



Overview: Phasing to In-Person Programming at CMSS

Our Response to the COVID-19 Pandemic

CMSS has offered fully remote programming since the start of the COVID-19 Pandemic in March 2020.

In spring 2021, we will begin phasing to in-person programming that will feature a mix of remote and in-person experiences.

Phasing to in-person learning will be a continually gradual process, and NOT reliant on season markers (spring, summer, fall, winter).

The pace at which we transition into hybrid in-person offerings will be based on three very important factors: 1) enacting and revisiting state and CDC safety policies, protocols, and guidelines, 2) assessing the impact and practicality of these requirements, and 3) honoring the comfort level of the individuals involved when exploring the move to in-person programming (i.e., the student as well as the instructor).

Because remote lessons and classes are an integral part of the CMSS experience in the 2020-2021 school year, we have made the following commitments to our community:

1. CMSS remote lessons are of the highest caliber.

This summer, our faculty refined their teaching techniques for this school year's remote music lessons. We researched and invested in technological equipment and the best online platforms available so that our teachers can seamlessly deliver instruction and connect with their students meaningfully and effectively. Our faculty have access to the CMSS building with technology support and high speed internet in order to teach remotely from their studios. While it is impossible to replicate in-person connections, we are committed to fostering musical growth, expanding creative expression, and deepening relationships with faculty and peers throughout the school year.

2. In order to facilitate community connection, all CMSS ensembles are free for the 2020-2021 school year.

We enthusiastically encourage all interested students to join both beginner and advanced ensembles to meet and mingle with like-minded, music-loving peers while creating memorable music experiences.

3. CMSS continues to support its students in need.

We know not all of our students have access to the resources and technology needed to participate in remote lessons and classes, and we are actively working on finding ways to bridge that gap. We remain committed to awarding financial aid and scholarships to as many students in our community as possible. We are still accepting financial aid applications, and we will award funds until none remain. We also continue to explore technological support initiatives, including device loans, portable hotspots, and community partnerships.

4. CMSS takes care to communicate, engage with, and respond to the needs of our extended community.

We are a non-profit community organization. We exist because there is a need, and we remain committed to serving the greater Springfield area now and into the future. We value our longstanding relationships with our families and our students, and this year provides an opportunity for us to innovatively and authentically connect with you even though we may not see you in our hallways.

Definitions for Phasing Guidelines and Protocols

Essential visitors: parents/caretakers of students, vendors and contractors whose services are required for CMSS functioning (HVAC workers, security guards, etc.), and Emergency Services Personnel (police, fire, etc.)

- Students under age 18 must have a parent/caretaker in attendance in the studio while taking their lesson (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Lessons waiver if they wish to attend their lesson without a parent/caregiver).
- Essential visitors must always adhere to all CMSS policies and protocol.
- Non-essential visitors must wait in their vehicles or be on exterior grounds.

Group Experiences: Any activity at CMSS that has more than one student in attendance (Semi-Private Lessons, Group Classes, Ensembles, Summer Sessions, etc.)

“High Risk” Instruments: According to the aerosol studies at University of Colorado Boulder and Johns Hopkins Peabody Prep Institute, CMSS has defined high risk instruments as instruments that require removal of a mask, or adapted masks (i.e. musician masks) to play. High risk instruments include: all brass, all woodwinds, music therapy, and vocal instruction.

Hybrid: Consistently scheduled mix of remote and in-person learning experiences that take place during Phase 3. The hybrid model will be flexible, depending on health guidance and family needs.

“Low Risk” Instruments: Low risk instruments/subjects do not require removal of a mask to play. Low risk instruments include: all orchestral strings, all guitars, piano, percussion, music production, and music composition.

“One-Off”: Non-consistent, single-scheduled in-person meetings/lessons that take place during Phase 2. One-off lessons are designed for students whose musical development needs support during primarily remote programming.

Phase Descriptions and Examples

PHASE 1 SUMMARY

Private Lessons: During the first phase, where Springfield and/or the majority of surrounding cities are a mix of "red" or "yellow", students are not allowed in the building. Faculty are able to use the facilities to teach virtual lessons.

Studio Space: Available for faculty use only. No students are allowed in the CMSS building.

Group Experiences: No ensembles, classes, or semi-private lessons are offered in person.

PHASE 1 DETAILED DESCRIPTION & EXAMPLES

Faculty may use the building for teaching remotely (current phase).

Example 1: Teacher A's home internet is spotty, so she regularly uses a CMSS studio to teach remote lessons using the VirtuLessons platform.

Example 2: Teacher B's drum set/studio set-up at CMSS is better for teaching virtually, so he sometimes teaches remote lessons from his CMSS studio using the VirtuLessons platform.

