



**2022-2023 HMS Band  
Handbook**

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## **Letter from the Directors**

Dear band student and parent/guardian,

Welcome to the Harrison Middle School Band Program! It is with great enthusiasm and excitement that we introduce our band program to you in a more detailed manner. The HMS band program is establishing a working culture of excellence and we are excited for you to be part of its history!

Your child's participation in our band program is beneficial in many ways. Band students are engaged daily in a highly creative performing art that stimulates growth in areas of the human brain that no other discipline can. This growth effortlessly transfers into your student's academic and social life. In addition, our band students will develop their skills in teamwork, responsibility, dedication, self-discipline, social skills, confidence, leadership and dependability. Membership in our band program will give all a sense of accomplishment, pride, and respect as the students develop musical and personal skills that will enrich their lives.

The purpose of this handbook is to outline the guidelines and expectations for making this year a success for all involved, and to serve as a guide and resource for students and parents. Both students and their parents should take the time to thoroughly read this handbook. Upon completion, the contract that was distributed to your student during class (or downloaded from our website) should be signed and returned to school, indicating your agreement to these guidelines and expectations.

## **Objectives of the Band Program**

The Harrison Middle School Band aims to graduate students with the following skills:

- Organizational skills
- Citizenship
- Social skills
- Pride in school and community
- Teamwork
- Responsibility
- Leadership
- Mental and physical discipline

## **Parent Advocacy Information**

Above all, our organization aims to improve the lives of students, and we know very well that this begins with our relationship with the students, as well as the parents! Parents, you are your child's biggest cheerleader, and we want to help you in that as much as we can. The most important way that we accomplish this is with communication.

### **COMMUNICATION**

The directors encourage positive communication and are willing to discuss any aspect of a

student's progress in band with their parents.

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## **SCHEDULE A CONFERENCE**

Please understand that our communication to you – the parents and guardians – is a very high priority for us. We want to take care of any concerns you may have efficiently and effectively. If you have any questions or concerns about your child, contact us via phone or email to set up a conference.

## **Band Curriculum and Resources**

The HMS Band is a two-year program that teaches the fundamentals of music and playing with the goal of preparing students for all musical opportunities. This section will cover which concepts we teach, and will break down which concepts are the primary focus of year one and year two.

### **FIRST YEAR CURRICULUM**

#### **1. Notation and Rhythm**

- Quarter Note
- Half Note
- Dotted Half Note
- Whole Note
- Eighth Notes (Single and Grouped)
- Introduction to Sixteenth Notes
- Introduction to Syncopation
- All corresponding rests

#### **2. Timing**

- Use of the metronome
- Pulse control
- Time/Tempo adjustments: fermata, ritardando, accelerando
- Consistent counting system: Teaching Rhythm Logically

#### **3. Articulation**

- Tenuto
- Staccato
- Accent
- Slurs

#### **4. Range**

- Flute: Low D or C to High F
- Clarinet: Low E to High C, functional in music to G top of staff
- Alto Saxophone: Low Bb to High D
- Trumpet: Low G to Fourth Space E
- Trombone: Low F to First Ledger D
- Euphonium: Same as Trombone
- Tuba: Low F to Third Line D

#### **5. Embouchure and Playing Set-Up**

- Head position
- Mouthpiece placement

- Chins, corners, apertures
- Posture

## 6. Tone Production

- Breathing exercises
- Correct buzzing of embouchure or sustaining correct pitch on woodwind

## 7. Other Concepts

- Dynamics: *pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, decrescendo, diminuendo
- Air control: posture, breathing, air speed adjustment, phrase lengths
- Proper tonguing technique

## 8. Technique

- Phrasing (four measure phrases)
- Crescendo and decrescendo
- Scales: minimum of three major scales based on most suitable range for each instrument

## 9. Vocabulary

- |             |                     |                     |
|-------------|---------------------|---------------------|
| ● al fine   | ● decrescendo       | ● <i>pianissimo</i> |
| ● allegro   | ● fermata           | ● <i>piano</i>      |
| ● andante   | ● <i>forte</i>      | ● rallentando       |
| ● chromatic | ● <i>fortissimo</i> | ● ritardando        |
| ● coda      | ● legato            | ● segno             |
| ● crescendo | ● mezzo             | ● solo              |
| ● da capo   | ● moderato          | ● staccato          |
| ● dal segno | ● molto             | ● tempo             |

