social distancing. Once we have determined the appropriate lay-out of the space, we will mark the floor with tape to ensure we remain within the social distancing standards.

(If the classroom is too small to accommodate social distancing:) In the event that we will need to follow social distancing requirements, we will make the following adjustments, as we are able, to accommodate the group and rehearsal:

- Pre-measure and chart all potential rehearsal spaces, including alternative spaces, to determine space occupancy while social distancing.
- Consider outdoor rehearsal, weather permitting.
- Relocate the rehearsal to a larger space that will allow us to appropriately social distance, such as the gymnasium or auditorium.
- Divide the rehearsal into rehearsal cohorts, allowing us to meet the necessary social distancing requirements and remain within the limitations of our space.

Promoting Behaviors that Reduce Spread

It will be necessary that all educators proactively participate in preventing the spread of COVID-19. Following the CDC’s *Considerations for Schools*¹⁶, our program can actively promote behaviors that reduce spread by:

- Encouraging students to stay home when appropriate.

¹⁵ “Social Distancing.” *The Center for Disease Control and Prevention*, <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>, Accessed 6/1/2020

¹⁶ “Considerations for Schools.” *The Center for Disease Control and Prevention*, <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>. Accessed 5/29/2020

- Using proper hand hygiene and respiratory etiquette by washing hands before or after playing an instrument, picking up an instrument case, or assembling an instrument.
- Wearing cloth face coverings as much as possible when not performing or outside practicing social distancing. This will be most essential in times when physical distancing is not possible.
- Ensuring we are adequately stocked with cleaning supplies, including instrument-safe isopropyl alcohol, instrument sanitizing spray, alcohol-based hand sanitizers, soap, paper towels and tissues.

Maintaining Healthy Environments

Proactively maintaining a healthy environment will play an important role in preventing the spread of COVID-19. Our music program is prepared to do the following to comply with the CDC Guidelines shared in its *Considerations for Schools*¹⁷:

- Clean and disinfect frequently touched surfaces (door handles, handles, drinking fountains, and other equipment)
- Discourage the use of shared objects, including encouraging students to provide their own instrument, cleaning supplies, oils, and folding music stand (when applicable).
- Ensure proper ventilation of the space by increasing circulation of outdoor air or performing outdoors as much as possible.
- Create a one-way route to enter and exit the classroom, pick up and store equipment.
- Modify layouts to include facing the same direction, spaced as much as our classroom will allow, or as requested by our local health officials.
- Encourage students to bring their own meals and drinks, when applicable.

Disinfecting Musical Instruments

Maintaining a clean musical instrument that is frequently disinfected will be a primary point of emphasis for the foreseeable future. While each instrument is unique, students should be aware of instrument cleaning procedures and policies as it relates to their instruments.¹⁸

- Students should wash their hands or use an alcohol-based sanitizer before handling their instrument, case, or mouthpiece as well as at the conclusion of playing their instrument.

¹⁷ “Considerations for Schools.” *The Center for Disease Control and Prevention*, <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>. Accessed 5/29/2020

¹⁸ “COVID-19 Instrument Cleaning Guidelines”, *The National Association for Music Education*, <https://nafme.org/covid-19-instrument-cleaning-guidelines/>. Accessed 5/30/2020

- Students should refrain from handling the instruments, case, or mouthpiece of another student.
- Students should clean the instrument, neck, and mouthpiece as recommended by NAFME's *Instrument Cleaning Guidelines*¹⁹ and information found in Appendix B.

Considerations for Marching Band and Camps

The nature of marching band allows us to sufficiently follow the CDC's guidelines relating to physical activity and social distancing. Because marching band takes place outside, it ensures there is adequate ventilation. Additionally, we will implement the following procedures to further prevent the potential spread of COVID-19^{20 21}:

- Follow the necessary cohorting guidelines and maximum group sizes, as established by our local district and health officials.
- Establish an entry and egress plan for each building that will allow students to effectively enter and exit the building while still adhering to social distancing standards. Consider using tape or paint as guides for students.
- Modify drill, where able, to achieve social distancing standards during rehearsals, practice, and performances.
- Emphasize fixed small groups, class, or sectional rehearsals when able to minimize group sizes.
- Prioritize outdoor, rather than indoor, rehearsals to maximize air circulation.
- Students will utilize outside entry doors as much as possible to prevent unnecessary movement throughout the building.
- Students will provide or be provided their own equipment, meals, and drinks to prevent equipment sharing.
- No clothing or towels should be shared among students or laundered on-site.
- Prop doors open, as able, to ensure adequate air flow and to prevent touching handles and knobs.
- Teachers will utilize loudspeakers, megaphones, or other technology to increase social distancing abilities.
- Communicate with parents and students regarding the necessary pick-up and drop-off methods to ensure sufficient social distancing.

