

The

Band Handbook

2021-2022

The bands of



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Band Students and Parents:

Welcome to one of the most exciting experiences in which you can be a part – THE BAND! Now, more than ever, we have information to justify why we do this demanding yet rewarding activity. The ultimate goal is a lifelong understanding and appreciation for quality music and music making. In addition, we get to use the medium of music to teach some wonderful life lessons as a part of our comprehensive program here at West Florence High School.

For new members, this is the book that keeps us running smoothly and efficiently. Most questions can be answered by consulting THE BAND HANDBOOK first. It is our hope that the information contained in this handbook will be both INFORMATIONAL and INSPIRATIONAL. The advocacy articles, “How Parents Can Help,” and “Parents’ Responsibility to the Band,” are both designed to give guidance to parents. Please read every word of The Handbook so that you are well informed. **For your convenience, we’ve tried to make The Handbook user friendly by putting important dates and policies in bold print.** We are very excited about the 2021 marching season, as well as our concert season.

As the band program continues to grow, the most committed students (those who practice) will have the most positive experience. In addition to making private instruction a priority, we have renewed our commitment to instill positive leadership qualities in all of our students. These are the “teachable moments” that develop important life skills for all students.

This handbook is designed to answer any questions you might have concerning the program. **Please read all of the information found in the handbook, then, sign and return all required forms to the band office.** I am honored to be your band director and I am looking forward to a great year!

Musically Yours,

Johnny R. Powers
Director of Bands

“If Better Is Possible, Then Good Is Not Enough!”

A STATEMENT OF POLICY

2021 - 2022

In order to assist band members and parents in understanding areas of responsibility, a statement of band policy is herein set forth. Becoming familiar with this policy will enable each individual to make the most of this great opportunity to be a member of the West Florence High School band program, becoming a better person and a better musician.

We firmly believe that the student should improve through regular daily practice. The **HAPPIEST** student is the one who is improving through regular habits of practice and daily progress. He/she must not only know right from wrong but must be able to stand for principles. He/she must develop a high sense of purpose toward which he/she is willing to work. **RESPONSIBILITY** is the focus behind any level of achievement within this program. We intend to conduct ourselves in a manner that will facilitate all students in learning and bettering themselves.

OBJECTIVES OF THE BAND PROGRAM

- To teach music by performance
- To develop performance skills of the various wind and percussion instruments
- To develop performance skills of the various auxiliary (Flags, & Weapon Work)
- To provide for the musical needs of the school and the community
- To develop discrimination with regard to the selection of music
- To acquaint the students with Music Theory / History and how history and musical composition relate to students' current life and musical experiences
- To provide all students with the opportunity for worthy use of their time, a means for self-expression, and a healthy social experience
- To develop the ability to function as a responsible member of a group, enhance interaction, and develop Esprit de Corps
- To foster leadership skills within each student

Why Music?

- **Music Is A Science.** *It is exact, and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once and with exact control of time.*
- **Music Is Mathematics.** *It is rhythmically based on the subdivision of time into Fractions, which must be done instantaneously, not worked out on paper.*
- **Music Is Foreign Language.** *Most of the terms are in Italian, German, or French and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is a most complete and universal language.*
- **Music Is History.** *Music usually reflects the environment and times of its creation, often representing its country of origin and / or cultural feelings.*
- **Music Is Physical Education.** *It requires fantastic coordination of fingers, hands, arms, lips, cheek, and facial muscles in addition to extraordinary control of the diaphragm, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.*
- **Music Develops Insight and Demands Research.**
- *Music is all these things, but most of all, **Music Is Art.** It allows the human being to take all these dry, technically boring (but difficult) techniques and use them to create emotion. That is one thing science cannot duplicate: humanism, feeling, emotion, call it what you will.*

That is why we teach music! Not because we expect you to major in music:

*But so you will be human
 So you will recognize beauty
 So you will be closer to God
 So you will have something to cling to
 So you will have more love, more compassion, more gentleness, more good
 In short, More Life*

MUSIC ADVOCACY

University Admissions Statements

Harvard University: “The ARTS are clearly an integral part of life at Harvard and Radcliffe, important for their value to the college environment and also for the potential they provide for lifelong enrichment. In addition to academic criteria, therefore, we always consider extra-curricular talents and personal strengths when we evaluate a candidate’s credentials. We look for students whose previous participation in the ARTS shows that they can make substantial contributions to our community.”

Yale College: “Qualifications for admission to Yale College include not only the reasonably well- defined areas of academic achievement and special skill in non-academic areas, but also the less tangible qualities of capacity for involvement, commitment, and personal growth. The ARTS offer remarkable opportunities for the exercise of these qualities. The highly skilled artist, the student whose intellectual interests include close study of the ARTS , and the many applicants who demonstrate motivation and the willingness to extend their reach through participation in the ARTS, all promise to enhance the quality of life at Yale.”

Stanford University: “we believe that exposure to the creative and PERFORMING ARTS enhances a student’s intellectual breadth.”

John Hopkins University: “The real challenge in selective college admission is not to assemble a class capable of negotiating a rigorous academic curriculum, but one that will also enhance the quality of life on our campus. Participation in the PERFORMING ARTS during the pre-college years is a clear indication to our admission committee that a student is dedicated to, excited about and engaged in the educational journey. As such, a background in the ARTS is one factor that helps us choose, among academically qualified students, a class which will avail itself of the many opportunities at Hopkins and will contribute to the life of the University.”