## 10. Music Theory

- Order of Flats and Sharps
- Multi-Measure Rests
- Accidentals
- Treble and Bass Clefs
- Key Signature
- Time Signatures (Anything with a '4' on the bottom, including odd meter)

## 11. Balance and Blend

- Basics of balance and blend. Introduce the pyramids of balance for sections of the band.
- Begin teaching the concept of "matching," or getting your sound inside your neighbor's sound.

- Tongue placement

- Ear development for a characteristic sound
- Embouchure development
- Pitch centering

- Establishing good practice habits
- Enharmonics
- Key Signatures: Bb, Eb, Ab, F
- Time Signatures: All simple meter and cut time
- Singing

- Sight reading ability at grade 1 or 1.5

## 1. Notation and Rhythm

- Syncopation
- Sixteenth Notes
- Sixteenth Note Patterns (dotted eighth sixteenth, eighth and two sixteenths, etc)
- Eighth Note Triplets

## 2. Timing

- The ability to establish a consistent pulse

## 3. Articulation

- Marcato
- Staccato
- Tenuto
- Different types of accents
- Lip slurs
- Legato

## 4. Range:

- Flute: Low C to High Ab
- Oboe: Low D to High C
- Clarinet: Low E to High C
- Bass Clarinet: Low E to Top of Staff G
- Alto Saxophone: Low Bb to High D
- Bassoon: Low F to High F
- Trumpet: Low F# to High F
- Horn: Low G to High F
- Trombone: Low F to High F
- Euphonium: Low F to High F
- Tuba: Low F to Second Space F

## 5. Embouchure and Playing Set-Up

- Introduce syllables for brass (*oh*, *ah*, *ee* on slurs)
- Tongue placement

## 6. Tone Production

- Breathing Exercises
- Listen to Recordings
- Warm v. Cold Air

## 7. Tuning

- Proper use of the tuner
- Develop listening, as opposed to tuner reliance
- Identify out-of-tune pitches
- Instrument tendencies
- Things that affect pitch: reed strength, temperature, different volumes of playing

## 8. Other Concepts

- Phrasing: Musical Contour
- Key Signatures: Bb, Eb, Ab, Db, G, C, and F
- Time Signatures: 2/4, 3/4, 4/4, common, 6/8, and cut time
- Sight-reading procedures and practice

- Very basic solfege

### 9. Technique:

- Articulations such as slur two, tongue two
- Up 8/Down 8 crescendo/diminuendo studies
- Pitch control on dynamics

- Chromatic patterns and full chromatic scale
- Scales: Minimum of seven (Bb, Eb, Ab, Db, G, C, and F)
- Sight Reading ability to grade 2.5

### 10. Vocabulary

- |               |                     |                     |
|---------------|---------------------|---------------------|
| • a tempo     | • decrescendo       | • <i>piano</i>      |
| • accelerando | • diminuendo        | • <i>pianissimo</i> |
| • al fine     | • dolce             | • poco a poco       |
| • allegro     | • etude             | • presto            |
| • andante     | • fermata           | • rallentando       |
| • cantabile   | • <i>forte</i>      | • solo              |
| • chromatic   | • <i>fortissimo</i> | • soli              |
| • coda        | • largo             | • staccato          |
| • crescendo   | • legato            | • tacet             |
| • da capo     | • maestoso          | • tempo             |
| • dal segno   | • mezzo             |                     |

### 11. Theory

- |                                      |  |
|--------------------------------------|--|
| • Style                              | • Key Signatures                                 |
| • Form                               | • Difference between concert pitch and own pitch |
| • Historical and Cultural Background | • Enharmonics: Call and Response                 |

### 12. Balance and Blend

- Blending and matching tone within sections
- Train ears to hear different sounds within the band (melody, harmony, motor, moving lines)
- Matching everything: note lengths, articulations, tone, pitch, etc
- Don't ever stick out of the ensemble; have students name ways they can stick out

## Policies and Procedures

In order to create an environment for learning for all students, there must be rules that we all follow! This ensures that all students have a positive experience in the band program. This section will break down the expectations of students, including classroom procedures, behavior, discipline, and eligibility.