PHASE 2 SUMMARY

Private Lessons: During the second phase, where Springfield and the surrounding areas are a mix of “yellow” and “green”, “low risk” instrumentalists are allowed to schedule one-off private lessons with their teachers. All “low risk” instrument experiences cannot exceed 1 hour (including unpacking and packing up), and proper masks and social distancing of 6' minimum is required at all times. Parents/caregivers must be present for the entirety of the lesson (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Lessons waiver if they wish to be at CMSS without a parent/caregiver).

Studio Space: Students needing access to technology for virtual lessons are allowed to use a room for no longer than 1 hour (including unpacking and packing up). Parents/caregivers must be present for the entirety of the lesson (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Studio Space waiver to assume FULL responsibility for not being supervised by CMSS staff while they're in the studio space). Students playing a high risk instrument must have a musician mask in addition to their regular mask and a bell cover lined with MERV 13 material.

Group Experiences: No ensembles, classes, or semi-private lessons are offered in person.

PHASE 2 DETAILED DESCRIPTION & EXAMPLES

CMSS students enrolled in a “low risk” instrument may use the CMSS building for “one-off” learning experiences, and students enrolled in any CMSS lesson may use studio space to take a virtual lesson.

Instructors approve the request from the students/families, initiate the process to have an in-person experience, and are responsible for ensuring that they and their students follow the CMSS procedures/protocols. There are four sequential parts to this phase.

Part 1: Students currently enrolled in a lesson with a “low risk” instrument may request an in-person lesson with their teacher.

Note: If a student wants an in-person lesson but their instructor is not comfortable with in-person instruction, the instructor and the registration team determine an appropriate substitute teacher for the in-person lesson, in alignment with CMSS' general substitute teaching policy.

All children should be accompanied by a parent/caregiver (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Lessons waiver if they wish to be at CMSS without a parent/caregiver).

Example 1: Teacher C's bass student is brand new to the instrument and has been taking remote lessons for a few weeks. Both he and the student/family feel that one or two in-person lessons will help the student with tuning, positioning, and intonation. Teacher C brings this up to the registration team, who work to get his student set up with a studio space for her in-person lesson.

Example 2: Teacher D's long-time violin student is feeling extreme Zoom fatigue. He is really struggling to feel engaged with the lesson and is considering quitting. Both he and the student/family feel that one or two in-person lessons will help him feel better connected and re-energized with his lessons. Teacher D brings this up to the registration team, who work to get his student set up with a studio space for his in-person lesson.

Part 2: Students currently enrolled in a lesson for any instrument may utilize small studio spaces and CMSS technology in order to take their lessons virtually (can be scheduled on a weekly or bi-weekly basis for up to one hour at a time, and/or for single lessons as needed).

The studio door should be closed at all times and all children should be accompanied by a parent/caregiver (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Studio Space waiver to assume FULL responsibility for not being supervised by CMSS staff while they're in the studio space).

Example 1: Student A's home configuration makes it difficult for her to have her remote lesson. Her instrument is loud, so it disturbs her siblings and parents who are simultaneously trying to work/have school remotely. Student A brings this up to her teacher, who works with the registration team to get Student A set up with a small studio space in order to take her lessons using the VirtuLessons platform. Student A's teacher does not need to be in the building to give the virtual lesson.

Example 2: Student B's internet is so unreliable it makes taking a virtual lesson almost impossible. He may need to drop the lesson unless he's able to find a more reliable internet source. Student B brings this up to his teacher, who works with the registration team to get Student B set up with a small studio space in order to take his lessons using the VirtuLessons platform. Student B's teacher does not need to be in the building to give the virtual lesson.

Part 3: New students enroll in lessons for a “low risk” instrument with the understanding that they may request in-person lessons with their teacher.

Note: These may be students who were previously enrolled in CMSS lessons, but decided to hold off enrolling until in-person lessons were possible.

Example 1: The registration team receives an inquiry from a new guitar student whose family is very hesitant to register for virtual lessons, due to the child's young age and his level as a brand new beginner. The registration team clarifies that they are registering for virtual lessons, but that they may request one or two in-person lessons in order to have a strong start with the instrument and the teacher. The phasing policies and procedures are shared with the family for full up-front transparency. This student would only be matched with a teacher who is interested in in-person lessons, and the teacher is notified that the family may be interested in requesting one or two in-person lessons once they get started.

Example 2: A family of a student with special needs inquires about a piano lesson. The student has found success with virtual learning in some situations, but not in others, so the family is not sure if virtual lessons will be a fit for the student. The registration team suggests a trial virtual lesson to see if it seems like it will work for the student, and clarifies that they are registering for virtual lessons, but that they may request one or two in-person lessons to help the student start successfully with music lessons. The phasing policies and procedures are shared with the family for full up-front transparency. This student would only be matched with a teacher who is interested in in-person lessons, and the teacher is notified that the family may be interested in requesting one or two in-person lessons once they get started.