The University of Michigan: “Intellectual leaders from Plato to the present have recognized the importance of the ARTS to a thriving civilization. The University of Michigan joins in recommending the ARTS because of their humanizing influences, their demands for self-discipline, their abilities to evoke idealistic dreams that transcend everyday issues, their effectiveness in reflecting the achievements of diverse peoples, and their capacities to stimulate that most important of all intellectual abilities: creativity. Perhaps in no past era of our increasingly global civilization have these qualities been more sorely needed than they are today.”

MUSIC ADVOCACY

University Admissions Statements Continued

Cornell University: “There is no magic formula that assures admission—or forebodes rejection—to Cornell University the ARTS can play an important role. As we seek students who will make contributions to the Cornell community, where the ARTS are so prevalent, their exposure and experience in high school are highly valued.”

The University of Tennessee, Knoxville: “As of 1993, the University of Tennessee has required the completion of one year of high school course work in the visual or PERFORMING ARTS for admission to the university. This is tangible evidence of our commitment to the ARTS as an integral part of a liberal education an affirmation to the vital role that the arts play in enriching our campus community.”

University of Virginia: “The founder of this university, Thomas Jefferson, was an avid MUSICIAN himself and his influence can be seen today in the strength of the offerings in MUSIC, drama, art studio, history of art and also architecture. This university seeks students who have solid backgrounds in English, math, science, history and foreign languages. In addition, we look for students who have well-developed talents in the ARTS, for we know that they add a richness to our student body. They enhance the quality of life for all of our students and faculty at the University of Virginia.”

Virginia Polytechnic Institute: “At Virginia Tech, the ARTS are quite important in our admission policies, and we do pay particular attention to prospective students who have ARTS training or experiences as a part of their secondary school curricular or extra-curricular record the University has special admissions procedures for students with “exceptional abilities in certain fields of study such as the creative and PERFORMING ARTS.”

A Rationale for the Arts

Music, Visual, Dance and Theater Arts

The Premise: *The basic education is the constitutional right of every child in the United States.*

Quality education in the Arts is an integral part of that basic education. Future trends in education will accentuate the Arts as a tool for the study of cultural diversity, as well as, the study of each Art as a discipline unto itself. Based on writings in the 1980's, few educators of the next decade will argue that the Arts are not essential for quality education. John Goodlad, Director of the Center for Educational Renewal University of Washington says, **"To neglect the Arts in childhood is to impoverish not only the child but the child become adult."**

William Bennet, Former Secretary of Education reported in his First Lessons that, **"The Arts are an essential element of education, just like reading, writing and arithmetic."**

Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching states, **"Music gives a language that cuts across the disciplines, helps us to see connections and brings a more coherent meaning to our world."**

Mary Futrell, Past-President of NBA reflects that, **"Music is among the keys that open world history and offers access to the souls of civilizations past and civilizations still in the making."** She further stated that, **"Music reflects our nation's diversity. The student of music learns to cherish that diversity."**

Samuel Sava, Executive Director of the National Association of Elementary School Principals states that, **"Music education is an inherently desirable form of learning. Regardless of shifting educational trends and issues, it belongs in every school curriculum."**

Senator Paul Simon states, **"We cannot forget that music is an integral part of a student's educational element. We must ensure that the present 'back to basics' mentality includes access to arts and music education. As we push to increase high school graduation and college entrance requirements, we must not ignore the cultural and artistic development of our students."**

A Rationale for the Arts Continued

Music, Visual, Dance and Theater Arts

Very few days go by that the media does not compare our economy, educational system, business endeavors and productivity to those of the Japanese. Ironically the Japanese consider Western music a basic part of their children's education. Beginning in the first grade, music is taught as an academic subject in a step-by-step program in which a combination of music history, theory, conducting, instrumental and choral performance, plus the reading and writing of music has resulted in a populace that has received lessons on two instruments and can read music.

Through music, students can learn the following:

- 1. Understand and appreciate the unique qualities of the Arts.*
- 2. Appreciate how people in various cultures have used the Arts to express themselves.*
- 3. Understand and appreciate different artistic styles and works from representative historical periods and cultures.*
- 4. Knowledge of the social and intellectual influence affecting artistic form*
- 5. Use the skills, media tools and processes required to express themselves in one or more of the Arts.*

Education in the Arts is no longer esoteric. The Arts are basic to our culture as Americans and to our innate need for self-expression, self-actualization and self-perpetuation. As educators, we are committed to teaching all of the children and to teaching the total child.

Is Band Considered, “FUN?”

Band, in and of itself, is not “fun.” It is hard work! Where there are certain playful, funny moments, the overall one-word summation is most definitely not “fun.” It is not “fun” to constantly be held to the highest critical standards. It is not “fun” to take an audition and know that you have one chance to get it right. It is not easy to strive for excellence.

There are other words, however, that describe the band experience. Challenge, discipline, fulfillment, pride, work-ethic, emotional expression, respect, passion – there is almost no experience that is more **REWARDING**. If there were, students would meet in those classrooms first thing in the morning, or students would wear t-shirts with the logo of their favorite class, instead of band apparel. The reality is that the enjoyment of band comes from the interaction of people that leads to great music making. When the downbeat is given at the concert, that's the time to have “fun’ because you get to share this incredible experience called “making music” with others.

