



# Let's Play Music

## Policies & Procedures Handbook

Let's Play Music, at its option, may change, delete, suspend, or discontinue any or all parts of its policy at any time without prior notice.

### TABLE OF CONTENTS

|  |          |
|--|----------|
| <b>1. Introduction.....</b>            | <b>4</b> |
| 1.1. Welcome.....                      | 4        |
| 1.2. Changes in policy.....            | 4        |
| <b>2. Core Concepts.....</b>           | <b>4</b> |
| 2.1. Vision.....                       | 4        |
| 2.2. Values.....                       | 4        |
| <b>3. Teacher Processes.....</b>       | <b>5</b> |
| 3.1. Training requirements.....        | 5        |
| 3.2. Certification requirements.....   | 5        |
| 3.3. Maintaining certified status..... | 5        |
| 3.4. Teacher dismissal.....            | 6        |
| 3.5. Complaint procedures.....         | 7        |
| <b>4. Standards of Conduct.....</b>    | <b>7</b> |
| 4.1. Measure Up.....                   | 7        |
| 4.2. BOOST.....                        | 7        |
| 4.3. Dress code.....                   | 7        |
| 4.4. Teacher switching.....            | 8        |
| 4.5. Teacher allocation.....           | 8        |

|  |           |
|--|-----------|
| <b>5. Financial Procedures.....</b>            | <b>9</b>  |
| 5.1. Licensing fees.....                       | 9         |
| 5.2. Royalty payments.....                     | 10        |
| 5.3. Scholarships.....                         | 10        |
| 5.4. Raise Your Voice reimbursements.....      | 11        |
| 5.5. Student material orders.....              | 11        |
| 5.6. Webstore purchases.....                   | 12        |
| 5.7. Product returns.....                      | 13        |
| <b>6. Corporate Structure and Support.....</b> | <b>13</b> |
| 6.1. Advisory Board.....                       | 13        |
| 6.2. State Representative.....                 | 14        |
| 6.3. Team Leaders.....                         | 14        |
| 6.4. Annual convention.....                    | 15        |
| 6.5. Newsletter.....                           | 15        |
| 6.6. Website.....                              | 15        |
| 6.7. DownLow.....                              | 16        |
| 6.8. Forum.....                                | 16        |
| <b>7. Teacher-Parent Communication.....</b>    | <b>17</b> |
| 7.1. Weekly contact.....                       | 17        |
| 7.2. Studio policies.....                      | 17        |
| 7.3. Parent evaluations.....                   | 19        |
| <b>8. Teacher Teams.....</b>                   | <b>19</b> |
| 8.1. Team structure.....                       | 19        |
| 8.2. Team function.....                        | 19        |
| 8.3. Responsibilities of a team member.....    | 20        |
| 8.4. Cyber team considerations.....            | 20        |
| <b>9. Teaching Procedures.....</b>             | <b>20</b> |

|  |           |
|--|-----------|
| 9.1. Age considerations.....                                 | 20        |
| 9.2. The older sibling.....                                  | 21        |
| 9.3. Adding a student after class has begun.....             | 22        |
| 9.4. Accelerated class policy.....                           | 23        |
| <b>10. Continuing Education.....</b>                         | <b>23</b> |
| 10.1. Training audit.....                                    | 24        |
| 10.2. Symposium.....   | 24        |
| 10.3. BOOST guidelines.....                                  | 24        |
| 10.4. Teacher's Forum.....                                   | 25        |
| <b>11. Building Your Business.....</b>                       | <b>26</b> |
| 11.1. Recruiting.....  | 26        |
| 11.2. Sample classes.....                                    | 28        |
| 11.3. Mini classes.....                                      | 30        |
| 11.4. Waiting lists, pre-enrollment and open enrollment..... | 30        |
| 11.5. Social media.....                                      | 31        |
| 11.6. Other forms of recruiting.....                         | 34        |
| 11.7. Year end recital.....                                  | 34        |
| <b>12. Connections.....</b>                                  | <b>35</b> |
| 12.1. Connecting with music associations.....                | 35        |
| 12.2. Private Piano Teacher Certification (PPTC).....        | 35        |
| 12.3. Connections piano method.....                          | 36        |
| <b>13. Curriculum.....</b>                                   | <b>37</b> |
| 13.1. Curriculum selections.....                             | 37        |
| 13.2. Curriculum manuals.....                                | 37        |
| <b>14. Acknowledgement.....</b>                              | <b>38</b> |
| 14.1. Signature from teacher.....                            | 38        |

## 1. INTRODUCTION

This document has been developed in order to familiarize teachers with Let's Play Music and provide information about key policies, procedures and protocol on how to operate your Let's Play Music Studio. In this document "we" refers to the Let's Play Music corporate board. You may access the Let's Play Music online at [www.letsplaymusic.com](http://www.letsplaymusic.com).

### 1.1 Welcome

Welcome to Let's Play Music! We are happy to have you as a member of our team. We are grateful so many excellent and highly qualified music educators, teachers and parents have joined us in this movement to educate young children. We hope this journey will enrich your life as you serve and love the children you teach. The fun has just begun!

### 1.2 Changes in policy

This document supersedes all previous teacher training manuals, emails, newsletters and/or any written document produced by Let's Play Music. While every effort is made to keep the content of this document current, Let's Play Music reserves the right to modify, suspend, or terminate any of its policies or procedures described in the handbook, with or without prior notice to teachers.

## 2. CORE CONCEPTS

### 2.1 Vision

To enrich lives, increase confidence, develop talent, enhance intelligence, and bond parent to child, by providing an outstanding music educational experience for children, using premium materials and lessons, taught by superbly trained teachers.

### 2.2 Values

We value the development of the musician inside every child. We value musical interaction with children and delight in watching them progress in musical aptitude and skill. We value family relationships and believe that the optimum development of the child happens through the positive, consistent nurturing of parents. We value excellence in music and desire that each student is offered the best instruction and the finest musical experience available.

### 3. TEACHER PROCESSES

#### 3.1 Training requirements

Once an applicant has been approved and accepted to teach Let's Play Music he/she is expected to attend all three year trainings and pay licensing fees when due as follows:

Year 1: \$495 due when the application is accepted

Year 2: \$595 due no later than May 1<sup>st</sup> at the end of year 1

Year 3: \$695 due no later than May 1<sup>st</sup> at the end of year 2

You may pay the fees in 6 monthly installments if you start the payment process by February 28. You will need to go the webstore to set up the automatic withdrawal.

It is important that you attend trainings without children or other visitors. If you have a nursing baby, please make arrangements to have someone care for your infant as you will be actively involved in class.

It is standard to only train for one year at a time. If you need to train for multiple years, you must first obtain permission from your Advisor. Once this request is approved, you will need to pay all training fees or set up payment installments before the training occurs. You will NOT be permitted to attend any training until either the licensing fee has been paid, or a monthly payment plan has been set up.

#### 3.2 Certification requirements

Following successful participation in the training seminar, prospective teachers will be mentored by an Advisor throughout the recruiting and preparation process. Prospective teachers will then submit a teaching video, with a self evaluation form, to their Advisor for evaluation, feedback, and discussion. The video must be recorded when parents are in attendance and the video must capture the parent interaction before, during and after class. Your Advisor should receive your video no later than October 31. Upon final approval from the Advisor, an official certificate and license to operate will be issued.

#### 3.3 Maintaining certified status

Once you have qualified for certification, you will remain as such, as long as your studio maintains it's 'Measure Up' status and the signs of a successful studio are present.

When we have reason to believe that a teacher may not be providing an excellent musical experience for their students, we must look to provide them

with additional training. The indicators for a studio that is failing to thrive are as follows:

1. Not meeting the *Measure Up* standards
2. High dropout percentage
3. Inability to recruit and retain students
4. Complaints from parents
5. Inability to follow lesson plans
6. Poor musical performance

When any of the above issues are present, we will place the teacher in a *\*Teacher Development* program. This program provides additional observation and evaluation that will identify specific areas needing improvement and offer suggestions to achieve it. We will then re-evaluate after a period of three to six months to see if sufficient change has been made.

If the teacher improves and has met all criteria and/ or observation evaluations that the Advisor sets forth, they will maintain regular certification status. However, if the standards are still not met, the teacher's license may be suspended or terminated. In this way, we can ensure that every student has the excellent experience they deserve and expect from Let's Play Music.

