



# TOUCHPOINT

The Division of Education Newsletter

Conn-Selmer  
DIVISION OF EDUCATION

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## A Note from Dr. Tim

Greetings. In this edition of *Touchpoint*, **Michael Kamphuis, Managing Director for the Conn-Selmer Division of Education**, discusses the process of creating a comprehensive instrument inventory and strategies to effectively present your plan to administrators.



By Michael Kamphuis

## Creating a Plan for Instrument Inventory

I've spent this fall semester on the road visiting many different music programs across the country hearing many different issues and concerns. One of the consistent main themes was the issue of instrument inventory management. This can be a very daunting task at first, especially if your school or district has not addressed it in many years (or decades). After walking these programs through the following steps, they now find themselves on-track to acquire instruments by having a plan to present to their school boards or administration. In addition, it will undoubtedly save them money in the long run. Marcia Neel, a few weeks back, wrote a great article on why this process is so very important. It inspired me to provide more tools on how you can accomplish your goals when it comes to procuring instruments.

First, determine what the goal is for your school or district. This will require a cross functional meeting with the stakeholders involved in your program. Having the beginner, middle school and high school teachers together for a discussion could lead to a very cohesive, district-wide strategy. If applicable, include your Fine Arts Supervisor and Superintendent in these discussions. This creates buy-in from the very beginning.

Second, the schools will need to take inventory of what they currently have to determine where the gaps are. If you have an inventory system in place, great! If not, you can create one using [this template](#). To track individual instruments throughout their life, I strongly suggest also creating a [band](#)

[instrument record](#) to help track the repair history, accessories included with the instrument and more.

Third, when looking at the value of instruments, there are not many resources out there to show a depreciation schedule. We have put this resource online for you and it can be found [here](#). Depreciation for each instrument can be calculated by using the [instrument lifespan](#) chart. Then, take the percentage from the depreciation chart multiplied by the remaining value of the instrument and subtracting that from the current cost of the instrument.

Fourth, now that you've established your inventory needs, create a wish-list you and your peers have agreed on for your program. Your local school music dealer can then provide you with an estimated quote on this purchase.

Because the procurement process differs so much from program to program, the only piece I can advise when presenting this to the decision makers is to make sure that they completely understand WHY this is needed. We all know the importance of music education, but if the decision makers do not understand WHY it is so important, then it will always be fighting an uphill battle when it comes to asking for what is needed for your program.

For more information about the instrument inventory tools provided by the Conn-Selmer Division of Education, [click here](#).



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by **Jim Catalano**

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