*You cannot have **FUN**, without **FUN-DAMENTALS***

Duties of the WF Band Member

- Be on time to all rehearsals and performances. EARLY IS ON TIME – ON TIME IS LATE
- Upon entering the rehearsal setting, quietly acquire your instrument and go directly to your seat
- When a director, staff member, or adult steps on the podium, or asks for your attention, all talking & playing should cease immediately
- Appropriate respect should be given to leadership and staff members in authority
- Come to rehearsal with a **TEACHABLE** attitude
- Make a real effort to improve on a daily basis, and establish a good practice routine
- Read and play music with insight-have musical expectations for yourself and those around you
- Assume responsibility for your own actions, and admit when you are wrong
- Maintain a strong academic standing in all course work, not just band
- At the end of rehearsal, put all materials in their proper place

Student’s Responsibility to the Band

As members of this organization, you have a great deal of responsibility. It is essential to any program that if certain expectations are to be met that they coordinate with the privileges, rewards, and duties of the band program.

TO OURSELVES

YOU have the primary responsibility of developing your own abilities. The benefits of a good instrument and private instruction can never be underestimated. What you put into it is what you will get out of it. The director is **ALWAYS** available for your guidance and encouragement – just ask!

TO THE SCHOOL

Florence County School District 1 provides us with the resources for rehearsals, performances, and some equipment. The Band Booster Club also provides a support network, both financially and philosophically. **WE** have the responsibility to provide the best possible services to our community.

TO MUSIC

Music has always been a part of our culture. We must take what we have and use it for the betterment of that culture. No one expects virtuoso musicians, only your very best! The great composer Gustav Mahler once said that only 10% of a piece of music is on the page. If that is the case, then we as musicians have the duty of creating and producing the other 90%. The joy of music is not in everything that is apparent. It must be discovered and created.

TO EACH OTHER

We must always do what is best for the **WELFARE** of the group. There can be no selfish acts solely for the benefit of the individual, but for all. Respect each other. If there are conflicts, find a way to resolve them. Never insult another band member's integrity. The word "band" means that we are banded together and that there is no separation.

The Importance of Attitude

The greatest single factor that will determine the success of any individual or organization is attitude. The kind of person that you are is an individual choice and how we feel about something, which involves attitude, is one of the few actual independent choices that we have in life. It takes intense dedication to reach goals. Students should learn to discipline themselves to daily practice on fundamentals. The “right attitude” must be present along with sincerity, concentration, and dedication as the basic foundation. Such an attitude makes an artistic performance inevitable and is the difference between a winning organization and a mediocre group. You who are in band are a favored few. The band can do much for you. Make the most of it in every rehearsal and performance.

The Importance of Discipline

Because of the nature of the organization, band discipline must be strict. Band students and parents must believe in the ideals, principles, and philosophy of the organization. Each member must always be aware of good behavior and think for himself. Any misconduct casts a bad light on the school, community, and band program. Any member who casts discredit to the organization by his/her conduct or actions in band, in another class, or on a trip, shall be subject to dismissal from the band program, or may lose a privilege within the program. This may include the chance to go on trips. This decision will be at the director’s discretion.

Parent’s Responsibility to the Band

It is the responsibility of every parent and guardian to see that the policies outlined in the **HANDBOOK** are followed and that all forms are signed and returned. These forms state that you have read, and **UNDERSTAND** the policies as set within, and that any questions are to be directed solely to the band director by making an appointment. Each parent **IS** responsible for the attendance of their child at all band functions. It is the responsibility of each parent to see that their child practices his/her instrument daily. In addition, **it is the parent's responsibility to ensure that all fees associated with the band program are paid on time.** Lastly, all parents are responsible for purchasing materials needed for their child to be successful as a member of the WF marching band. The hands of the director are tied without the help of parents.

How Parents Should Help

When a band related question arises, it is important that you get factual information before discussing it with others. We do more harm to ourselves, and the band family, when we talk about things that contain one or more “falsehoods” but consider them facts. If questions arise, it is important to remember this axiom: **If it is anything dealing with the band, contact Mr. Powers directly!**

Please, please, please, please DO these things:

- Show an interest in the music study of your child
- Arrange a regular time for your child to practice
- Find a quiet place where he/she can practice w/o interruption.
- Help the student keep a **DAILY RECORD** of practicing.
- Come up with a reward system for **DAILY** practice.
- Keep the instrument in good repair (**Old World Music-Mr. Gleason-843-621-1650**) and keep at least three reeds in the case; get a metronome!
- Be extra-careful with school-owned instruments. Repair costs are high!
- Buy your child a personal planner for marking important dates
- Keep the Handbook in a safe and visible place and refer to it often
- Notify the teacher if the student is to be absent for rehearsals or lessons
- Visit rehearsals often
- **Attend booster meetings, and all performances**
- **Pay all fees and assist in fundraising efforts!**
- Teach your child to be prepared and **on time** to each rehearsal or lesson
- **Provide private instruction!**
- **Make faithful attendance at all band activities important**

WFHS Band Booster, Inc.

The West Florence Band Booster Club, Inc. is a non-profit 501(c)(3) corporation organized to promote and advance the welfare and interest of the bands of West Florence High School. The Booster Club assists in financing and operating the band program, providing volunteers to support band activities and events. The booster club meets the 2nd Thursday of each month at 6 PM in the WFHS band room.

2021-2022 Executive Board

President- Raphael Castro

Supervises and controls the activities of the organization, presides over all booster club meetings, selects chairpersons of any standing or special committees, coordinates the work of the organization, and acts as liaison between the booster club and the school.