¹⁹ "COVID-19 Instrument Cleaning Guidelines", *The National Association for Music Education*, <https://nafme.org/covid-19-instrument-cleaning-guidelines/>. Accessed 5/30/2020

²⁰ "Guidance for a return to high school marching band." *The National Federation of State High School Associations Music Committee and the Sports Medicine Advisory Committee*, <https://www.nfhs.org/media/3812329/2020-nfhs-guidance-for-returning-to-high-school-marching-band-activities.pdf>. Accessed 5/29/2020

²¹ "Pandemic Recovery Considerations: Re-Entry and Reopening of Schools." *The Missouri Schools Boards' Associations' Center for Education and Safety*, <https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJGDM>. Accessed 5/24/2020

- Continue to practice good hygiene, including frequently washing hands with soap and water, avoid touching the face, sneezing into a tissue, and frequently disinfecting common items and surfaces.
- Disinfect equipment prior to and at the conclusion of each rehearsal or performance.
- When applicable, students will arrive at rehearsal or performances in clothing appropriate for the weather conditions or performances to prevent the need for dressing rooms or additional time spent inside the buildings.
- Special consideration will be given when loading and unloading equipment. Prior to loading equipment on a bus or trailer, those loading trailers will be trained and wear the appropriate PPE for handling instruments, or instruments will be placed in an area to be disinfected with isopropyl alcohol prior to being handled by the equipment loading team and returned to the student.

Pre-Rehearsal Screening and Questions

If we are requested by our local district or health officials to complete a pre-rehearsal screening prior to hosting a rehearsal, we are equipped to do so by following the considerations established in the *Guidance for a Return to High School Marching Band*, published by the National Federation of State High School Associations (NFHS) Music Committee and the Sports Medicine Advisory Committee (SMAC).²²

- All directors and students will be screened for signs/symptoms of COVID-19 prior to a rehearsal. Screening includes a temperature check.
- Responses to screening questions for each person will be recorded and stored so that there is a record of everyone present in case a student develops COVID-19, with appropriate attention being given to privacy and confidentiality.
- Any person with positive symptoms reported will not be allowed to take part in rehearsals and should contact his or her primary care provider or other appropriate health-care professional.
- Vulnerable individuals should not oversee or participate in any rehearsals

See a sample set of screening questions in Appendix D.

For a Google spreadsheet to record your program's survey responses, please [click here](#).

For a Google Spreadsheet to record your student's temperatures, please [click here](#).

²² "Guidance for a return to high school marching band." *The National Federation of State High School Associations Music Committee and the Sports Medicine Advisory Committee*, <https://www.nfhs.org/media/3812329/2020-nfhs-guidance-for-returning-to-high-school-marching-band-activities.pdf>. Accessed 5/29/2020

Inventory and Equipment Management

Prior to the school year starting, a full inventory of equipment and other assets will be completed.²³ This will allow us to verify which students have district assets in their possession and establish a maintenance and disinfecting schedule for district-owned inventory.

To prevent the spread of COVID-19, it is important that students not share musical instruments, mouthpieces, or other equipment that might easily transmit aerosols from one student to another. Accordingly, students that are able to purchase or rent a musical instrument will be encouraged to do so, as this ensures the instrument will be played only by the student owning/renting the instrument. However, in instances where this may not be economically feasible for the families in our program, we should thoroughly explore providing instruments to students in a one-to-one capacity to prevent sharing.

Recruiting and Instrument Fittings

Many middle school and high school instrumental music programs engage in recruiting activities during the spring semester. These activities may include informational meetings, instrument testing events or “petting zoos”, aptitude testing and other activities. As a result of school closures in the spring, many of these activities were unable to take place and we should anticipate the need for additional time during the upcoming fall semester to successfully complete these recruiting activities. These activities and considerations may include:

- Having music educators work with school administrators and counselors for access to student contact information to facilitate individual conversations and communications with parents of rising students.
- Shifting recruitment activities to the start of the school year.
- Utilizing virtual recruitment practices, such as videos, virtual parent meetings, Google Forms, Bepartofthemusic.com, etc.
- Understand and communicate with administrators and counselors that these changes in the traditional recruiting timeline may result in delayed registration, scheduling and class rostering.