### BEFORE/DURING/AFTER REHEARSAL

Upon Entry, the student will...

1. Walk to their cubby calmly and quietly to grab their instrument (case will stay in the cubby), binder, and pencil.
2. Walk to their seat calmly and quietly and place their backpack underneath their seat.

3. Wait quietly for instruction to begin. We ask that you hold all questions until the end of class for the sake of time; chances are, we will answer your question by default.

Note: Students are expected to use the restroom before the tardy bell rings. Please plan ahead and use your time wisely.

#### **During class, students will...**

1. Participate! 100% of band class is dependent upon all students participating. We expect all students to play and be engaged in what we are doing.
2. Respect the instructor, fellow students, and property.
3. Model good behavior.

#### **Upon dismissal, students will...**

1. Return instruments, binders, and pencils to the cubby space.
2. Return to your seat/stand and make sure they are placed back in their proper places.
3. Pick up any trash/debris around your area.
4. Exit the room calmly and quietly.

### **STUDENT BEHAVIOR/CONDUCT**

Any behavior which is not representative of good citizenship will result in disciplinary action appropriate to the school policy. Students with repeated offenses of any kind may not be reconsidered for enrollment in band the following year.

- Students will follow directors' instructions.
- Students will be in their assigned rehearsal area with all necessary equipment at the beginning of rehearsal time.
- Students will keep their hands and feet to themselves.
- Students will not use or play on equipment they do not own without permission from a director.
- Students will not touch, handle, borrow, or use anyone else's instrument, uniform, or personal belongings.
- Students will NOT bring food or drink of any kind into the band hall unless approved by the directors (Exception: water in a sealable container)
- Students should request permission to speak by raising their hand and waiting to be acknowledged. All rehearsals are expected to be extremely quiet so that time will be utilized as wisely and efficiently as possible.
- Students will respect the property of others, and return their equipment to its proper storage place when not in use.
- Students will keep their equipment in the designated storage area, and keep said storage area clean and neat in appearance. Students who have difficulty with this may lose the privilege of having a storage area in the band hall.
- Students will maintain and care for their instruments regularly. **School-owned equipment privileges will be taken away from any students who fail to comply!**
- Students will not deface or mark on music stands, chairs, walls, etc.
- Students will not write on the dry-erase boards without permission from a director.
- Students will utilize their assigned storage slot/locker for instrument cases during rehearsals.



- Cases should not be brought into rehearsals unless requested by a director (exceptions: flute, clarinet, and oboe).

## **DISCIPLINE**

Disciplinary action will reflect the severity of the behavior displayed by the student. All disciplinary action taken by a director will reflect the school policy.

## **ELIGIBILITY**

The HMS Band is a course that complies with the guidelines of the Arkansas School Band and Orchestra Association (ASBOA), as well as the Arkansas Activities Association (AAA). As a result, students may be prevented from being allowed to participate in extracurricular activities hosted by these organizations if they do not meet a minimum grade point average (GPA) of 2.5. This includes but is not limited to All-Region Band/Orchestra or any band-sponsored activities/trips.

Students may also be prevented from participating in events if they do not comply with the behavior expectations outlined by the HMS Band Handbook or the HMS Student Handbook.

## **BEFORE SCHOOL**

The band room is open from 7:30 a.m. to 7:55 a.m. every morning for students to drop off instruments and practice. Students may only stay in the band room if they intend to practice. **The band room is not a hang out spot!**

The band room is for band students only. If you have a friend who is not in band, please ask them to kindly wait outside while you drop your instrument off. This ensures that our facilities and equipment is well-managed and protected.

## **How Parents Can Help**

The Harrison Bands, including the middle school and high school programs, is an organization that thrives off the help and support of parents and members of the community. If you would like to support your band student beyond their attendance in class, the primary way you can do this is by joining the Harrison Band Booster organization.