Example 3: Registration team reaches out to CMSS students who have not enrolled this year, citing that they wanted to wait until in-person lessons were possible. Some of those students may wish to

register in a virtual lesson now, since they know they can request one or two in-person lessons. The phasing policies and procedures are shared with the family for full up-front transparency. The teacher is notified that the family may be interested in requesting one or two in-person lessons once they get started.

Part 4: New students enroll in lessons with the understanding that they may utilize small studio spaces and CMSS technology in order to take lessons virtually (can be scheduled on a weekly or bi-weekly basis, or for single lessons as needed).

Example 1: The registration team reaches out to CMSS students who have not enrolled because they cited not being able to take a virtual lesson (due to technology or home configuration challenges). Some of those students may wish to register in a virtual lesson now, since they know they can use a studio space and CMSS technology in order to take their lessons using the VirtuLessons platform. The student's teacher does not need to be in the building to give the virtual lesson.

Example 2: A CMSS faculty member knows of a CMSS student who has not enrolled because of technology or home configuration challenges, and brings this up to the registration team, who then reaches out to the student about enrolling for virtual lessons and using a studio space and CMSS technology in order to use the VirtuLessons platform. The student's teacher does not need to be in the building to give the virtual lesson.

Example 3: The registration team receives an inquiry from a family who would like in-person lessons because virtual lessons are untenable for their family. The registration team suggests the option of using a studio space and CMSS technology in order to take their lessons using the VirtuLessons platform. The student's teacher does not need to be in the building to give the virtual lesson.

PHASE 3 SUMMARY

Private Lessons: During the third phase, where Springfield and the surrounding areas are a mix of “green” and “grey”, “low risk” instrumentalists may use the building for consistent hybrid learning experiences and “high risk” instrumentalists are allowed to schedule one-off private lessons with their instructors. Students playing a high risk instrument must have a musician mask in addition to their regular mask and a bell cover lined with MERV 13 material. Parents/caregivers must be present for the entirety of the lesson (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Studio Space waiver if they wish to be at CMSS without a parent/caregiver).

Studio Space: Students needing access to technology for virtual lessons will be allowed to use a room for no longer than 1 hour (including unpacking and packing up). Parents/caregivers must be present for the entirety of the lesson (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Studio Space waiver to assume FULL responsibility for not being supervised by CMSS staff while they’re in the studio space). Students playing a high risk instrument must have a musician mask in addition to their regular mask and a bell cover lined with MERV 13 material.

Group Experiences: “Low risk” groups with 10 or less people (including the instructor and essential visitors) are allowed to meet bi-weekly.

PHASE 3 DETAILED DESCRIPTION & EXAMPLES

CMSS students enrolled in a “low risk” instrument may use the CMSS building for consistent hybrid learning experiences, students enrolled in a “high risk” instrument may use the CMSS building for “one-off” learning experiences, and students enrolled in any CMSS lesson may use studio space to take a virtual lesson.

Note: Logistical considerations and overall parameters regarding frequency and scheduling will be determined while the school is Phase 2. There are four sequential parts to this phase.

Part 1: Students currently enrolled in a lesson with a “low risk” instrument may request consistently scheduled hybrid lessons with their teacher.

All children should be accompanied by a parent/caregiver (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Lessons waiver if they wish to be at CMSS without a parent/caregiver).

Example 1: Teacher E asks his students/families if they might be interested in consistent hybrid lessons. He’s willing to teach his students in his CMSS studio once per month. Based on which students are interested, he works with the registration team to schedule the students in a once-monthly, consistent, in-person lesson. The phasing policies and procedures are shared with the family for full up-front transparency.

Example 2: Teacher F’s student asks him for bi-weekly in-person lessons and Teacher F is willing to accommodate that request. He works with the registration team to schedule his student in a bi-weekly, consistent, in-person lesson. The phasing policies and procedures are shared with the family for full up-front transparency.

Part 2: Students currently enrolled in a “high risk” instrumental lesson may request an in-person lesson with their teacher.

Note: If a student wants an in-person lesson but their instructor is not comfortable with in-person instruction, the instructor and the registration team will determine an appropriate substitute teacher for the in-person lesson, in alignment with CMSS' general substitute teaching policy.

The studio door should be closed at all times and all children should be accompanied by a parent/caregiver (exception: students 16+ and their parent/guardian may sign the Student/Guardian Responsibility Agreement for Studio Space waiver to assume FULL responsibility for not being supervised by CMSS staff while they're in the studio space).