An important part of the beginning band process is the “instrument fitting”, in which we work to identify an instrument(s) that best aligns with a student’s natural facial characteristics, thus increasing the probability for success when learning a musical instrument. We are equipped to

²³ Pandemic Recovery Considerations: Re-Entry and Reopening of Schools.” *The Missouri Schools Boards’ Associations’ Center for Education and Safety*, <https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJGDM>. Accessed 5/24/2020

handle this process by utilizing the following guidelines, as found in the National Federation for High Schools “Fall 2020 Guidance for Music Education”²⁴:

- Host an online pre-screening for students to confirm interest and to clarify procedures and safety guidelines for the upcoming instrument testing.
- Post signage indicating that no one should attend or participate if they are showing symptoms or have had contact with a confirmed COVID-19 diagnosis in the past 14 days.
- Use necessary face coverings, as dictated by local and school officials.
- Host outdoors, if at all possible, to ensure maximum air ventilation.
- If hosted indoors, arrange for additional fans to increase circulation, considering both the size of the room and capacity of the space.
- Minimize the need for parents to wait and ensure those waiting are away from the instrument testing.
- Clean and sanitize the testing supplies with disinfectants approved by the EPA for COVID-19 (see [Classroom Policies](#) for more information on these products).
- Provide hand sanitizer for students to use prior to and at the conclusion of the instrument fitting.

Planning for Further Potential Closures

We anticipate that this year could bring further school closures, either sporadically should someone enter the building that tests positive for COVID-19, or for extended periods of time as a result of a “wave” of infections within our community. Accordingly, it is imperative that our program be equipped to quickly transition from classroom to at-home learning.

In addition to our established curriculum for the upcoming school year, we have identified the following as potential resources to further supplement online and at-home learning.

- Breezinthrutheory.com
- Essential Elements Music Class Interactive
- Musicfirst.com Classroom
- Noteflight.com
- Flat.io
- Flipgrid.com
- smartmusic.com

²⁴ “Fall 2020 Guidance for Music Education.” *National Federation for High Schools and the National Association for Music Education*, https://nafme.org/wp-content/files/2020/06/NAfME_NFHS-Guidance-for-Fall-2020.pdf. Accessed 6/19/2020.

Music Vendors

The preferred music vendor for our program, Amro Music, plays an important role in providing services necessary for continuity within our program, including instrument and supply delivery, repair pick up and drop off, and rental and maintenance programs that make it affordable for parents to participate in music. In order to ensure that we do not experience a disruption in services necessary for students, Appendix A is an emergency plan submitted by Amro Music outlining their plans to minimize disruption of services for directors and students should we experience a school closure as well as to proactively prevent the spread of COVID-19 while providing these services to our program.

Other considerations

In an effort to accommodate all students, we should be mindful that the economic health of families may have changed. Accordingly, our program will review supply lists and ensure only necessary supplies are requested of families to participate in music.

Appendix A: Service/Vendor Plan from Amro Music

To our community, school, and health leaders,

On behalf of everyone at Amro Music, we would like to extend our sincerest appreciation to our school leaders, administrators, and public officials that are working diligently to provide an exceptional education to our students. We find ourselves reevaluating every process within our education system to prevent the spread of COVID-19 and make it as safe as possible for students. This requires diligent leadership and we thank those working so hard to make this a reality.

For nearly 100 years, Amro Music has provided the products that offer students the best opportunity for success when learning a musical instrument and educators the services necessary to spend more time focused on teaching and music. These services include affordable rental instruments, a maintenance plan for parents and students, accessory and supply deliveries to schools, instrument loaners, and prompt instrument repairs.

In order to continue providing these important services to music programs, Amro's team of educational representatives will be taking the following actions to proactively prevent the spread of COVID-19:

- Spraying instrument cases, handles, and latches with 93% isopropyl alcohol or Steri-spray when both picking up an instrument and dropping it off to the school.
- Sanitizing hands with alcohol-based hand sanitizer immediately before entering the school.
- Wearing a mask while in the building or communicating with music educators or school officials.
- Assisting directors by offering guidance on how to properly store and disinfect instruments.