*\*While participating in the Teacher Development program teachers are ineligible to receive BOOST recognition.*

#### 3.4 Teacher dismissal

A license may be terminated if a teacher falls short of the Measure Up standards, either because of lack of foundational musical skills and/or the inability to collectively manage a music studio, ultimately leading to a business that has failure to thrive.

In this case, the teacher will receive a terminated licensing agreement. It will state the official date of termination and the terms of the agreement.

Once the termination letter is received, the teacher will no longer be responsible for paying the final installments of the licensing fee (if any). They will not need to attend team meetings, training seminars or conventions. They will not recruit new students or have access to the Teacher's Forum, website or Team Leader. All support will be given through their Advisor until the end of their date of termination. They will no longer be listed as one of our teachers on the website and will not be allowed to purchase any student or teacher materials.

### 3.5 Complaint procedures

We anticipate a smooth working relationship between our Advisors, team leaders and teachers. However, occasional misunderstandings may arise. If they do, we strongly encourage you to contact your Advisor or Team Leader so the concerns can be addressed.

It is Let's Play Music's policy to attempt to quickly and fairly resolve any problems that arise. No complainant will be retaliated against or treated adversely by reason of initiating a complaint.

Each Advisor, Team Leader and teacher is encouraged to resolve complaints in an atmosphere of mutual respect. A teacher should bring any work-related problem to the attention of his/her Team Leader or Advisor in the form of an email as soon as possible so the problem may be resolved in a timely fashion.

If you feel the complaint was not resolved to your liking, you may send an email to the entire Advisory Board expressing your issue/problem in a written email. Please include your contact information. All final decisions from the board will be in written form via email.

## 4. STANDARDS OF CONDUCT

### 4.1 Measure Up

Let's Play Music's objective is to effectively train teachers and maintain a standard of teaching that permeates through all the various teaching styles and studio environments. The Measure Up standard is the standard by which all licensed Let's Play Music teachers and studios should operate. Failure to comply with these standards may result in suspension or loss of license. A list of the Measure Up standards is located on our website and can be accessed by clicking on the DownLow tab under Corporate Information. You must be logged in to view the DownLow tab (see 6.6 and 6.7).

### 4.2 BOOST

BOOST stands for "Building Optimal Outcomes and Superior Teachers" and is the continuing education arm of Let's Play Music. It is a program designed to connect our vision statement to real solid results. Participation in the BOOST program is optional, but is highly recommended. A BOOST certification page can be located on our website by clicking on the DownLow tab and then on Corporate Information. For more specifics about the BOOST program please see section 10.3 under Continuing Education. You must be logged in to view the DownLow tab (see 6.6 and 6.7).

### 4.3 Dress code

Let's Play Music class time takes place on the floor and is active; it is important

to wear casual clothes that adapt to these activities. However, casual does not mean sweats or jeans. Please wear playfully professional pants, capris or appropriate skirts with your Let's Play Music shirt.

### 4.4 Teacher switching (The Golden Rule policy)

If you are approached by a student who wants to transfer to your studio, your *first priority and loyalty is to your fellow Let's Play Music teacher*. If you find yourself in this situation, communication between you and the other teacher is essential to show respect and uphold the team effort. Please familiarize yourself with the recommended course of action below.

1. Make it very clear to your first year recruits that they are committing to YOU for three years, not just the Let's Play Music program. You cannot typically fill a spot in a class if they leave, especially in the second and third year.
2. When a student tells you they'd like to leave, kindly remind them of this commitment, but respect their need to do what's best for them.
3. When a student calls you and wants to join your class, suggest that they call their previous teacher first and inform them of their predicament. Encourage the parent to discuss why they are leaving, solutions to the problem and what it would do to their current class if they switched studios. (If the parent feels uncomfortable discussing these topics with their current teacher, you will simply proceed to step 4.)
4. **Contact the current teacher** and let them know that you were approached by one of their students who wants/needs to switch studios. Make sure they are aware of the situation and see if the current teacher can offer a solution.
5. If the student REALLY needs the switch, *you can offer to compensate the original teacher* in some small way. We suggest you pay a "transfer fee" of perhaps \*\$50 at the beginning of the year or a prorated amount if the teaching year has already begun.

\* This fee is in no way a payment to make up for lost income, but an acknowledgment that the receiving teacher is benefiting from the previous teacher's recruiting efforts. This policy is in place to guide us to an attitude of fairness in dealing with our fellow teachers.

### 4.5 Teacher allocation

When a new applicant applies to become a Let's Play Music teacher, one of the criteria considered is the need for a teacher in the area. Corporate strives to preserve geographical neighborhoods so as to not saturate any area with

teachers. We do this by researching the family demographics and population of an area, especially the current population of the zero to seven year old children.

After examining the data, if there is a profusion of both prospective students and neighborhoods to work with we will send an assessment email to the current teachers living within a five mile radius. The email includes specific questions, and the current teachers' answers will facilitate a more fully informed conclusion. The email includes the questions listed below.

1. How many first year classes do you currently have?
2. How many first year classes do you intend to fill this fall?
3. What is your plan/strategy to recruit classes?
4. What geographical areas will you be focusing on when you recruit?

The established teacher has five days to respond to this email. If the Advisor does not hear back from the current teacher within three days, they will try once more. After five days, corporate will conclude the research and give the applicant a final answer.

## 5. FINANCIAL PROCEDURES

### 5.1 Licensing fees

Year 1: \$495 due when the application is accepted

Year 2: \$595 due no later than May 1<sup>st</sup> at the end of year 1

Year 3: \$695 due no later than May 1<sup>st</sup> at the end of year 2

You may pay the fees in 6 monthly installments if you start the payment process by February 28. You will need to go the webstore to set up the automatic withdrawal.

To pay any licensing fees go the webstore. In order to access the webstore, you will need to login to the website. The webstore button is in the right hand corner of the screen, once you are logged in. As soon as you have entered the webstore you will click on the "Teacher's Fees" logo. Select the appropriate year you are training for and the date you currently want to attend. Then you will click the "ADD TO CART" button. The shopping cart page will then appear. In the order summary box, you will see the option to make a single payment or pay in 6 installments.

If you select the option to pay in monthly installments, the system will immediately charge the first payment to your credit card. Your card will automatically deduct the same amount every month on the date you initially paid for five more installments. Once you have paid in full, your credit card will no longer be routinely charged.

## 5.2 Royalty payments

Royalty payments are assessed once per teaching month (September-April) at \$5 per student. Once your student enrollment is complete you will need to manually register each student with corporate Let's Play Music. This numeric total is reconciled with the amount of materials you order.

Your Advisor will set up a reoccurring royalty payment based on the above number. These payments will start in September and are automatically deducted from your credit card on the 15<sup>th</sup> of each month. The payment will end after April 15<sup>th</sup>.

Royalty payment inclusions:

- Summer/ accelerated classes
- Grandchildren, nieces and nephews
- Students that are repeating a year
- Students that are trading with you

Royalty exemptions: your own immediate children.

Mini Class Royalties:

- *Red Melody* royalties are assessed at \$5 per student per session. (Red Melody mini classes: 10 lessons)
- *Blue Rhythm* royalties are assessed at \$2.50 per student per session. (Blue Rhythm mini classes: 5 lessons)

If your student numbers change in the middle of the year, please contact your Advisor to make the necessary adjustments. If you decide to teach a summer refresher course or an accelerated class please contact your Advisor and layout the details so she can set up the appropriate number of royalty payments.

## 5.3 Scholarships

Let's Play Music has a Scholarship Program that provides tuition aid to deserving students and families. Due to the privileged nature of scholarships, we strongly encourage teachers to use utmost discretion when considering scholarship applicants. This should NOT be an offer that is announced in class or over email, but brought up in private to families that are facing extreme financial hardship and have a sincere loyalty to Let's Play Music.

Also, before offering the scholarship option, the teacher should discuss a trade for tuition. Since the maximum number of scholarship applications per studio is set at two, teachers will want to be certain that their applicants are truly deserving.

#### Scholarship Guidelines:

- Scholarships are for 2<sup>nd</sup> & 3<sup>rd</sup> year students only.
- 1<sup>st</sup> year applicants will not be considered.
- Student must be registered with corporate to be considered.
- Maximum of two scholarship applications per studio, per year.
- Scholarship deadline is March 15<sup>th</sup>.
- Late applications will not be accepted.