Meetings are typically held the first Monday of each month. Be sure to keep an eye on the Harrison Bands calendar on our website for any meeting date/time changes.

## **Student responsibilities**

Members of the HMS Band are held to additional responsibilities. It is important that all students are aware of these and are able to maintain them.

## **PRACTICE, PRACTICE, PRACTICE!**

Students must practice regularly in order to retain information that they receive during instruction. We recommend that students practice for a time period between 15 and 30 minutes every day. This increases the likelihood of student achievement and success!

## **REQUIRED MATERIALS**

Students are expected to bring all required materials to class each day. These materials include but are not limited to:

- Instrument
- Binder
- Instructional Materials (Books, music, etc.)
- Pencil
- Cleaning materials (Swabs, polishing cloths, valve/key oils, slide grease)

## **INSTRUMENT MAINTENANCE**

Maintaining and keeping your instrument clean is the number one way to ensure that it remains in a playable condition. An instrument that is not properly oiled, greased, or cleaned, can result in functional issues. This section will break down the basics of keeping your instrument in the best possible condition you can.

### **Daily Maintenance**

<b>Daily Maintenance</b>	
<b>Before Playing</b> <ul style="list-style-type: none"><li>● Rinse your mouth with water. This will prevent food particles from getting into your instrument!</li><li>● No gum or food is allowed in the band room. Chewing gum or eating while playing will send sugar and food particles into the instrument.</li></ul>	<b>After Playing</b> <ul style="list-style-type: none"><li>● Wipe down your instrument with a polishing cloth. Woodwinds: Run a swab through the instrument to wipe off excess moisture.</li><li>● Place the instrument back in the case as it is designed to go. <b>Do not place it in the case with the mouthpiece attached.</b></li></ul>

### **Weekly Maintenance (Once a week)**

<b>Brass</b> <ul style="list-style-type: none"><li>● Valves and slides should be oiled once per week.</li><li>● Slides should be greased once per week. If the slides are difficult to remove or attach, it is recommended to re-apply slide grease!</li></ul>	<b>Woodwinds</b> <ul style="list-style-type: none"><li>● Corks should be greased once per week.</li><li>● If the joints are hard to attach or remove, it is recommended to re-apply cork grease!</li></ul>
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Every Monday is Maintenance Monday. Each students' instrument will be inspected for proper care and maintenance and will receive a grade for correctly caring for their instrument. This should be done before Monday!!

## **Uniform Information**

The HMS 7th and 8th grade bands will be issued a collared polo shirt with the Harrison Bands logo on it for concerts and any formal band events. Students will be expected to provide the following garments:

- Black dress pants (or a skirt)
- Black socks
- Black dress shoes
- Black belt

All student-provided uniform items must follow the school dress code policy. If an item of student-provided clothing does not follow this policy, the student may be sent home and may receive a zero (0) for the event in question. Repeated violations may result in a conference with a parent/guardian and a principal.

### **BAND POLO**

Students will be issued a uniform band polo for the school year. This uniform is property of the Harrison Middle School Band and will be returned at the end of the year, or in any case that the student is no longer enrolled in band. Polos will be checked out and checked back in. Any student with a sizing issue may return their polo for a different size; however, their uniform must be kept in good condition and must be clean. Failure to take care of the uniform may result in loss of uniform privileges as well as replacement costs.

Students will be responsible for keeping up with their band polo. If a student needs a new size, the student must trade in their old polo for their new size. Students will be financially responsible for any destruction or loss of the issued uniform polo.

#### **Additional uniform guidelines:**

- Students may not wear hats with the band uniform.
- Students may not eat, drink, or chew gum while in the issued band uniform. This rule will have exceptions at the discretion of the directors.

## **Financial Obligation**

This section will inform the student and parent/guardian/2nd party of the financial obligations that may be required by the student.