Additionally, Amro's repair shop takes extensive measures to prevent the spread of any virus when an instrument enters our repair shop, including the liberal use of 93% isopropyl alcohol both on the interior and exterior of the instrument and case prior to and at the conclusion of work.

We recognize that these are unprecedented times, and we are committed to providing the services music educators have come to expect while also playing our role in preventing the spread of COVID-19. If you have any questions at all, you are welcome to contact me directly using the information below.

Sincerely,

Nick Averwater
Vice President
Amro Music Stores, Inc
901-323-8888
Nick@amromusic.com

To download this letter as a PDF on Amro letterhead, please [click here](#).

Appendix B: COVID -19 Instrument Cleaning Guidelines

COVID-19 and Instrument Cleaning²⁵

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>

²⁵ “COVID-19 Instrument Cleaning Guidelines”, *The National Association for Music Education*, <https://nafme.org/covid-19-instrument-cleaning-guidelines/>. Accessed 5/30/2020

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.).

Mouthpieces

Adhering to the following procedures will help to keep shared mouthpieces and instruments clean and safe for continued use.

Cleaning the Flute Head Joint

1. Using a cotton swab saturated with denatured, isopropyl alcohol, carefully clean around the embouchure hole.
2. Alcohol wipes can be used on the flute's lip plate to kill germs if the flute is shared by several players.
3. Using a soft, lint-free silk cloth inserted into the cleaning rod, clean the inside of the headjoint.
4. Do not run the headjoint under water as it may saturate and eventually shrink the headjoint cork.

Cleaning Bocals

1. Bocals should be cleaned with a bocal brush, mild soap solution, and running water.
2. English Horn bocals can be cleaned with a pipe cleaner, mild soap solution, and running water. Be careful not to scratch the inside of the bocal with the exposed wire ends of the pipe cleaner.

Cleaning Hard Rubber and Ebony Mouthpieces

1. Shared mouthpieces should be cleaned after each use. Individually owned mouthpieces should be swabbed after each use and cleaned weekly.
2. Select a small container that will accommodate the mouthpiece vertically and place the mouthpiece, tip down, into the container.
3. Fill the container just past the window of the mouthpiece with a solution of 50% water and 50% white vinegar or hydrogen peroxide. Protect clarinet mouthpiece corked tenons from moisture.
4. After the mouthpiece has soaked for fifteen minutes, use an appropriately sized mouthpiece brush to remove any calcium deposits or other residue from inside and outside surfaces. This step may need to be repeated if the mouthpiece is excessively dirty.
5. Rinse the mouthpiece thoroughly and then saturate with disinfectant solution. Place on paper

towel and wait one minute.

6. Wipe dry with a paper towel.

7. Note: Metal saxophone mouthpieces clean up well with hot water, mild dish soap (not dishwasher detergent), and a mouthpiece brush. Disinfectant solution is also safe for metal mouthpieces.

Cleaning Saxophone Necks

1. Swabs are available to clean the inside of the saxophone neck. However, many saxophonists use a flexible bottle brush and toothbrush to accomplish the same results.

2. The saxophone neck on shared instruments should be cleaned after each use. Saxophone necks for individually owned instruments should be swabbed after each use and cleaned weekly.

3. Use the bottlebrush with mild, soapy water to clean the inside of the neck.

4. Rinse under running water.

5. Disinfectant solution may be used on the inside of the neck if desired. Place on a paper towel for one minute.

6. Rinse again under running water, dry, and place in the case.

Cleaning Brass Instrument Mouthpieces

1. Shared mouthpieces should be cleaned after each use. Individually owned mouthpieces should be cleaned weekly.

2. Use a cloth soaked in warm, soapy water to clean the outside of the mouthpiece.

3. Use a mouthpiece brush with warm, soapy water to clean the inside.

4. Rinse the mouthpiece and dry thoroughly.

5. Disinfectant solution may be used on the mouthpiece at this time. Place on a paper towel for one minute.

6. Wipe dry with a paper towel.

Cleaning String Instruments

1. Isopropyl alcohol with a concentration above 70% should only be used on the strings and unfinished finger and fret boards.

