Safer Schools and Campuses Best Practices Clearinghouse
Guided Template for PreK-College and University Music Educators

This guided template can help music educators and advocates share examples of risk management practices in the music classroom with the U.S. Department of Education (ED) as they gather information about how to safely reopen schools. According to the U.S. Department of Education, "The Clearinghouse will highlight lessons learned and best practices that can help schools and districts best use American Rescue Plan funds to meet their students' unique needs. The Clearinghouse will include resources that not only help schools prepare for and sustain in-person operations safely but also will help schools meet students' social, emotional, mental health, academic, and other needs." NAfME, NAMM, NFHS and other partners invite you to share your best practices or lessons learned for reinstating music education classes with reduced risk so that music is included in the examples for having a safer classroom shared by the Department of Education with schools and leaders across the country.

Submissions will be accepted on a rolling basis and should be submitted to Bestpracticesclearinghouse@ed.gov.

Submissions should include:

1. Contact information
   a) First and last name
   b) School or Organization
   c) School District
   d) City and State
2. Subject line: Safer Music Education or similar
3. Topic (e.g., safer and healthy environments; providing supports to students; and teacher, faculty, and staff well-being, professional development, and supports)
4. Target audience (e.g., early childhood, PreK-12, postsecondary)
5. A short description (two to three sentences)
6. What makes it a lesson learned or best practice?
7. Whether there is a focus on racial equity and/or another equity focus, such as a focus on historically underserved populations.

Clearinghouse Topics explained

☐ Safer and Healthy Environments; Providing Support to Students
   o Include use of mitigation strategies such as bell covers, masks, puppy pads for spit valves, physical distancing, use of HEPA filters, shorter classes or rehearsals, small ensembles, as well as how having music education on campus addresses social and emotional needs and how it eases reentry to in-person learning.
☐ Teacher, Faculty, and Staff Well-Being

- How are you keeping teachers safer by reducing risk and addressing their social and emotional needs?
  - Professional Development
    - What training is available to teachers and administration to ensure that your campus is following risk management protocols?
  - Supports
    - How does your music program support your community on campus and off?

Resources or Materials

The resource provided should help school administrators and other education stakeholders understand how to include music education in their reopening plans using risk mitigation strategies such as sanitizing protocols specific to music classrooms; classroom procedures that work for a shared music classroom space; innovative uses of "music on a cart," or other ways to include music in schools where students are in separate pods; etc. Resources may include PDF, JPEG, document attachment or link to a video.

Target Audience Early childhood education, PreK-12, postsecondary). For music education, you may also want to specific elementary, secondary, and kind of class (general music; band; choir.

Short Description of Materials Two to three sentences that describe materials you have provided and how they might help others.

Summary of the Impact and any evidence of positive outcomes (e.g., local data regarding number of cases of COVID in the community, State or Federal guidance, quantitative and/or qualitative research, etc.) You can speak to how your suggested resource aligns with the Performing Arts Aerosol Research Study's mitigation recommendations, the Fall 2020 Return to School Guidance by NAfME/NFHS, or your state or local guidelines. Your submission can also speak to how music education has helped students' transition during school reopening, such as leading to higher levels of student engagement, attendance, or social emotional well-being.

Setting in which the practice has been used (e.g., rural/urban/suburban, public/private/proprietary)

Whether there is a focus on racial equity and/or another equity focus, such as a focus on historically underserved populations including students with disabilities; English learners; students from low-income backgrounds; first-generation college students; students experiencing homelessness; students in or formerly in foster care; Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA+) students; undocumented students; student veterans and military-connected students; student parents; and international students. How has the practice you are sharing helped make certain **all** students have equitable access to music education?