To download a Scholarship packet go to our website and click on the DownLow tab and then on Corporate Information. Download and print the Scholarship Packet and follow all directions on the application. Use the scholarship forms provided. Applications submitted in any other format will not be considered.

If you have a student that acquires a scholarship, you will need to order his/her materials from the scholarship section of the webstore.

### 5.4 Raise Your Voice reimbursements

Several times each semester we select a 'Raise Your Voice' winner. These winners are selected from the 'Raise Your Voice' submissions. The submissions are received either by way of the website application, under the 'voice' tab or via email from the Let's Play Music teachers *Parent Evaluation* comments. If the parent's comment is published, they receive \$10 off tuition!

When one of your parents is selected as a "Raise Your Voice" winner, you will be notified and your credit card will be credited \$10. We would ask that you pass this credit on to your parent's tuition payment.

### 5.5 Student material orders

Each student registered with Let's Play Music must have his/her own materials. A Sibling Set is available for families with more than one child enrolled or previously enrolled. Absolutely NO copying of CD's, books or manuals is allowed.

Student materials can be purchased through the webstore anytime throughout the year. Class Registration for the following year takes place in the spring. (February-May) Typically you will purchase your large group orders in May through late July.

Ordering materials all together helps minimize the shipping cost. A small order (one set) will cost MORE shipping than you've collected from your student. When you ship one set it cost approximately \$10 and you've collected only \$7.

The price of materials on the webstore is less than what is listed in the registration packets or down below. For instance, the first year full set is \$76

at the webstore, but is listed as \$83 in the student registration materials. This extra \$7 will be an ample amount to help pay shipping and taxes if applicable. Below are the prices you will charge your students for their materials.

#### First year materials:

Full Set: \$83 – Tote bag, Tone bells, Red Balloon student booklet, Blue Bug student booklet, Red Balloon CD, Blue Bug CD and Bug flashcards.  
 Sibling Set: \$23 – Tote bag, Red Balloon student booklet, Blue Bug student booklet.

#### Second year materials:

Full Set: \$63 – Green Turtle songbook, Yellow Indian songbook, Green Turtle student booklet, Yellow Indian student booklet, Green Turtle CD, Yellow Indian CD, Bubble hands and crayons.  
 Sibling Set: \$37 – Green Turtle songbook, Yellow Indian songbook, Green Turtle student booklet, Yellow Indian student booklet.

#### Third year materials:

Full Set: \$63 – Purple Magic songbook, Orange Roots songbook, Purple Magic student booklet, Orange Roots student booklet, Purple Magic CD, Orange Roots CD, Flashcards  
 Sibling Set: \$37 – Purple Magic songbook, Orange Roots songbook, Purple Magic student booklet, Orange Roots student booklet.

**Registration fee: \$15.00** - This fee is a suggested amount for you to charge and is not collected by Let's Play Music. You can waive the fee as an incentive to get your parents to enroll by a specific deadline. You can use it for a recital fee; you can use it to purchase the rewards and treats you give throughout the year. You can also raise this fee if needed.

### 5.6

#### Webstore purchases

To place an order you will go to the DownLow page by logging into [www.letsplaymusic.com](http://www.letsplaymusic.com). Under Corporate Information locate and print out the *Student Materials Ordering Worksheet*. You will fill out this worksheet based on the number of orders received from your student registration and then go to the webstore to place your order.

Orders are processed every 2-3 days. If your order is being mailed you will need to plan plenty of time for the order to be processed and then shipped. There will be a back log in August through September, so orders will take much longer to process. To avoid your package being delayed, you may want to purchase your student materials in May through July.

Packages are shipped from Mesa, Arizona. If an order is over 5 lbs. the package will have a tracking number.

If you select the “Pick up at our Mesa location” option, you will be notified via email when your order is ready and will pick your order up at 1838 E. Elmwood St. Mesa AZ 85203.

If you have a problem with an order you will need to contact the shipping department at [lpmshipping@cox.net](mailto:lpmshipping@cox.net).

## 5.7 Product returns

Materials cannot be returned or refunded. You will need to store any additional inventory that you accumulate in your studio. If you have a defective or broken product we will refund, return or replace it. Typically, refunds take between 3-5 business days to process.

Once you have received your order go through the contents immediately upon its arrival. Damaged and missing item claims must be made **within one week** of receiving the order. Items on backorder will be marked on the invoice and will be sent as soon as they are in stock. To avoid backordered issues, order before August.

Please contact our shipping department at [lpmshipping@cox.net](mailto:lpmshipping@cox.net) if:

- There is a problem with your order
- You have defective or broken items
- You need to add additional items to your order\*
- You need to delete an item from your order\*

\*This can only be done if your order hasn't been processed yet.

## 6. CORPORATE STRUCTURE & SUPPORT

### 6.1 Advisory Board

The Advisory Board consists of the founder and CEO Shelle Soelberg, the Advisors, Jenny Smith, Marci Flowers, Julie Fischbeck, Melissa Lunt and finally, the Materials Development Manager, Sanya Fenn.

The main duty of an Advisor is to interview new applicants, hire and mentor teachers. They are also assigned specific duties and responsibilities to help facilitate all corporate run programs and responsibilities. The Materials Development Manager is in charge of all material editing, curriculum additions and materials production. Both Advisors and Materials Manager work under the direction of the CEO.

## 6.2 State Representatives

State Representatives are put in place when a state experiences rapid growth in certified Let's Play Music teachers. The representative is chosen by the Advisory Board and is someone who can help the Advisory Board make decisions based on the best interest of those in the state. The State Representatives report to the Advisory Board and has several duties.

The State Representative's responsibilities include:

- Serving as a conduit for information and data between the teachers in their state and the Advisory Board.
- Answering emails and/or phone calls of teachers within their state.
- Delivering/receiving product and help with ongoing promotions.
- Advising the Board on team boundaries and help with team issues
- Advising the Board on new applicant boundaries and state demographics.
- Helping to mentor and monitor teachers in the *Teacher Development* program.
- Going to a variety of team meetings within their assigned state.
- Locating training venues and organizing/managing any teacher trainings within their state.
- Searching out opportunities to attend teacher conventions within their specific state.
- Setting up and coordinating all teacher convention opportunities.
- Running and organizing help with the vendor booths at conventions.
- Overseeing any publicity and attention brought to the Let's Play Music program by the media.

## 6.3 Team Leaders

Lets' Play Music teachers are organized into geographical teams. Each team has a Team Leader. The Team Leaders report to their Team Advisor. The Team Leader organization is a part of the corporate structure.

The primary objectives Team Leaders are responsible for:

- Communicating corporate news to team members
- Representing team to Advisory Board
- Providing support to team members

The Team Leader is responsible to organize and hold three team meetings per year in February, August and November. They are also in charge of holding PPTC trainings (Private Piano Teacher Certification, see section 12.2) and managing the private piano teachers certification information. They will observe and evaluate teachers on their team when necessary.

#### 6.4 Annual Convention

The annual Let's Play Music Convention consists of several days' training in Mesa, AZ, in June. Convention week offers training for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year and culminates on Saturday with the Teacher Symposium.

The Let's Play Music Symposium is free of charge to all Let's Play Music teachers and is a wonderful way to enrich your life and enhance your teaching. The Symposium is an all day event filled with classes, corporate announcements, curriculum addition notifications, booths and free PRIZE giveaways! You will be greatly enriched by attending this event.

The Symposium is advertised through email. You will get your official invitation via email in April. You will need to respond to the email by clicking the link, indicating that you would like to attend. When you respond, it puts you on the list of attendees. You will also want to collaborate with your team so you can divide up hotel room cost and/or transportation.

#### 6.5 Newsletters

Corporate Newsletters are sent at the beginning of each month August through May. These official newsletters are the best way to stay up-to-date on the latest Let's Play Music announcements. Saving the emails is a very effective way to answer questions that will come up during your teaching year.

#### 6.6 Website

The Let's Play Music website is a place for prospective students and parents to come and read information about the curriculum as well as locate and communicate with a prospective teacher. It is also a place for teachers to enter the webstore, Teachers Forum, DownLow, and manage their personal website account.

New Let's Play Music teachers must submit a web application to be officially placed on the *Find a Teacher* website page. A link to this web form will be emailed to you, by your Advisor, after the first year training. Once you complete and submit the application, your Advisor will need to approve you. This may take a few days. To expedite this process, you may want to send your Advisor an email stating you have finished your website application.