VP- Communications- Michelle Timmons

Coordinates the communications of the booster club (including informational packets, email announcements, and all social media: website, Facebook, Twitter accounts), advertises volunteer requests for booster club functions, performs functions of President in the absence of his/her ability to act.

VP- Fundraising- Lisa Collins

Coordinates all fundraising activities of the booster club, requests community and corporate donations and sponsorships, sends thank you notes for all contributions.

VP- Social- Jennifer Kelly

Coordinates the social activities of the booster club, ensures space availability, plans for activities within the event, coordinates event volunteers, contacts community groups who may wish to participate, selects food/beverages, works with VP-Communications to print and distribute flyers.

Secretary- Stephanie Wiggins

Keeps the minutes of the proceedings of the membership and Executive Board, presents minutes for approval, ensures all notices are given in accordance with the bylaws, keeps accurate tally of volunteer records.

Treasurer- Robert Tilton

Organizes, documents, and records all financial activities of the organization, has oversight of all the funds in accordance with the organization's financial policies, collects/disperses funds, ensures funds are received and spent in accordance with the organization's tax-exempt purpose, bylaws, and budget, presents monthly financial statements (accounting background preferred), arranges for all audits.

Marching Band Financial Obligations

- Band Fee - \$150.00
 - **Checks made payable to West Florence High School**
 - \$50.00 due May 11th at contract signing
 - \$100.00 due July 30th Last day of summer camp
- Fundraising Fee- \$100.00- End of first fundraiser
 - **Checks made payable to WFHS Band Booster, Inc.**
 - Total profits, NOT total sales
- Marching Drill-Masters
 - Color Guard-Estimated \$32.00
 - Wind/Percussion- Estimated \$40.00
- Marching Gloves
 - \$3.00-3.50
- Black over the Calf Socks
- 1 Gallon Water Jug
 - Estimated \$10-\$12.00
 - Required by July 19th
- Marching Lyre/Flip-Folder
 - Required by July 19th
- Athletic Shoes
 - Required by July 19th
- Practice Clothing
 - Athletic shorts
 - Loose T-shirts
 - Hat
 - Sunglasses
- Other Materials
 - Valve oil/Slide Grease/Slide Oil- Brass Only
 - Reeds/Cork Grease/Key Oil- Woodwinds Only
 - Sunscreen
 - Bug spray

At times the financial obligation may be heavy, but no member will be denied the opportunities of our organization due to financial difficulties. Please talk with Mr. Powers if you have financial issues! A plan will be developed to assist in payment.

Conflicts with Band

Conflicts between band and other activities or events (i.e. athletics, work, or family events) are the responsibility of the **student**. Rehearsal and performance schedules are given out in advance so that arrangements can be made to avoid scheduling conflicts. That being said, students should not become involved with activities that knowingly conflict with band activities. When outside activities create hardships concerning band, unless it is a rare and unusual situation that may only happen once, the student will need to consult with Mr. Powers about alternatives that may be possible. Students should have a calendar and be aware of all band dates well ahead of schedule. It is the policy of the band to assist students when conflicts occur within the scope of the band policy. Students are reminded that band is a very demanding activity and that involvement in outside activities should be limited to those that are compatible with the band schedule, **INCLUDING WORK**. *All conflicts with regard to performances must be worked out in favor of the student's responsibility to band.* **Work is not an excuse for missing any band activity.**

Attendance Policy

Unexcused Absence

Any absence is considered unexcused without Mr. Powers prior approval or without a written medical excuse from a licensed physician.

Unexcused Absence Consequences

Student will receive a **ZERO** for any unexcused absence

Unexcused Absence to Practice- **ZERO** Classwork/Homework Grade

Unexcused Game, Competition, or Parade- **ZERO** Project/Test Grade

1st Unexcused Absence- Removal from Friday Night Game Performance

- Conference with the Parent

2nd Unexcused Absence-Removal from Friday Game & Saturday Competition Performance

- Conference with Parent & Student

3rd Unexcused Absence- Removal from Marching Performance Ensemble

- Conference with Parent, Student, and Administrator for removal

Practice-Students must attend all regular season practices regardless of removal from Friday Football Games or Saturday Competitions and Parades. This ensures that all members know of changes to drill or visuals.

Friday Football Games-Students removed from Friday night performances must dress in full uniform, but will not perform with the group during pre-game or at halftime. They will sit in a designated area set-forth by the staff during their third quarter break. They will not be allowed to have cell-phones or participate in a third quarter break. Chaperones will escort students to the restroom as needed. Parents may drop drink/food items off to their child but they must stay in the designated area within the stands during their third quarter break.

Saturday Competition-Student must attend, however, a hole will be marched in place of the student, and they will be utilized as needed.

Attendance Policy Cont'd

Excused Absences-

The following are considered excused absences:

- 1) Personal illness (Parent notification **must** be given to Mr. Powers before scheduled event & Physicians note must be provided within 24 hours of absence)
- 2) Death of an immediate relative (Notification **must** be given to Mr. Powers directly)
- 3) Observance of a recognized & documented religious holiday (Absence form **MUST** be filed a minimum of **two weeks** in advance!)
- 4) Emergency circumstances which, **in the judgment of the band director**, constitute good and sufficient cause for absence from band. (Absence form **must** be filed within 24 hours of absence)

*Absence form must be filled out & signed by the parent/guardian, not **STUDENTS**.

*Absence form must be received a minimum of **two weeks** before requested absence or it will be **DENIED**, no exceptions.