### **GETTING AN INSTRUMENT**

Instruments can be expensive; and yet, they are a valuable and vital investment in your child's future! Purchasing an instrument can be a daunting task, even for those who are well-informed. We have taken multiple steps to simplify this process so that you can rest assured your student will be playing on a quality instrument. Below are a few resources that we recommend you use:

### Saied Music

Saied Music provides a program that allows students to “rent-to-own.” This program ensures that the student receives a brand new, high quality instrument immediately! Purchasing an instrument this way allows you to make small payments over a short period of time--similar to a Netflix subscription.

### Facebook Marketplace

Facebook Marketplace is a great resource for purchasing quality affordable instruments! There are always locals in your area who are selling instruments either from their days in band, or from their child's/other family members' days in band. Always be cautious of using online services to purchase instruments!

We have a philosophy that no student should be allowed to miss out on band class because of a financial or otherwise specified struggle. We do not discriminate on the basis of socioeconomic status; furthermore, it is of utmost importance that you communicate with us if there are any concerns with covering any materials financially.

# Approved Instrument Brands

Please contact a director before purchasing or renting any brand that is not listed.

## Flute

Gemeinhardt  
Jupiter  
Trevor James  
Yamaha



## Trumpet

Bach  
Conn  
King  
Yamaha



## Clarinet

Backun  
Buffet Crampon  
Jupiter  
LeBlanc  
Selmer Paris  
Selmer  
Yamaha



## Trombone

Bach  
Conn  
King  
Yamaha



## Alto Saxophone

Buffet Crampon  
Jupiter  
Selmer Paris  
Selmer  
Yamaha  
Yanagisawa



## Percussion

Innovative Percussion  
Ludwig  
Mapex  
Yamaha



## **INSTRUMENT UPGRADES**

After your second year of playing, we highly recommend that all students consider an instrument upgrade. The instruments that students start on in beginning band are fantastic, durable, and serve students well; however, they are not designed to be played on forever!

If you are still paying off a rent-to-own instrument from Saied Music, you can transfer your payments to a new upgrade and continue paying off the new instrument. All payments previously made will be subtracted from the total cost of the new instrument. You may also start a new rent-to-own process, even if you haven't started one yet.

Some students may not even need an upgrade. If you are unsure as to whether or not your student needs one, feel free to contact us and ask any questions you may have.

## **METHOD BOOKS**

Part of what we play in band comes from method books and supplementary materials. Each student is responsible for supplying their own method book. These books will be ordered through us at the beginning of each school year. If you need a new book, please contact a director and we can place an order for you. The book that we currently use is **Measures of Success**.

## **LOST/DAMAGED SCHOOL PROPERTY**

It is the responsibility of the student and parent/guardian responsible to cover the cost of any school property that is damaged by the student. This includes but is not limited to:

- Instruments owned by the school district
- Method books owned and supplied by the school
- Music stands and chairs
- Cubby spaces
- Any instructional materials that are necessary for student enrichment.

## **Grading System**

Students will receive a grade based on the following criteria:

### **Daily Participation**

- Includes attendance with all daily supplies
- Graded on a weekly basis (Musicianship Checks)
- Musicianship checks are worth 10 points each and will generally occur each week.

### **Assessment**

- **Playing tests.** Students may be assigned playing tests to either perform in class or upload onto Canvas as a video assignment.
- **Concerts and performances.** All concerts and performances are required! Unexcused absences to these events will result in a zero for the concert/performance grade.

### **How to get an A**

1. Show up with all required materials!
2. Practice every day!
3. Try your best!

### **Band Booster Information**

The Harrison Bands has a booster organization that is open to all parents. Parents do not need to hold an officer position to be a band booster! Band Boosters are parents of students from beginning band all the way to high school band. If you are interested in learning more about the band boosters, or would like to be part of the booster organization please contact a director for meeting dates and times.