Once you have been approved, an automated system email will be sent to you to complete the registration process. Because this email is automated, it frequently goes to junk mail. If you are not seeing an acceptance email, please look in your junk email file.

One of the best ways to avoid problems when setting up your website account is taking the time to slowly read the directions and follow the directives under each field on your website profile page.

If for some reason your password is giving you problems and/or the system isn't recognizing you, simply request another password. Resetting your password is the simplest way to adjust any minor problems.

If you are still having problems, contact your Advisor for solutions.

#### 6.7 DownLow

The DownLow page is accessible only through the website. Once you login to the website, you will see the additional DownLow tab at the top. The DownLow is a place to retrieve pertinent Let's Play Music files, such as business forms, fliers, updated curriculum materials, corporate information, logos and much more!

#### 6.8 Forum

The forum is easily reached through the "for teachers" tab on the home page of the website. Once you click on this page, click the "teacher's forum" tab on the left hand side of the page.

If you are an existing teacher, you will simply login to the forum. If you are a new teacher, you will need to register to participate on the forum. To do this, simply click the appropriate link on the webpage and follow the instructions. Be certain to use your first and last name as your user name. This is very important, as we have quite a few people daily applying to participate on our forum. If you create a user name other than your first and last name, you may get rejected.

The Teacher's Forum is a place to share ideas that have worked well in your studio and seek for inspiration to improve your classroom and teaching. Please keep your posts related to these topics. If you have concerns or issues that deal more with corporate Let's Play Music (LPM curriculum, business structure/policies), please take these concerns to your Advisor for clarification.

The forum is a melting pot of ideas, suggestions and sharing. Typically, this is not a place for official Let's Play Music policy, procedures, rules or guidelines. Because information can change rapidly and Advisors don't always moderate every thread, it's better to get official information by emailing your Advisor or reading the Policy and Procedure Handbook.



## 7. TEACHER-PARENT COMMUNICATION

### 7.1 Weekly contact

Communication is the key to dropout prevention. It is vital for the teacher to communicate with the parent throughout the teaching process. Sending home a note or email each week will help you make this most important parent – teacher connection!

There are *Weekly Parent Updates* that you may purchase from the webstore. These emails are professionally laid out and LPM branded. There are other teacher-parent communication options on the forum as well.

Whatever method you choose to implement, be consistent. Consistency is a significant way of displaying professionalism.

### 7.2 Studio policies

When working with your personal circle of friends, neighbors and community members, having a list of expectations or “studio policies” will help to formalize your business interactions with each other.

Studio policies work best if they are in written form and then verbally articulated and explained in more detail to all parents attending your studio. This is best done at the parent orientation meeting typically held in early fall.

There are several options of where to display your studio policies. You can print them on the back of your registration form. You can create a registration receipt and have a list of your policies on the receipt. Another idea is to print up a small policy list and put it in the student booklets for easy reference.

Whatever you do, make sure the parents read and understand your studio policies. This approach is a professional way to start everyone on the same page. Should any issues arise in the year, they will easily be resolved by referring back to your studio policies.

The policies should list your expectations of how you want the business side of your studio/classes to run. The following ideas are examples of content in a typical studio policy and do not have to be used. Please create your own official studio policy based on your personality and what will work best for your area and circumstances.

#### Studio Standards

1. You may drop off your child NO earlier than 5 minutes before class. I work hard to stay on time because many parents (including me) have full schedules. I also work hard to end ON TIME, so please be here to

pick up your child within 5 minutes of the end of class. Be safe and watch for other children when you drop-off or pick-up.

2. No gum, candy or food allowed in class. Shoes need to be slipped off just inside the front door.
3. Siblings and friends may not attend class. (*This includes parent days.*) Please arrange babysitting for parent days. Parent days are every other week for 1<sup>st</sup> year classes, and once a month for 2<sup>nd</sup> and 3<sup>rd</sup> year classes.
4. I don't answer the phone while teaching, so please plan accordingly. I will return messages ASAP.
5. I work hard to maintain a safe teaching environment and have never had a problem with accidents. However, the Let's Play Music program does involve physical movement. By registering in the program, you, the parent or legal guardian, accept full financial liability for any accidents or injury that could possibly happen to your child, yourself or any guest accompanying you, while in my home or yard, and release (your name) and all their heirs and connections from all liability.
6. I agree to read the parent materials, attend class and assist my child in practicing at home in an effort to maximize the benefits of the program.

#### Financial Considerations

1. Tuition is as follows, per student: 8 payments of \$45 or \$360 (*state appropriate amounts*) for the full year, due on lessons 1,5, 9 and 13.
2. If tuition isn't paid on the due date, please add an additional \$5 to your payment. (*Omit if you prefer not to charge a late fee.*)
3. Your tuition purchases a spot in the class and will not be refunded if you have to miss class.
4. The student materials fee is non-refundable once materials have been ordered (*state date*). Materials may be transferable until classes begin, if a new student is found to take your place.
5. The \$15 registration fee is non-refundable.
6. There is a \$60 cancellation fee (or the cost of tuition for the rest of the year, whichever amount is less) if you choose to discontinue once classes have started. (*Omit if you prefer.*)

We want to make it very clear that we do not own our students. They are their own free agents and our customers, and we need to treat them with respect and understanding. Please be very clear that they can be released from the listed expectation or policy, without penalty, if they have legitimate grounds (i.e. moving, rare illness, change in financial situation, etc.).

#### Professional Communications

If you have a student that simply quits coming to class, here are some suggestions to tactfully remind them of their commitment to your studio.

1. Send an email stating their tuition is past due and they will need to get a payment to you as soon as possible. (Mention late fee policy, if applicable.)
2. Send an email with a copy of your studio policy reminding them of their commitment. State that you haven't heard from them and are hoping that they are all right. Encourage them to contact you so you can discuss options that would help their situation.
3. Send a bill or invoice in the mail for the amount they owe and put a due date. You will also want to send a hard copy of your studio policies with a note that says, "I haven't heard from you, I hope things are okay. I realize things inevitably come up and life can sometimes take a turn that we don't expect. I'd love to help in any way I can. If you need to discontinue coming to class there is a cancellation fee, but I'm willing to work with you if you want to contact me."
4. If you still don't hear from them, consider it a loss and professionally move forward.

### 7.3 Parent evaluations

Parent evaluations are a wonderful way to understand how your class management, teaching methods and ability are being portrayed and received by your parents. If you take the feedback professionally and not personally, it can really enrich your life and better your studio.

Parent evaluation forms can be found in your teaching manuals or on the DownLow under 'Parent Stuff'. The evaluations are typically handed out on lesson 15 of each semester. There is a 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> year evaluation and then an End of Year parent evaluation.

All feedback relating to corporate will need to be emailed to your Advisor.

## 8. TEACHER TEAMS

### 8.1 Team structure

Teams are created based on geographical location and teacher concentration. Each team has a Team Leader that is selected by corporate. The standard team number is approximately 4-10 teachers. If a team gets too large, we will select another Team Leader, adjust the team boundaries and create a new team.

### 8.2 Team function

Ideally, the team function is to establish a local setting where teachers can collaborate and work together to build and support each others' studios. They will also combine efforts in creating a Let's Play Music presence in their shared communities.

Teams will accomplish their purpose by having team meetings three times a year, in August, October and February. They will hold PPTC (Private Piano Teacher Certification, see section 12.2) trainings and should plan activities that will create bonding between team members. For example, having a "Cottage Meeting" where the team members observe each other's studio set up and organization, driving to Symposium together as a group or sharing the opportunity to participate in a children's festival. Buying extra materials/product or borrowing materials when available is an added bonus to the team operation.

### 8.3 Responsibilities of a team member

In order for a team to function properly, each team member must do their part. This includes putting high priority on the team meetings and attending them, contributing to the team effort when necessary and sharing your skills and ideas to enlighten and better your team members.

### 8.4 Cyber team considerations

If you are in an area where teachers are significantly spread out, the core function of the team must be modified to meet your team needs. You will follow the ideal function as closely as possible, but will adapt some of the activities accordingly. For example, your team meetings will be a conference call, or you may need to Skype a team member into your meeting. You will need to hold PPTC trainings using the corporate training video instead of doing it as a group. You can still have "Cottage Meetings" but you will use video recordings or *Go to Meeting* type options. Teachers can collaborate and learn from each other, even when they are not in close proximity.