2. String, percussion, and keyboard instruments present fewer hygienic issues that can be solved simply by the player washing their hands before and after use for a minimum of 20 seconds.

Other Instruments

1. Plastic recorders can be washed with warm, soapy water and should be swabbed after each use with a plastic cleaning rod and soft thin cloth. Disinfectant solution and alcohol wipes may also be used.

Choosing a Disinfectant for Musical Instruments

1. Sterisol Germicide Solution can be safely used on plastics, hard rubbers, and metals.

2. Mi-T-Mist Mouthpiece Cleanser can be used on most materials. It is NOT recommended for use on hard rubber mouthpieces.
3. Isopropyl alcohol wipes are safe for most materials. They are NOT recommended for use on hard rubber mouthpieces.
4. A solution made with 50% water and 50% white vinegar or 50% water and 50% hydrogen peroxide can be safely used on plastics, hard rubbers, and metals.

While other potential disinfectants, including alcohol, boiling water, and bleach can be used as general disinfectants, they are not recommended for use on mouthpieces or instruments due to their potential effect on skin, plastics, and metals.

1. Whichever disinfectants are chosen, it is crucial to read the product instructions and follow them closely.
2. Disinfectants do not remove dirt, so mouthpieces and instruments must be cleaned thoroughly before using.

Appendix C: Arts Education is Essential Unified Statement

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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Appendix D: Critical Question Survey

The following survey questions can be used to monitor for potential carriers of the COVID-19 virus. Please carefully consider your local health regulations, student privacy laws, and other CDC guidelines when creating your survey and recording responses.

1. Have you experienced any of the following symptoms in the past 3 days: cough, shortness of breath or difficult breathing, fatigue, muscle or body aches, new loss of taste or smell, sore throat, congestion or running nose, nausea or vomiting, or diarrhea?
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2. Have you had a fever of 100.4 or greater in the past 3 days?
3. Has anyone in your household tested positive for COVID-19 or have you been in close contact with a confirmed case of COVID-19?
4. Do you presently have any pending tests for COVID-19?

For a Google spreadsheet to record your program's survey responses, please [click here](#).

For a Google Spreadsheet to record your student's temperatures, please [click here](#).

²⁶ "Symptoms of Coronavirus." *The Center for Disease Control and Prevention*, <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>. Accessed 5/30/2020

Appendix E: Vienna Philharmonic Says No Increased Virus Risk for Orchestras

Vienna Philharmonic Says No Increased Virus Risk For Orchestras

AFP - Agence France Presse

May 18, 2020

Vienna's prestigious Philharmonic Orchestra said Monday that a study into how far musicians' breath travels when playing instruments showed they faced no added risk of transmitting the novel coronavirus when performing.

The orchestra's musicians took part in an experiment involving devices being inserted into their noses which made a fine mist visible when they breathed.

The experiment established that "we should not expect air exhaled by an artist to reach more than 80 centimetres' distance," according to a statement from the orchestra sent to AFP on Monday.

This maximum distance of breath droplets was emitted by flute players while for the string section there was no observable change in how far the breath travelled between playing or being at rest.

The study concluded that there was no increased risk for musicians playing together in an orchestra as long as they observed at least a metre's distance from each other. Since mid-April Austria has been loosening its coronavirus lockdown in stages and from the end of May, theatre and music performances will be permitted for audiences of up to 100 people.

From July 1 the limit will go up to 250, with cinemas also set to re-open.

From August 1, events for up to 500 people will be allowed, with the possibility of larger scale events of up to 1,000 people provided organisers devise safety measures that meet the government's approval.

The government has also promised to put forward a framework for restarting rehearsals and film productions.

The Vienna Philharmonic hopes the results of its study will convince the government not to introduce rules for orchestras which may hinder communication between the Artists.

The Vienna Philharmonic's chairman Daniel Froschauer told Austrian media that the orchestra "is defined by extraordinary achievements" but added: "These will be difficult for us if everyone is sitting in a plastic cabin."

The orchestra is world-renowned, particularly for its famous New Year's Day concert.
AFP NEWS

6/3/2020 Vienna Philharmonic Says No Increased Virus Risk For Orchestras - Barron's

<https://www.barrons.com/news/vienna-philharmonic-says-no-increased-virus-risk-for-orchestras-01589820904> 2/2