Grading Policy

Grades are assigned for the band class and any activity that is considered co-curricular. During the fall semester, most performances will fall outside of the regular school day, but will be graded as an extension of the classroom.

The following categories will be utilized for grading in the Fall Semester:

Classwork & Homework

Projects & Tests

Quizzes

Exam

After-School Rehearsal breakdown:

-50 daily grade- Mon, Tues, & Thurs.

Thurs.

Daily Participation Grade (50 Pts.)

Instrument 10 Pts

Music/Drill Charts/Pencil/Water Jug 10 Pts

Dressed Out 10 Pts

Tardy 10 Pts

Off-Task/Un-Teachable Attitude 10 Pts

Class Rehearsal breakdown:

- 100 Pts. of daily- Wed., & Fri.

-50 Pts. of daily- Mon, Tues,

Daily Participation Grade (100 Pts.)

-Instrument 30 Pts

-Music 30 Pts

-Off Task 20 Pts

-Accessories 20 Pts

Behavior Policy & Consequences

Inside/Outside Behavior

Excessive inappropriate talking during rehearsal or instruction:

- 1st Offense-Verbal Warning (Document in ABE/Notify Parent)*
- 2nd Offense- Work related consequence (Document in ABE/Notify Parent)*
- 3rd Offense-Referral (Document in ABE/Notify Parent)*
- 4th Offense and on- Referrals in ABE/ Potential removal from ensemble*

Respect to staff, student leadership, or parents:

- 1st Offense- Warning- Student must submit a written apology (Document in ABE/Notify Parent)*
- 2nd Offense- Work related consequence (Document in ABE/Notify Parent)*
- 3rd Offense- Referral (Document in ABE/Notify Parent)*
- 4th Offense and on- Referrals in ABE/ Potential removal from ensemble*

Cell-Phones, watches, & electronic devices- No smart watches or cell phones on the field

- 1st Offense-Verbal warning. Asked to put electronic device on sideline (Document in ABE/Notify Parent)*
- 2nd Offense- Confiscate the device & the parent must pick up at the end of practice or event (Document in ABE/Notify Parent)*
- 3rd Offense- Referral (Document in ABE/Notify Parent)*
- 4th Offense and on- Referrals in ABE/ Potential removal from ensemble*

Cleanliness and orderliness Issues:

- 1st Offense- Verbal warning. Asked to clean up the designated area. (Document in ABE/Notify Parent)*
- 2nd Offense- Given a reoccurring cleaning responsibility (Document in ABE/Notify Parent)*
- 3rd Offense- Referral (Document in ABE/Notify Parent)*
- 4th Offense and on- Referrals in ABE/ Potential removal from ensemble*

Horseplay or off task behaviors:

- 1st Offense- Verbal warning. The student will be redirected to the task at hand. (Document in ABE/Notify Parent).*
- 2nd Offense- Work related consequence (Document in ABE/Notify Parent)*
- 3rd Offense- Referral (Document in ABE/Notify parent)*
- 4th Offense and on- Referral in ABE/ Potential removal from ensemble*

**** The Florence 1 Schools student code of conduct will also be followed and utilized to determine appropriate and fair consequences for students. ****

A copy of the current code of conduct can be found here:

https://docs.google.com/viewerng/viewer?url=https://www.fl1s.org/cms/lib/SC02209534/Centricity/Domain/216/Code_of_Conduct.pdf

Any student who is removed from the WFHS band may not audition or participate hence forth

Uniforms

- **The band will provide each student the following items in regards to the full marching band contest uniform:**
 - Jacket with garment bag OR uniform with garment bag for color-guard
 - Bibber pants
 - Shako and box
 - Plume for shako
 - WF Band T-Shirt
 - WF Band Baseball Cap

- **The student will provide the following items in regards to the full marching band contest uniform:**
 - Compression shorts or athletic shorts (worn under bibber pants)
 - Over the calf-black dress socks
 - Black drill-master marching shoes
 - Black gloves

****The contest uniform is to be worn properly at all times. Jackets are on, and zipped up entirely until otherwise directed. ****

- **The student will provide the following items in regards to the summer marching band uniform:**
 - Flat front khaki shorts (school appropriate fit & length)
 - Black belt
 - Plain black no show socks
 - Low top black tennis shoes
- **The student will provide the following items in regards to the winter marching band uniform:**
 - Dark blue jeans- no rips or tears
- **The concert and jazz uniform will consist of concert black; black dress pants, Black dress top, black socks, and black dress shoes.**

Inspection

Prior to performances of the West Florence band, all band members will stand inspection. Any member that does not pass the inspection will not participate in the given performance. Band members will be checked for the following:

- Cleaned, pressed uniforms
- Cleaned, polished shoes
- Hair correctly worn-all hair will be up off of the collar at all performances
- Jewelry – None allowed while in uniform.

2021 Marching Band Uniform Information

Band uniforms are quite expensive. Each band member will have their own unique number marked on all uniform parts and these will be kept at school. It is the student's responsibility to ensure that all items are in their garment bag after each use. Band members will be charged for any lost or damaged parts at the end of the season.

Gloves may be kept in the garment bag or hatbox but NO shoes, socks or other clothing may be left in the bags. Any socks found will be thrown out, and any shoes or other clothes found in garment bags will be donated to goodwill. Students need to try on their drillmasters and they need to write their name in them as soon as they get them. Every year band members 'lose' shoes because they are not labeled and someone else takes them.