## 9. TEACHING PROCEDURES

### 9.1 Age considerations

Let's Play Music takes advantage of the early learning window. Our first year curriculum is geared to the 4-5 year old. Student who are 6 when classes begin are eligible to enroll for first year. If a student is 7 by the time class starts, you will need to contact your Advisor for permission to enroll. Three year olds are not eligible to begin Let's Play Music, but can participate in our Let's Get Ready program (available starting 2012).

Accepting students that are older than 6 years into the first year of Let's Play Music has been shown to be ineffective in some cases but negative in others. For instance, consider the appropriate reaction of the wide-eyed 4 year old reaching for a sought after balloon, or the sneaky student plotting to scare his mom with a "BOO" at just the right time, and the giggling over five fat turkeys sleeping in a SOL SOL DO. Now, consider the feeble reaction of a 7-9 year old child to the exact scenarios. You clearly lose the magic of playful

eagerness and energetic glee in their response, but more importantly, the learning curve of the 7 year old is fairly decelerated to match that of a 4 year olds level. Over the months of the first year curriculum having an older child in a 1<sup>st</sup> year class can become quite counterproductive and may invite a myriad of problems into the classroom.

Although the concepts we teach are fun, engaging and highly appealing to the parents, there is a huge problem when you place a 4-5 year old in the same classroom setting as a 7 year old. There is such a wide expansion of physical and emotional maturity that it's not conducive to an optimal experience for either age group.

A 7 year old that hasn't had any musical training will need to accelerate his education. His fine motor skills and ability to pay attention warrants private piano lessons so he can progress at an accelerated pace. Our program is very sequential and appropriately repetitive and can feel drawn out and slowly paced to a 7 year old child. Remember, they only have two years left in the learning window and they need some age appropriate skills and concepts being taught to them.

There is occasion when a seven year old will be granted permission to go through first year. These allowances are handled on a case by case basis through your Advisor. Your Advisor can provide you with a letter to send to parents who aren't permitted to enroll their older students to help make it easier on the teacher.

## 9.2 The older sibling

When the Let's Play Music program is newly introduced into a community or neighborhood, the parents can become very excited about this innovative way of teaching music. You may market this program to their 4-5 year old child and after seeing the benefits, parents may pressure you to enroll their older children as well as the younger ones. This happens quite a lot!

We have noticed a problematic trend that occurs when siblings enroll together and we want to make our teachers aware of this trend so they can forewarn and educate their parents about it.

The problem occurs when you have a capable older sibling and a typical younger sibling developing in class together. As the class progresses the older sibling can play the bells independently and masters anything introduced very quickly. The older child answers all the questions and "knows all the answers!" The younger sibling quickly sees that their brother/sister is much smarter than he, and either starts to misbehave or becomes somewhat introverted.

As the children continue together into second year, the parent starts to see the older sibling progressing rapidly and somewhat independently. Yet, slowly and almost subconsciously, the parent becomes somewhat frustrated with the sluggish progression and dependency of the younger sibling. The parent's perception of the how the program is really supposed to work becomes distorted.

This phenomenon has been the cause of some parents not continuing with the younger sibling. Then they spread misinformation on how the program should ideally work because their experience was slightly tainted.

Because this is so rampant in Let's Play Music we would offer solutions on how to handle this.

- Encourage the parent to only enroll the older sibling and have the younger one wait a year.
- Invite the parent to enroll their children at different class times.
- Educate the parent on the trend and make them aware of ways to prevent this from happening as they progress in the curriculum.

If the parent still enrolls both children and you start to see the dilemma begin, pull the older sibling aside and tell him he is going to be your special secret helper. Validate the fact that he is the smartest in the class, but it's your little secret and you both have to teach the other children to be as smart as he is. Work closely with the parent as progress is made, and continually remind the parent of appropriate norms for both children.

## 9.3 Adding a student after class has begun

It inevitably will happen! You ordered all your materials and are just starting to get into the swing of things, when an excited parent calls and wants to jump in your class that is already in progress.

If you are a month or less into the semester, the only issue is ordering the necessary materials for the student. You will be able to order student materials at any time during the semester, but must remember that shipping charges will be significantly higher if ordering only 1-2 sets. You will want to charge this late comer an extra \$5 to cover your extra shipping expense.

If you are more than one month into the semester, there are a variety of factors to ensure success if the child enrolls. Here are some guidelines to consider:

- Does the child have a supportive musical parent that will help him get caught up to the rest of the class?
- Can he already naturally match your pitch?

- Is the child emotionally mature and confident enough to progress quickly? (Children barely 4 year olds might struggle; NO 3 yr. olds!)

If you feel confident about the questions above, go ahead and enroll them. (Remember to contact your Advisor and tell her you have another student. She will send you the link for registration.) It's up to you if you want to charge the full year tuition or if you want to prorate it. You will start paying royalties on the student the month they enroll.

It is important that you meet with the parent and make sure you go over your studio policies and do a condensed parent orientation. You will need to establish a strategy of how to get the child caught up. You could do private lessons, home practice with in-class tests to monitor their progress or a combination of both. You will want the parent to complete the previous homework assignments and check them off.

#### 9.4 Accelerated class policy

When deciding whether to accelerate a class, you need to consider your specific audience. Accelerating first year is highly discouraged.

First year has many aural skills that require repeated long term exposure and these skills are not acquired over night. It takes time and repetition to train the ear. There is danger in accelerating the first because Let's Play Music's goal is to develop and produce musicians and this simply isn't a process that can be rushed.

The second year curriculum, on the other hand, is more about concepts that can be learned immediately rather than skills to be acquired. This is a better year to accelerate than first year.

Ultimately, the choice is yours. If you have students that are older and would benefit from quicker keyboard exposure you will need to ascertain if they come from a musical family and already possess the skills of matching pitch and keeping a steady beat. This way you will be more inclined to teach them an accelerated first year and expect a favorable outcome.

If you are considering this idea, make sure to search on the forum "accelerated" for other teachers' input and personal experiences, in addition to gaining insight from your advisor.

## 10. CONTINUING EDUCATION

### 10.1 Training audit

Auditing a teacher training is a wonderful way to reinforce and strengthen your understanding of the Let's Play Music curriculum. Plus, it counts towards a BOOST requirement! If you want to audit a teacher training, you must register with your Advisor by emailing or click the link in the applicable Newsletter when it comes.

We want the new trainees to have a genuine experience and have the time to ask their questions and enjoy their experience there. They can't do that if we have veteran teachers sharing their experiences and asking their questions. When auditing please abide by the following guidelines:

- No talking or asking questions during the training session.
- Write any questions down and ask your Advisor later.
- Please avoid asking the trainers questions before/after the training as they will need to be available to answer questions from the trainees.
- Please keep your whispering and visiting with the other teachers that are auditing to a minimum.

### 10.2 Symposium

The Let's Play Music Symposium is free of charge to all Let's Play Music teachers and is a wonderful way to enrich your life and enhance your teaching. It is an all day event filled with classes, corporate announcements, curriculum addition notifications, booths and PRIZE giveaways! You will be greatly enriched by attending this event.

The Symposium is advertised through email. You will receive your official invitation via email in April. You will need to respond to the email by clicking the link that you would like to attend. When you respond, you are officially on the list of attendees. You will also want to collaborate with your team so you can divide up hotel room cost and/or transportation.

If you have registered for the Symposium but you can no longer attend, please email your Advisor and she will take you off the attendee list.

Symposium attendance counts toward a BOOST requirement.

### 10.3 BOOST guidelines

BOOST stands for "Building Optimal Outcomes and Superior Teachers" and is the continuing education arm of Let's Play Music. It is a program designed to connect our vision statement to solid results. Participation in the BOOST program is optional, but is highly recommended. If you choose to participate, you need to print out a BOOST certification page, and track your progress throughout the year. A BOOST certification page can be located on our website

by clicking on the DownLow tab and then on Corporate Information. You must be logged in to view the DownLow tab (see 6.6 and 6.7).

Qualifying requires that you complete eight BOOST experiences. The first three BOOST experiences are mandatory and the other five options can be hand selected by you from the BOOST options list. You will need to work on completing these requirements throughout the year. Once you've completed all eight requirements, give your form to your Team Leader on or before May 15<sup>th</sup>.

The Team Leader will be responsible for making sure each teacher on the team has rightfully completed the eight BOOST requirements. Then the Team Leader will email the BOOST Advisor, Melissa Lunt, the name of the team and the teachers who have officially qualified for the BOOST credential that year. Please email names to [letsplaymusic.lunt@yahoo.com](mailto:letsplaymusic.lunt@yahoo.com).