Example 1: *Teacher G's trombone student is brand new to the instrument and has been taking remote lessons for a few weeks. Both he and the student/family feel that one or two in-person lessons will help the student with positioning and intonation. Teacher G brings this up to the registration team, who work to get his student set up with a studio space for her in-person lesson.*

Example 2: *Teacher H's long-time voice student is feeling extreme Zoom fatigue. She is really struggling to feel engaged with the lesson and is considering quitting. Both she and the student/family feel that one or two in-person lessons will help her feel better connected and re-energized with her lessons. Teacher H brings this up to the registration team, who work to get this student set up with a studio space for her in-person lesson.*

Part 3: New students enroll in a “low risk” instrumental lesson with the understanding that they may request consistently scheduled hybrid lessons with their teacher.

Note: These may be students who were previously enrolled in CMSS lessons, but decided to hold off enrolling until in-person lessons were possible.

Example 1: *CMSS advertising shifts to communicating that we are enrolling students for hybrid learning experiences that involve some virtual and some in-person lessons. When students enroll for a lesson, they work with the registration team to determine their hybrid schedule and match them with a teacher who is interested in teaching hybrid lessons. The phasing policies and procedures are shared with the family for full up-front transparency.*

Example 2: *The registration team reaches out to CMSS students who have not enrolled this year, citing that they wanted to wait until in-person lessons were possible. Some of those students may wish to register now, since they know they can request hybrid lessons (with a teacher who's interested in teaching hybrid lessons). The phasing policies and procedures are shared with the family for full up-front transparency.*

Example 3: *The registration team receives an inquiry for an in-person guitar lesson. The registration team clarifies that we are only offering a hybrid experience, which involves some in-person and some virtual lessons. The registration team works with the family to see if they can come up with a hybrid schedule (with a teacher who's interested in teaching hybrid lessons) that meets the family's needs. The phasing policies and procedures are shared with the family for full up-front transparency.*

Part 4: New students enroll in a “high risk” instrumental lesson with the understanding that they may request an in-person lesson with their teacher.

Note: These may be students who were previously enrolled in CMSS lessons, but decided to hold off enrolling until in-person lessons were possible.

Example 1: The registration team receives an inquiry from a new flute student whose family is very hesitant to register for virtual lessons, due to the child's young age and his level as a brand new beginner. The registration team clarifies that they are registering for virtual lessons, but that they may request one or two in-person lessons in order to have a strong start with the instrument and the teacher. The phasing policies and procedures are shared with the family for full up-front transparency. This student would only be matched with a teacher who is interested in in-person lessons, and the teacher is notified that the family may be interested in requesting one or two in-person lessons once they get started.

Example 2: A family of a student with special needs inquires about a saxophone lesson. The student has found success with virtual learning in some situations, but not in others, so the family is not sure if virtual lessons will be a fit for the student. The registration team suggests a trial virtual lesson to see if it seems like it will work for the student, and clarifies that they are registering for virtual lessons, but that they may request one or two in-person lessons to help the student find success with music lessons. The phasing policies and procedures are shared with the family for full up-front transparency. This student would only be matched with a teacher who is interested in in-person lessons, and the teacher is notified that the family may be interested in requesting one or two in-person lessons once they get started.

Example 3: The registration team reaches out to CMSS students who have not enrolled this year, citing that they wanted to wait until in-person lessons were possible. Some of those students may wish to register in a virtual lesson now, since they know they can request one or two in-person lessons. The phasing policies and procedures are shared with the family for full up-front transparency. The teacher is notified that the family may be interested in requesting one or two in-person lessons once they get started.

PHASE 4 SUMMARY

Private Lessons: During the fourth phase, where Covid has been contained and there are no health advisories, students may have consistent, in-person lessons (virtual lessons may continue if desired).

Studio Space: Studio space will only be used for in-person lessons.

Group Experiences: All groups may meet on a regular basis.

PHASE 4 DETAILED DESCRIPTION & EXAMPLES

1) Students and faculty can consistently use the building for in-person lessons (if they choose). There are two sequential parts to this phase.

Part 1: Students currently enrolled in a lesson may request consistently scheduled in-person lessons with their teacher.

Example 1: Teacher J's student says she'd like to transition to in-person lessons. Teacher J works with the registration team to schedule his student in a consistent, in-person lesson.

Part 2: New students enroll in lessons with the understanding that they may request consistently scheduled in-person lessons with their teacher.

Note: These may be students who were previously enrolled in CMSS lessons, but decided to hold off enrolling until in-person lessons were possible.

Example 1: CMSS advertising shifts to communicating that we are enrolling students for virtual, hybrid, and fully in-person lessons. When students enroll for a lesson, they work with the registration team to determine if they will take virtual, hybrid, or in-person lessons (and get matched with a teacher who is interested in teaching that kind of lesson).

Example 2: The registration team reaches out to CMSS students who have not enrolled this year, citing that they wanted to wait until in-person lessons were possible. The registration team schedules the student in an in-person lesson with a teacher who is also interested in teaching in-person.