If you lose an accessory, **please tell us right away** so we can start looking for them – they usually show up in someone else's garment bag. Remember – each item has YOUR number on it. If you lose some uniform part and take someone else's, we'll know immediately. We will take care of cleaning the uniforms periodically. **Normal wear and tear is expected but if uniform parts are damaged through abuse or neglect, or if any items are lost and don't turn up, the band member's account will be charged the replacement cost.**

For each game and competition you must bring your band t-shirt – clean and unwrinkled – as well as your marching shoes and black socks. We will check uniform bags before all away trips. If the band member does not have shoes, socks, gloves and the t-shirt he or she will have to arrange for them to be delivered to the school immediately. We **will not** have extra socks or shoes to lend. If you forget yours, it is your responsibility to rectify the situation.

At the end of **EVERY** game and competition, members will turn in their uniforms, neatly hung and ready for transport and storage. Plan your schedule to allow for this few extra minutes. We will check uniforms as quickly as possible but **YOU** can make the whole process go faster by doing the job right the first time. Uniform volunteers will be happy to show you the proper way to hang up your uniform if you need help. Each member is responsible for turning in his or her own uniform personally. **Band members are not allowed to turn in any uniform but their own. Every person is responsible for his or her own uniform.**

FOOTBALL GAMES

- Student's call time for all games will be announced the week of the game
- Students should wear the full contest uniform unless otherwise instructed
- All students must ride the bus to the game as a member of the band
- Students may ride home with a parent or guardian after a game, but a note must be provided 24 hours in advance. Notes will not be accepted at the game. **The parent or guardian must make contact with Mr. Powers before taking the student from the game. Students who leave without notification will be written up upon return to WFHS.**
- For all games the following applies:
 - Only current uniformed band members are allowed in the band section
 - All members are to remain in their instrument's section.
 - The band will have the third quarter off and must be back in their seats for the downbeat at the beginning of the fourth quarter. Late arrivals will lose their third quarter break at the next game.
 - All members should be alert as to what is going on down front. Be ready to react immediately to instructions given by the drum major or director
 - No phones are to be used unless during your 3rd quarter break
 - We do not boo, heckle or harass the coaches or players. We support!

BAND TRAVELING

- If a conversation can be heard in the front of the bus, it is TOO LOUD!
- There will be no hanging out of or talking out of bus windows
- The bus should be silent when crossing railroad tracks, or entering stadiums.
- Please keep the bus clean; pick up after yourselves and always thank the chaperones and driver
- All technology should be accompanied by headphones.

Use of the Newly Renovated Band Facility

Band-room

The use of band facilities before, after, and during school is a privilege. Students who abuse the facility will be disciplined accordingly and may lose the privilege of using it. Any abuse or damage will be considered vandalism which the parent and student assume all financial responsibility for. The following rules and procedures are now in place:

1. Non band members will not be allowed in the band room except for business with the directors.
2. There will be no horseplay in or around the band room
3. All percussion, guard and wind equipment is off limits to anyone not specifically designated to use them
4. No storing of personal equipment in the band room except for tennis shoes and additional clothes during marching season.
5. No student should enter Mr. Powers office without a staff member present or without receiving prior approval to do work-related activities for the directors.
6. No food or drinks in the band room.
7. Students may not use Mr. Powers computer without specific permission from him.
8. During the marching season, the band room will be locked during outside rehearsals. Students must be in a staff-supervised area at all times. Any students not following these rules will be asked to leave campus until the start of rehearsal.
9. The Music Library is private and is to be used only by directors. No students may enter the library unless otherwise stated by the directors.
10. The band office is a place of business. If you need assistance, knock first. Wait to be acknowledged and invited in.
11. Telephone use should be kept to a minimum and is not for personal use.
12. Instrument lockers are for instruments only
13. Drumsticks should be used on drum related items or practice pads only

Classroom Procedures

Rehearsal Procedures

-You must be in the band room or your seat when the bell rings; a downbeat will be given two

minutes after the bell. During the two minutes you should obtain music, a music stand, and a pencil, and begin warming up for the day's rehearsal. When I step on the podium all sound should stop for the beginning of rehearsal.

-Make sure you have extra reeds. Percussionists should set up all equipment and music during the warm-up. Announcements will be made at the beginning or end of class and will also be written on the board.

-Talking during class instruction is unacceptable

-The purpose of rehearsal is for you to learn the parts of others and how they relate to yours, not to learn your individual music!

-If you must leave your seat for any reason, please raise your hand, wait to be acknowledged, and then ask. Restroom breaks should be taken between classes.

-In your individual warm-up, it is important to do each of the following on a daily basis: -

Long Tones
Lip Slurs
Habits Warm-up Materials
That Day's Assignment

Materials Needed for Class

Each student should have the following items in class everyday:

- A sharpened pencil
- Your instrument (sticks, mallets)
- Appropriate mutes for your instrument if applicable
- Your music and folder
- Woodwinds should have at least three reeds (clarinets and saxophones)
- Double Reeds should have at least two reeds (oboes and bassoons) and water canisters for soaking.

School Owned Instrument Policy

Each student who uses a school-owned instrument is completely responsible for the care of the instrument. If an instrument is damaged due to negligence, the parent and student will be responsible for the entire cost of repairs and/or replacement of the instrument. All school-owned instruments must be secured in lockers at all times. Students and parents must sign a rental agreement form. Malicious damage to any instrument will be addressed under appropriate West Florence High School and FSD 1 policies.