**THERE ARE NO DUES OR FEES TO JOIN THE BAND BOOSTER ORGANIZATION!!**

## Band Practice Strategies

Practicing on our instruments is something that we need to... well, practice. The first few times we practice, it can be challenging to figure out just what we need to do; what we need to listen for; and how to get the best out of the limited time we have. Here are a few strategies that you can use to help you get the most out of your practice session:

Strategy	Title	Description
1	Slo-Mo	Slow the tempo down—do not speed it up until you can play it slowly! Gradually increase tempo
2	Slur, Don't Slur	If the pattern has slurs in it, remove them and play it tongued. If it does not have slurs, try it slurred first . Listen for good tone and correct notes.
3	Record yourself!	It's easier to critique yourself from a recording than just hearing yourself play. Use a tape recorder or an App and record yourself playing. Then LISTEN!
4	Buzz It	If you play a brass instrument, try buzzing the song before playing it on your full instrument—you'd be surprised how much this helps!
5	Buddies	Playing music alone is important, but its always good to do it with a friend. Invite a friend from band over and practice the music together!
6	Think about tone!	Listen to more than just the right notes—Listen to your tone quality. Is it a nice, open sound? Or tight and rigid? You might need to increase your breath support or open the back of your mouth further to allow more air through.
7	Listen to somebody else do it!	We live in the age of Youtube. With your parents permission, hop online and listen to somebody else playing the song you're playing!
8	Have fun!	Band is supposed to be fun. If you're stressing out about a hard song for class, take five and practice a song for fun, whether its Star Wars or a favorite pop tune.

**Have an idea that is not in this chart?** Feel free to brainstorm your own practice methods, and write them down so you don't forget!



## **Recommended Artists for Each Instrument**

There are incredibly successful and highly skilled musicians playing every single instrument known! As a result, there are some amazing models for good technique that are available right at your fingertips. Below, we have provided a list of amazing musicians that happen to play **your** instrument. If you are unsure as to how to find them, type their name into youtube with the name of your instrument (ex: “Michael Burrett, Percussion”)

### **Flute**

- Nina Perlove
- Hubert Laws
- Mimi Stillman

### **Oboe**

- Pierre Pierlot
- Ray Still

### **Clarinet**

- Martin Frost
- Sidney Bechet

### **Bass Clarinet**

- Todd Marcus

### **Saxophone**

Alto Saxophone:

- Charlie Parker (jazz)
- Dr. Eugene Rousseau
- Gerald Albright

Tenor Saxophone:

- John Coltrane
- Grover Washington, Jr.

Baritone Saxophone:

- Harry Carney
- Gerry Mulligan

### **Bassoon**

- Paul Hanson
- Arthur Grossman
- Joseph Polisi
- David Van Hoesen

### **French Horn**

- Dennis Brain
- Barry Tuckwell

### **Trumpet**

- Kathryn Scott
- Maynard Ferguson
- Rafael Mendez

### **Euphonium**

- Steven Mead
- Brian Bowman

### **Trombone**

- Joseph Alessi
- Troy Andrews (Trombone Shorty)
- Wycliffe Gordon

### **Tuba**

- Roger Bobo
- Harvey Philips
- Sam Pfafian

### **Percussion**

- Keiko Abe
- Evelyn Glennie
- Ivan Trevino
- Paul and Sandi Rennick

## Private Lessons

The Harrison Middle School Band connects with skilled instructors to provide high quality enhancement to in-class instruction. The staff we employ to teach private lessons have high-level experience in their field.

- All students are highly encouraged but not required to take private lessons.
- Private lesson teachers are screened and background checked.
- Private lessons occur weekly or bi-weekly and may take place before, during, or after school.
- Detailed information on private lessons will be provided to all students.

While private lessons do require a financial commitment, the Harrison Band Booster Organization provides scholarships to students with good class standing and who have the financial need.

## Band Points System

Harrison Band students have the opportunity to attend a summer band camp at a university during the summer. These camps provide students wonderful opportunities, but they do cost a significant amount of money due to the lodging, food, and educational and recreational experiences provided by the university band programs. To help students and their parents/guardians offset this cost, the Harrison Band Boosters have implemented a Band Camp Scholarship Points System.

At the end of the spring semester at a specific date to be determined, students will submit proof of registration to an approved summer band camp to the directors. At that time, all of the points earned by **those** students throughout the school year will be totaled. Finally, the amount of band camp scholarship money set aside by the Band Boosters will be divided by the total points earned to determine the dollar amount per point.