#### 10.4 Teacher's Forum

The forum is easily reached through the "for teachers" tab on the home page of the website. Once you click on this page, you will need to click the "Teacher's Forum" tab on the left hand side of the page.

If you don't know how to login and need the guideline for how the forum works, please see section 6.8 under *Corporate Support and Structure*.

The Teacher's Forum is a venue to share the ideas that have worked well in your studio and seek for inspiration to improve your classroom and teaching. This is an excellent way to gain knowledge on the best methods and approaches on a myriad of topics.

Please do not let the ideas shared on the forum overwhelm you. There are many great ideas and superb information, but you do not have to implement all of these suggestions into your studio. Keep in mind there is a balance of simplicity that comes in teaching an effective, uncluttered class. If you become entwined in doing too much it could have a negative impact and disturb this balance.

Keep the following forum procedures/etiquette in mind when participating.

1. Please keep your posts geared toward subjects pertaining to Let's Play Music.
2. Before you start a new thread, do a quick search to see if the topic has already been discussed.
3. Refrain from posting "thank you" comments.
4. If a file is too large to attach, you will need to email it.

5. Please don't post your email address in a forum topic. If you need to contact another teacher use the envelope icon under the teacher's picture and send an email request this way.

## 11. BUILDING YOUR BUSINESS

### 11.1 Recruiting

Be enthusiastic, optimistic and aggressive in building your business. This is a fabulous curriculum and you are a fabulous teacher; don't be timid about telling people that!

To really wrap your head around recruiting, you will need to study your teacher's manual. There are wonderful ideas and strategies that work if you will be patient and follow the model suggested there. Keep in mind, if you do a thorough job of recruiting the first and second year of teaching, and you run a consistent, professional studio, you will find that recruiting becomes somewhat effortless. In some cases teachers don't have to recruit at all. The word just spreads and you have a waiting list to work from.

Following are some of the most important factors of recruiting:

1. **Get email addresses:** When you are working with your friends and neighbors, emailing is a better form of contact. It gives them the space and freedom to be honest with their interest. Email also carries the capability of instant access through web links.

2. **Announce a deadline:** When you hold your first sample class you will want to state verbally and in written form your registration deadline, as well as any incentives you want to offer. It is best if the deadline is scheduled a few days after the class. You don't want to give them long periods of time to sit on it. They will lose the enthusiasm and forget some of the magic they saw. Give them a week at the most.

3. **Create urgency:** One of the best ways to push parents over the decision line is to create urgency. For instance, when you are talking to the parents at your sample class say, "I've had such an overwhelming response that if you are the least bit interested you may want to enroll soon, because I know I will fill up quickly!"

Creating urgency in emails is quite easy. In the subject line you can say, "URGENT...only 3 spots left!" or "Registration deadline ends in 2 days...hurry and pay no registration fee!," "One month FREE tuition if you recruit someone by Friday!" (Make sure the free tuition is given in the month of April, not September.)

**4. Talk to your circle of influence:** Sometimes talking to those who are closest to you is the hardest. However, this is where you will find the most success! Waiting until someone approaches you is just NOT going to happen. If it does, it's rare.

One of the best ways to start talking about it is mailing your neighbors and friends a sample packet. Then call them and ask them if they have read through the material. If they haven't, validate the fact that you know everyone is busy and ask for their EMAIL ADDRESS. Tell them that you will send them some information via email. Send the "Guess what I'm teaching" email with live links inside the body. (If you don't know what this is, ask your Advisor.)

Once you've sent them the above email, you will need to email them back and say something like, "I realize we are neighbors/friends and want you to know up front that I have no intentions of pushing this new curriculum on anyone. Everyone has different goals and each child has different gifts and abilities that we as parents want to nurture. I personally honor this decision for you as a parent. With that said, I've scheduled two sample classes that are filling up very quickly! Once my classes are full, I won't be able to accept any more students, so if you are the least bit curious, call me to sign up for one of these free classes. The dates are, (date / time) or (date / time). There is no pressure to enroll. Just give it an honest look and decide for yourself if this class is the right match for your child. I'll give you a call later on this week to see what date works best for you."

**5. Familiarize yourself with some sort of dialogue:** Remember, your dialogue should not be too hot or too cold. We want it just right. Here is a short script to help put some verbs in your sentences.

**Teacher:** Hey, Jenny I am so glad I ran into you. I have been meaning to tell you about the Let's Play Music program I am teaching. I really think it would be perfect for your little Samantha!

**Friend:** Let's Play WHAT???

**Teacher:** Let's Play Music. It's a foundational music and piano curriculum emphasizing learning through play.

**Friend:** Really? Piano??? Samantha is only 4 and 1/2...

**Teacher:** EXACTLY. She's the PERFECT age. Let's Play Music is structured specifically with the 4 and 5 year old beginner in mind. They might not have finger dexterity and reading skills yet, but kids are little sponges. Their ears and voice are ready and there are still so many things musically that they CAN learn WITHOUT having to read.

**Friend:** I don't get it. How it is a piano course if their fingers aren't playing?

**Teacher:** Well it is actually a 3 year curriculum. 1st year we focus on bells, voice, and staff awareness and then 2nd and 3rd year we take what we have learned and apply it to the keyboard. But the best part is that EVERYTHING is taught through a game or a song—it's ALL about keeping it fun. But I am actually teaching Sample Class Previews right now. How about you and Samantha come together and see what it is all about?

**Friend:** Okay... I'd need to check my schedule.

**Teacher:** No problem. I'm teaching one on Tuesday morning next week and one on Wednesday afternoon. **Give me your e-mail address** and I'll send you the details so we can figure out what works best for you.

**Friend:** Okay...GREAT!

## 11.2

### Sample classes

Sample classes can be the scariest thing! Other teachers say that after this is done, everything else is a cinch!! There are a few things to keep in mind as you prepare for this big day.

1. You will need at least 5 children to make a nice class (6-7 is much better).
2. Remember to call those attending to remind them of the class the day before.
3. Watch the Sample Class DVD so you feel confident in how it should run.
4. Make sure you have a welcome sign on door.
5. Have a sign-in sheet with a place to write **e-mail addresses**.
6. Display all the student materials: tote bag, bells, binder, CDs. The parents will want to see what they get for their \$83. Also have ready to show the sample songbooks from the 2nd and 3rd year.
7. Create the parent packet that includes a *Sample Class Outline* for parents to follow printed onto bright yellow paper, the *Registration* forms and the *What Does it Teach?* fliers. (You can print them from the DownLow or buy them at the webstore.)
8. Have all the teaching materials needed to teach the class out and ready.
9. Prepare an activity and have cookies/treats for kids at end of class.
10. Wear your t-shirt because...you are a billboard!!
11. Have the Demo video ready to play. Use the DVD or pull it up from the website and show it on your laptop!

**Arriving:** As people arrive, have the children come in and sit on stickers in a semi-circle in your listening area. Hand the parents the "parent packet" and a pencil and have them sit on the couch. "So glad you're here! You're going to

love this! Follow along and write questions as we go! I can't wait for you to see this!"

**Beginning:** Start the sample class no later than 5 minutes after you said you would. (Normal class time will NEVER be late, but on this, you should wait as long as you can for people to arrive.) Speak to and teach the children directly; do not address the parents.

**Teach the lesson plan:** At the end of the lesson, after singing "Let's Say Goodbye," give each child a cookie/fruit snack or some other treat and invite them to go play outside so you can talk to their parents for a minute.

**Addressing the parents:** Once you have the parents' attention, ask them if there are any questions.

**5-10 min.** Briefly go through the class outline with them and explain the basic philosophies behind the curriculum, such as the piano playing dilemma, experience precedes the learning, full body involvement, use of instrumentation, the voice as the first instrument, etc.

**2-3 min.** Show the scope of the program briefly by explaining what will be taught in the 2nd and 3rd years and show your sample songbook.

**2-3 min.** Pass out your registration forms, show the students materials, go over tuition amount, class size and duration, etc. Tell them that you will begin accepting registration forms today and that you expect to fill up quickly. Class time requests will be honored in the order they were received. Explain to the parents that if they invite another person to a sample class and that person registers, they will receive \$10 off their first month's tuition, or the registration fee is waived, or some other incentive. Emphasize the registration/incentive deadline. Ask them if they have any other friends. Get addresses, e-mails or phone numbers and call these people to register for your next sample class.