Instrument and Mouthpiece Upgrades

MOUTHPIECES
CLARINET

Van Doren 5RV Lyre (make sure you get the

"lyre" version) DEG Barrels
Rovner Ligatures

SAXOPHONE

Selmer C*
Rovner
Ligatures

TRUMPET

Bach 3C or 1 ½ C

HORN

Schilke 29 or 30

TROMBONE

Bach 5G or 4G
Schilke 51 or 51 D

TUBA

Helleberg 120 S
Bach 18

INSTRUMENTS

PICCOLO

Yamaha YPC 62

FLUTE

Yamaha 684 H

CLARINET

Buffet R-13

OBOE

Loree or Fox 400

BASSOON

Fox Renard 220 or 222

SAXOPHONE

Selmer Mark VI or Yamaha Custom

TRUMPET

Bach Stradivarius

HORN

Any Geyer Copy or Holton 179

TROMBONE

Bach 42 B, BO or Edwards

EUPHONIUM

Yamaha 321 – S or Wilson

TUBA

St. Petersburg, Miraphone 191 or 187

METHOD BOOKS

FLUTE

Rubank Intermediate
Method Rubank
Advanced Method Altes
Method
Art and Practice of Modern Flute Technique
– Kincaid Eck Method / Practical Studies /
Tone Development

CLARINET	Rubank Intermediate Method Rubank Advanced Method Klose Celebrated Method for Clarinet Rose: 40 Studies for Clarinet, Book I Melodious and Progressive Studies – Hite
OBOE	50 Classical Studies for the Oboe - Joppig Rubank Advanced Method Andraud Practical and Progressive Method Barrett Oboe Method
BASSOON	Rubank Intermediate Method Rubank Advanced Method Weissenborn Practical Method for Bassoon
SAXOPHONE	Rubank Intermediate Method Rubank Advanced Method Universal Method for Sax – DeVille Gatti: 35 Melodious and Technical Exercises
TRUMPET	Rubank Intermediate Method Rubank Advanced Method Arban Complete Conservatory Method Herbert L. Clark Technical Studies Schlossberg Daily Drills and Technical Studies
HORN	Rubank Intermediate Method Rubank Advanced Method Kopprasch – Sixty Selected Studies for Horn (Vol. 1 & 2) Concone – Lyrical Studies for Horn or Trumpet Pottag – Orchestral Excerpts for Horn
TROMBONE / EUPHONIUM	Remington Warm-up Studies Rubank Advanced Method

Rochut Melodious Etudes Book I and
II Arban Method for Trombone /
Euphonium Schlossberg Daily Drills
Clarke Method for Trombone / Euphonium

TUBA

Rubank Intermediate
Method Rubank
Advanced Method

Recordings

Just as the blind child cannot paint a picture of the sunset, an instrumentalist cannot duplicate a characteristic sound on their instrument without an appropriate model to emulate. Below are suggestions of artists for each instrument. Every student in the South Florence band program should own at least one recording of the following artists:

FLUTE	Jean-Pierre Rampal, Jim Walker
CLARINET	Harold Wright, Larry Combs
OBOE	Joseph Robinson, John Mack
BASSOON	Bubonic Bassoon Quartet, Christopher Millard
SAXOPHONE	Jean Rousseau, Joseph Lulloff, Steven Mauk
TRUMPET	Phil Smith, Adolph Herseth
HORN	Dale Clevenger, Dennis Brain
TROMBONE	Joseph Alessi, Christian Linberg
EUPHONIUM	Brian Bowman, Roger Behren
TUBA	Arnold Jacobs, Sam Pilafian

Practice

As with any activity, you get out of it what you put into it. **Band will not be rewarding unless you practice!** There are many values in the study of music as a discipline that transfer to other areas of life. Although this will not immediately happen, persistent practice will lead to enthusiastic, driven practice. Remember: "Perfect Practice makes Perfect!" Here is a suggested plan of study:

- Pick a set time each day
- Have a set place to practice

- Use our daily warm-up & think “tone”
- Play some form of scales at every practice session
- Take a break every 20 minutes
- Work on technique (articulations, accents, etc.)
- Practice sight-reading
- Be musical and use the tuner for part of your practice session
- **Increase your dynamic range** (work pianissimo to fortissimo)
- Increase your endurance (15 minutes of FULL TONE playing)
- Increase your range (highest note with a good tone)
- Use a metronome for a specific portion of your practice session
- “I will start with _____ minutes and increase to _____ minutes ...”

*YOU SHOULD STRIVE TO COVER AS MANY COMPONENTS OF
PLAYING AS POSSIBLE, BEGINNING WITH THE FOUR T'S: TIMING,
TUNING, TONE, AND TECHNIQUE.*

**YOU SHOULD WARM-UP FOR 20 MINUTES AND THEN TAKE A 10 MINUTE
BREAK COME BACK AND PRACTICE FOR 30 MINUTES = TOTAL PRACTICE
TIME IS 1 HOUR DO NOT OVER EXERT YOUR EMBOUCHURE – TENSION IS
YOUR WORST ENEMY!**

**REMEMBER: A FEW MINUTES OF QUALITY PRACTICE IS BETTER THAN ANY MINUTES
OF BAD PRACTICE “PERFECT PRACTICE MAKES PERFECT!”**

Absence Form

This form must be completed and turned in one week in advance of any anticipated absence by a band student (Excluding extreme emergencies).