For example: If the Band Boosters have a total of \$5,000 budgeted for summer band camp scholarships, and the total points earned by students attending camps is 500 points, then each point would be worth \$10. If a student earned 20 points, then that student would receive a scholarship in the amount of \$200 to attend an approved summer band camp.

If a student earns scholarship money beyond the full amount to attend camp or earns points but is unable to attend a camp, they may donate their remaining points/scholarship money to another student in need (must be approved by both the directors and the Band Boosters).

## EARNING POINTS

Band Camp Scholarship Points can be earned in a variety of ways, as outlined below. For working in the concession stand, points can be stacked. This means if a student and a parent/guardian both work, double the points are earned for the student for that event.

- Working in the concession stand: **1 point per event (game) per person working**
  - HMS Band students *must* have a parent/guardian working with them
  - Most days have multiple games, so multiple points can be earned
- Private Lessons: **5 points per semester** with verification from the lesson instructor
- Audition for an All-Region Band: **2 points per audition**
  - the student must score at least 25% of the total possible points for the audition
- Placement in an All-Region Band: **3 pts for alternate; 5 pts for 2nd band; 10 pts for 1st band**
- Audition for an All-State Band: **5 points**
  - the student must score at least 25% of the total possible points for the audition
- Placement in an All-State Band: **10 points**
- Solo and Ensemble (Region and State): **I=4 points, II=3, III=2, IV=1**
- Student Leadership Role (drum major, captain, section leader, officer, etc.): **4 points**
- Special Projects (must be pre-approved by both the directors and the Band Boosters and of benefit to the Harrison Band Program): **point values vary**

# Handbook Signature Page

Please read and sign below as indicated:

Students,

I have read the 2021-2022 Harrison Middle School Band Handbook and understand and agree to the expectations and requirements for being a band member. I realize that it takes full cooperation and dedication (100% from me) to help our band reach its full potential. I also understand that my failure to follow policies and directions could result in disciplinary action, which could lead to severe measures if necessary. I have received a copy of the HMS Band Calendar for the school year and am aware that a copy exists on the Harrison Bands website.

As a member of the Harrison Middle School Band, I acknowledge the following as responsibilities I must fulfill:

- Understand that Band is a full-year commitment.
- Be punctual and prepared for all rehearsals and performances.
- Practice regularly and do my best.
- Attend all required after school events and concerts.
- Treat my peers and teachers with respect, and maintain appropriate conduct.
- Have a high standard for improvement in class, and for myself.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Date

Parents/Guardians,

I have read the Harrison Middle School Band Handbook and am willing to support it and my child. I also understand all policies and procedures set forth by the Harrison Middle School Band Program, as outlined in this handbook.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone #

Date Received \_\_\_\_\_

# Medical and Travel Release Form

*Please print all information legibly and clearly - ALL information must be complete.*

## **Section A - Travel Release**

Student Name \_\_\_\_\_

Please list parents/guardians in order of priority in case of emergency contact:

Parent/Guardian (1) \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Guardian (2) \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_ I give my child permission to participate in school activities where travel may take place.

\_\_\_\_\_ I do NOT give my child permission to participate in band travel.

## **Section B - Emergency Contact Information**

*Please list two other persons other than the parent/guardians to call in case of an emergency.*

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

## **Section C - Medical Release**

I hereby give permission for my child to be administered or assisted in self-administration of the medication(s) listed below by authorized persons in the treatment of non-emergency medical nature.

Please check **YES** or **NO** for each item and sign below:

Tylenol (Acetaminophen): Yes \_\_\_\_\_ No \_\_\_\_\_

Advil (Ibuprofen): Yes \_\_\_\_\_ No \_\_\_\_\_

Benadryl/Zyrtec: Yes \_\_\_\_\_ No \_\_\_\_\_

Dramamine: Yes \_\_\_\_\_ No \_\_\_\_\_

Food Allergies: \_\_\_\_\_

Environmental Allergies: \_\_\_\_\_

Please list any past/current medical conditions that the directors/chaperones should be aware of: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Date Received \_\_\_\_\_