**Wrapping up:** You have probably used 8-13 minutes by now and the children will naturally start to come back to their parents. Let them play with the bells, autoharp and puppets, as long as they follow your rules. Collect completed registration forms and answer questions. To anyone who has to go home and think about it or talk to their husband, say, "No problem! I'll call/email you in a couple days to check back with you. I'm sure I'm going to fill up fast." Everyone should be gone one hour after you began.

Remember, the first class is the hardest. After that, it will feel natural. It might be a really good idea to do a 'mock' class with different children (relatives).

Even if they are older than the real age, it is still good to physically go through each activity to get the feel for it before you have parents watching your every move!

### 11.3 Mini-classes

Using the mini-lessons is a great way to expose parents and children to the Let's Play Music curriculum. You can use these lessons as a music camp in the summer or late spring for recruiting purposes, adapt these lessons to work for library programs or preschool visits. The plans are very flexible and can be used effectively in several different settings.

What we want to avoid is using the lesson plans as a refresher course or as a way to skip first year. These plans are purposely insubstantial and DO NOT cover the skills and concepts in first year and aren't intended for the above purposes.

The titles of the mini-lessons are *Red Melody* and *Blue Rhythm*. We don't want the parents attending the course thinking they have been through the first year of the Let's Play Music curriculum.

The *Red Melody* classes consist of 10 consecutive lessons that cover a few of the concepts we teach in the Red Balloon curriculum. We teach staff awareness, the major scale, classical form as well as solfeg patterning.

The *Blue Rhythm* classes consist of 5 consecutive lessons that cover a few of the concepts we teach in the Blue Bugs curriculum. We teach rhythm, subdividing, keeping a steady beat and classical form.

There are royalty fees connected with these classes.

- *Red Melody* royalties are assessed at \$5 per student per session.
- *Blue Rhythm* royalties are assessed at \$2.50 per student per session.

### 11.4 Waiting lists, pre-enrollment and open enrollment

Using a waiting list is a wonderful way to create urgency when recruiting. If you are a brand new teacher, once you have filled the desired amount of classes, create a waiting list. When you get enrollment requests either before school starts or after you start teaching, tell them you currently don't have any openings, but you can put their child on a waiting list and will email or call them when openings become available. Write down their contact information and save it.

Then, in January on a parent day, tell your parents that you are beginning pre-enrollment. Let them know that you do have a waiting list, but want to

give their family and friends priority before you begin open-enrollment. Give them a solid deadline and in February begin your open enrollment.

One method you can employ for open enrollment is put together the recruiting packet with a letter to place on neighboring doors that says, "We have just completed pre-enrollment and only have a few spots left in the Let's Play Music first year class. Let's Play Music is a researched based music course for children ages 4-6 years old. If you are curious about what amazing results we are seeing, please call or email me to sign up for a free music class that I'm holding next week on Tuesday at 10:30 or Wednesday at 1:00. (Always give two choices.) These free music classes fill up quickly and we want to make sure your child gets a spot! My email is: (email address) my number is: (phone number). If you can't make it to either of these class times, give me a call anyway and we'll put you on a list to attend a future class."

## 11.5 Social media

The use of Social Media can not only be an effective way of recruiting, but also a useful tool to help communicate with current students and parents.

**Blogs:** Setting up a personal LPM blog is a fun way to stay connected with current and prospective students as well as the parents. You can post about registration, class times, recitals, fun practice tips and success stories. It is also a great place to brag a little bit about yourself and your credentials. Creating your LPM blog is easy! The following steps are beginning guidelines. There are many other creative things that you can add to your blog as you get more comfortable with Blogger.

1. Go to [www.blogger.com](http://www.blogger.com) and click "Create a Blog." Fill out information and make sure that your "display name" is your first and last name. Don't forget to "accept the terms" and then click "Continue."
2. Make your blog title, "Let's Play Music with (first and last name)" (i.e. Let's Play Music with Jenni Coberly).
3. Your blog address (URL) needs to be: <http://lpmfirstlast.blogspot.com>. (i.e. <http://lpmjennicoberly.blogspot.com>).
4. Type word verification and then click, "Continue."
5. Choose any design. We will change it later.
6. Now click "Start Blogging."
7. Your blog is now started. Here are the instructions to make it look LPM uniform. ☺
8. Click on "Design." Then "Edit HTML." Then toward the bottom of the page select the blue, "Select Layout Template." Our template is the first one. Click "Minima." Then click "Save Template."
9. Click on "Dashboard" and then click on "Edit Profile." Scroll down to "Extended Info" and type the following description in the "About Me" box: "Let's Play Music is a music theory course that emphasizes total

musicianship through piano playing, singing, classical music, note reading, and ear training...and it's accomplished through play!"

10. Leave everything else as is and click, "Save Settings."
11. In the upper right hand corner click "Dashboard."
12. On the left hand side of the screen click "Edit Photo".
13. Under "Photograph" click "From your computer." Then click "Choose File" or "Browse."
14. Find where you saved the file of your picture and upload it to your profile.
15. Under "Location" add City and State Information.
16. Fill out any other information you would like and then scroll to the bottom of the page and click "Save Profile."
17. Click "Dashboard" again.
18. Under "Manage Blogs" below "Let's Play Music with *Name*" click on "Layout."
19. Click "Edit" at the top to the right of "Let's Play Music with *Name*."
20. Here you will insert the blog banner that was emailed to you from corporate. Follow steps 21-24.
21. By "Image" click "From your computer."
22. Then click "Choose File" and upload it.
23. Then under "Placement" click "Instead of title and description."
24. Click "Save."
25. Open new tab or window & go to [www.makingmusicians.typepad.com](http://www.makingmusicians.typepad.com).
26. On the right hand side of the LPM Blog copy the code in the little box under the LPM Blog button.
27. Go back to "Layout" on your Teacher Blog window.
28. On the right hand side click "Add a Gadget."
29. Click on HTML/JavaScript.
30. Paste the code you copied from the LPM Blog into the "Content" box.
31. Title it "See How We are Making Musicians."
32. Click "Save."
33. Go back to [www.makingmusicians.typepad.com](http://www.makingmusicians.typepad.com) and on the left hand side copy the code in the box below the Let's Play Music green button.
34. Repeat steps 27-30.
35. Title it "The Let's Play Music Method."
36. Click "Save."
37. Go back to "Layout" and make sure that your right hand side bar is in this order: About Me, The Let's Play Music Method, See How We are Making Musicians, Followers, and then Blog Archive. To do this just click and drag up the one you want at the top and so on.
38. Click "Save." Phew!! Now you are ready to post. ☺

### Blog Posting:

1. Log on to [www.blogger.com](http://www.blogger.com).
2. Click on "New Post."
3. Title your post.



4. In the right hand corner click on "Compose" mode not "Edit HTML."
5. Type whatever you would like in the big white box. If you would like to upload a picture click on the picture icon.
6. Click on "Choose File."
7. If you have more than one image that you would like to upload click "Add another image" and repeat previous step.
8. You can add up to five pictures at a time. After you are finished choosing up to five pictures click the orange "Upload Image" button. If this is your first time you will need to click the "I agree" button and then upload.
9. You can now add more text above or below the image.
10. If you want to add a movie clip, click the movie film icon.
11. Same as the photo click "Choose File" and upload it from where you saved it on your computer. Title the video for your records, check the box by "I agree" and then click the orange "Upload Video" button.
12. If you would like to have a word you type link to a certain webpage, type the word, highlight the word, and then click on the picture of the chain link. It is to the left of the alignment icon.
13. Type in or paste the URL you would like to link the word to and then save.
14. When you are finished composing make sure and press the "Publish Post" button.

**Facebook:** Facebook is a very useful way to connect with "friends" that you may not talk to very frequently. Post the demo video link with information about upcoming sample classes. You can also let people know when your classes are and if they are almost full or how many spaces you still have available. Make sure that you "friend" the Corporate LPM Page and have your students' parents do the same. It will help both of you stay connected with LPM and all that Corporate has to offer through their blog "Making Musicians." It's super easy and well worth the effort:

1. Go to [www.facebook.com](http://www.facebook.com) and create an account under "Sign Up." Fill out the information requested and click the "Sign Up" button.
2. Complete "Security Check" and click "Sign Up" button.
3. You can either fill out or skip steps one through three.
4. Now set up your profile picture in step four. You can either upload it from your computer or take one with your webcam.
5. Click on which you would like to do and then follow the instructions.
6. In the "Search" field type "Let's Play Music – Making Musicians" and hit return.
7. Click on the LPM icon when it comes up.
8. To the right of the page title you will see a thumbs up with the word "Like." Before you click on the "like" icon you must make sure and find the email message from Facebook in your email inbox and confirm your Facebook account.
9. You are now a fan of the LPM Facebook page. Whenever anything is posted you will be notified on your personal Facebook page.