Student Name _____ Today's date _____

Date of anticipated Absence _____

Detailed reason for absence _____

*Please be specific! The policy is quite simple – if the school will excuse it, we will excuse it. If the school will not, we will not. “Important matters” or “family matters” are not considered excusable by the school. West Florence High School will excuse for Death in the Family, Religious Holiday, and Illness with a Doctor’s Excuse. The doctor’s excuse must be submitted with the school and a copy placed on file with the band director.

Parent Signature

Student Signature

Director’s Signature

Date

Signature Page

Uniform Contract

I understand that I am personally responsible for the uniform items assigned to me, and that I will be charged for any parts that are lost or damaged due to neglect or abuse. I also agree to take care of the uniform as directed. At the end of each game or competition I will see that I have all uniform parts assigned to me properly stored in the garment bag. I will personally get the bag checked off and will not assume responsibility for another band member's uniform. I will report any missing or damaged items immediately. I understand that failure to follow these rules will result in immediate disciplinary action.

Letter of Mutual Consent

I, the undersigned student, accept membership in the West Florence High School Band and understand that I am responsible for all the policies as set forth in the Band Handbook. I fully agree to carry out my responsibilities to the very best of my ability

(Student Signature)

(Date)

I, the undersigned parent or guardian, have read and understand the policies as set forth in the Band Handbook. I also grant full permission for my child to be an active member of the West Florence High School Band. In addition, my child has full permission to attend all band functions. Furthermore, I understand that I must meet all financial obligations.

(Parent Signature)

(Date)

Type of Instrument _____
(example: Trumpet)

Manufacturer _____
(example: Bach Stradivarius)

Serial Number _____

Contact Information Sheet

Keeping families informed is a priority of the West Florence High School Bands. This form is to be completed each year by all members, including Color Guard.

Addresses and e-mail databases are used to ensure information is getting home. Please fill out the information below accurately and neatly:

Student

Name: _____

Marching Instrument/ Color

Guard: _____

Concert Band Instrument:

Student T-Shirt Size:

Address:

City: _____ Zip: _____

Home Phone: (____)____ - _____ Student Cell #1: (____)____ - _____

Student E-

mail(s): _____

Parent Phone (Mother): (____)____ - _____ (Cell): (____)____ - _____

Parent/Guardian (Mother) email:

Mother's T-Shirt Size:

Parent/Guardian Phone (Father): (____)____ - _____ (Cell): (____)____ - _____

Parent/Guardian (Father)

email: _____

Father's T-Shirt Size:

Parent/Guardian Signature
Date

Date

Student Signature

**West Florence High School Band-
Medical Form**

Date: _____

This is to certify that (print) _____ has my permission to travel to all music festivals and other related trips during the 2020-2021 school year with the West Florence High School Band.

Health Information: Check all that apply:

_____ Asthma _____ Allergies _____ Diabetes _____ Wear Contacts _____ Arthritis
_____ Migraines _____ Seizures _____ Nose Bleeds _____ Convulsions _____ Other

Explain Checked Boxes and Identify Any Other Health Concerns:

Request for Administering Prescription Medications to Students: (Medications must be in pharmacy container with prescription label properly affixed to the medicine in question.)

_____ I request that my child be allowed to take the prescription medicine, _____ as prescribed by our physician while on band trips.

_____ I request that my child be allowed to carry and use a self-administered metered dose inhaler containing rescue medication and/or an Epi-Pen as prescribed by our physician.

Administration of Over-the-Counter ("OTC") Medication: (OTC medications must be in original container and used according to physician's signed written directions which must be attached to this document.) Further explanation is contained in Part III of the Booklet.

_____ I give permission for a WFHS representative to administer _____ to my child according to the recommended dosage instructions.

_____ I give permission for my child to carry _____ and consume or apply this medication(s) as directed by our physician.

My student and I have read, understand and agree to abide by the requirements set forth in this agreement and all other expectations and rules set forth by FSD1. I further agree that in any emergency, any WFHS representative may transport my child to a hospital/medical facility and I authorize any physician or other medical personnel to carry out any diagnostic or emergency care deemed necessary.

Parent/Guardian name (Print)

Parent/Guardian Signature

____ Student Name (Print)
Signature

____ Student

**West Florence High School Band-
Travel Consent Form**

I give my child, (please print) _____,
permission to travel with the West Florence High School bands to any and all activities during the
2020-2021 band season. This permission includes rehearsals, performances, and other activities
of the band and its ensembles. Travel will be by authorized school or charter bus.

My child and I understand that all Florence 1 school rules and regulations apply to these trips. I am
also aware that in the case of an emergency or accident, I do not hold Mr. Powers, the West
Florence Band Boosters, or Florence One Public Schools responsible.

Parent Signature: _____ Date:

Member Signature: _____ Date:

**West Florence High School Band-
Student Information Waiver**

I, _____, parent of
_____, understand the intent of the release of my phone
number, address, and e-mail address for use of contact is for the private use by the WFHS Band
Program and will not be used for any other means of communication. I also understand my child
will be photographed for use in the various programs and materials promoting the WFHS Band
Program.

_____ I agree to have my phone number, address, and e-mail address used for the
communication purposed within the band program.

_____ I do not agree to have my phone number, address, and e-mail address used for the
communication purposed within the band program.

_____ I agree to allow my child to be photographed for the various materials related to the WFHS Band Program.

_____ I do not agree to allow my child to be photographed for the various materials related to the WFHS Band Program.

Parent/Guardian signature: _____

Date _____