## 11.6 Other forms of recruiting

The sample classes have proven to be the most successful model for recruiting, but you may want to get creative and experiment with other forms of recruiting as well.

1. Use the website: Email the 'intro letter' to people so they can simply click the website links. Encourage them to watch the demo video online by giving them the video link ([www.letsplaymusic.com/video](http://www.letsplaymusic.com/video)).
2. Word of mouth: This is the best advertisement, but it can take a while to get the word out. Talk to people to create interest and excitement. People and parents in the music community need to know that there is something new coming. When it's a new program, they need to hear about it several times over a period of time to gain trust in it as a solid, reputable business.
3. Teach the mini-lessons at the library, preschool or as an inexpensive summer music course. Always get names, email addresses and phone numbers whenever possible.
4. Take fliers, pamphlets and intro letters to local pre-schools, dance studios, dentist & doctor's offices and other places that mothers and children frequent. Strive not to leave stacks of papers, if at all possible try to get the information into the parents' hands.

## 11.7 Year end recital

At the end of the teaching year, the teacher should hold an end of the year recital. Let's Play Music is not a singing and performing group, but rather an exciting avenue through which difficult musical skills and concepts are learned! The end of the year recital helps to share this knowledge and excitement with extended family and friends.

As a result, you can expose others to the program in an innovative, no pressure atmosphere that helps to build your business. Even if you don't get new student recruits from the recital, you will get exposure and publicity. Moreover, you will educate and win over the parent that isn't attending class. This alone is the simplest form of retaining the students you have already recruited.

Some things to take into account when preparing your recital:

1. Encourage your students to bring their friends, family and grandparents to the recital by sending home a recital invitation.
2. Make sure the venue is large enough to hold a sizeable crowd.
3. Take pictures of the event and submit them to your local newspaper.

4. Post your recital on your blog and send a link to your students so they can watch it. Encourage them to send the link to their friends, neighbors and family.
5. It is recommended that you have a recital rehearsal so the program runs smoothly and your students can put their best foot forward.

For more information on how to prepare and carry out a recital, look in your teacher's manual, the DownLow and the Teacher's Forum.

## 12. CONNECTIONS

Connections is an umbrella of programs designed to reach out to music educators. We administer these programs on corporate, team, and individual levels. Our goal with Connections is to partner with music teachers by educating them in the philosophies and methods of the Let's Play Music curriculum and build a network of trained private piano teachers to then take the Let's Play Music graduates and build on the foundation the student already has in place. Statistics have shown that when these programs are instigated and carried out at the team and individual levels, student numbers grow and the individual Let's Play Music studios flourish.

### 12.1 Connecting with music associations

Music associations are a great place to make "Connections." They have a large pool of private piano teachers that are generally very qualified. Teachers that pay dues to associations for membership are particularly motivated to excel in their private studios and have a desire to continue their music education. Those in this frame of mind tend to have studied some of the methods and approaches Let's Play Music embodies and will recognize the philosophies as they either teach the Let's Play Music graduates or as they are exposed to our Private Piano Teacher Certification.

Reaching out to music associations and educating them about our curriculum will help Let's Play Music become a more identifiable program and the recognition will add merit to your growing studio.

On a team level you will petition local music chapters or state music associations and ask to present a one hour training that illustrates many of the activities and techniques we use to teach music to our students.

On the corporate level, state music teacher association conventions are sought out for the purpose of operating a vendor booth showcasing the Let's Play Music curriculum.

### 12.2 Private Piano Teacher Certification (PPTC)

As students graduate from the Let's Play Music three year program, qualified

and informed private piano teachers are essential to the student's continued musical progression. The Private Piano Teacher Certification (PPTC) is designed to educate private piano teachers on the Let's Play Music philosophies and methods and clarifies the best way to transition our graduates into a private setting.

A private piano teacher can obtain endorsement status by completing four simple requirements.

1. Complete Reading Packet and Worksheet
2. Attend a one hour training meeting put on by the local team
3. Observe a 3<sup>rd</sup> year class
4. Turn in certification checklist and register for a website profile

On an individual level you will contact private piano teachers you feel exemplify the principles taught in Let's Play Music and invite them to go to the website and request information to become an endorsed private piano teacher. <http://letsplaymusicsite.com/connections/request-info>

Once they register they will receive a reading packet, worksheet and a certification brochure via email. They will simply follow the instructions and work with you, the individual Let's Play Music teacher, in completing these requirements.

On a team level you will help the private piano teacher by holding a one hour training meeting. The Team Leader will organize and execute this meeting with the help of their team. If you are a cyber team, the training meeting will be done by the use of video. Contact your Team Leader for the details. Once a private piano teacher has completed the certification process, they will report this back to you, the referring Let's Play Music teacher. You will then need to email Jenny Smith at [jennyslpmusic@gmail.com](mailto:jennyslpmusic@gmail.com) to submit the completion of this teacher.

Once private piano teachers have completed their certification process, they will receive a completion email with links that will direct them in creating a website profile. Once they follow the instructions to complete this process they will be listed on the Let's Play Music website as an endorsed private piano teacher. In the same email they will be given links to the webstore and be permitted to purchase certain materials from Let's Play Music for their private piano studio.

### 12.3 Connections piano method

Let's Play Music has a student *Connections Songbook* available for purchase. It is full of transition songs, ear training activities, (using Do is Home & solfeg) composition activities, theory assignments, plus about twenty repertoire songs.

The songs were all carefully selected and composed to provide the perfect transition from Let's Play Music to private piano lessons. This songbook uses Let's Play Music terminology to educate the teacher, and progressively guides the student into regular musical terms.

In the early spring, when you are registering your first and second year students, you will want to send a *Connections Songbook* order form around in class. The payment for the songbook should be due in conjunction with your registration deadline. Don't wait to order these books with the rest of your materials. You will want these books presented to your third year graduates no later than the year end recital.

## 13. CURRICULUM

### 13.1 Curriculum selections

#### Folk Songs

Since Let's Play Music is a Kodaly based curriculum, much of it's repertoire is taken from the American folk song. These songs are representative of the American culture. Therefore, sea chantys about drunken sailors, farm songs about angry farmers, songs about Native Americans being referred to as "Indians" and hunting songs are all an integral part of American culture. If the lyrics to these or other songs contained in the curriculum are offensive to your students, please let them know we are not teaching the philosophies contained in the lyrics of these songs. Most likely, the children do not know their meaning. They are simply selected for their folk value and represent the native culture.

#### Religious Songs

The Let's Play Music curriculum contains several religiously themed songs, particularly Christmas songs. The founder is Christian and has chosen to include these songs. The Red and Purple semesters each have a Christmas song, directly dealing with the birth of Christ. If you sense some religious anxiety in a parent or student, it may be a good idea to forewarn the parent of the existence of these songs in our curriculum and allow them the freedom to refrain from participation.

### 13.2 Curriculum manuals

Manuals will be updated every three to five years. Corrections can be brought to our attention by contacting Sanya Fenn, Materials Developer Manager, at [csfenn@msn.com](mailto:csfenn@msn.com). The changes will be catalogued and corrected in the next edition. Thank you for your observations and helping us improve. When manuals or other materials are updated, it will be announced at Symposium and the new version will be available for existing teachers at a reduced 'upgrade' fee, or available in soft copy form from the DownLow.

## 14. ACKNOWLEDGEMENT

### 14.1 Teacher Signature

I acknowledge that I have received a copy of the Let's Play Music Policy and Procedure Handbook. I understand that this handbook replaces any and all prior verbal and written communications regarding Let's Play Music policies, procedures and practices.

I have read and understand the contents of this handbook and will act in accord with these policies and procedures as a condition of my license with Let's Play Music.

I understand that if I have questions or concerns at any time about the Policies and Procedures Handbook, I will consult my Team Leader or Advisor for clarification.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_