

# ***FVHS BANDS HANDBOOK 2008-2009***

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## **TABLE OF CONTENTS**

<i>pg. 2</i>	Philosophy and Purpose
<i>pg. 3</i>	Member Expectations
<i>pg. 4-5</i>	Ensemble Descriptions and Entry Requirements
<i>pg. 6</i>	Required Materials
<i>pg. 7-8</i>	Classroom and Discipline Procedures
<i>pg. 9-12</i>	Grading policies
<i>pg. 12</i>	After-school Event Attendance Policies
<i>pg. 13-14</i>	Performance Attire
<i>pg. 15-16</i>	Travel Policies
<i>pg. 17</i>	Personal and WCPSS-owned Instrument Policies
<i>pg. 18-20</i>	Tips for Improvement, Suggested Equipment, Recommended Instrument Repair and Dealers
<i>pg. 21-22</i>	Marching Band Football Game, Parade and Competition Regulations
<i>pg. 23-24</i>	Fundraising and Fees <i>NEW</i> - Concert Festival Assessment
<i>pg. 24</i>	FVHS Band Boosters
<i>pg. 25</i>	Event Schedule
<i>pg. 26</i>	Band Booster Meeting Schedule
<i>pg. 26</i>	<i>NEW</i> - Steps of Intervention and Extracurricular Eligibility
<i>pg. 27</i>	Scale Test Grading Rubric
<i>pg. 28</i>	Sample Vocabulary Quiz
<i>pg. 29</i>	FVHS Bands Agreement and Pledge

## PURPOSE:

- To help students become independent musical performers by...
  - developing students' technical skills on their instrument.
  - developing students' listening, analytical and teamwork skills in ensemble performance.
  - building students' vocabulary in musical terminology and theory.
  - improving students' understanding of a variety of musical styles through listening, discussion, analysis and performance.
- To improve students' ability to connect intellectual and emotional thought processes through high-quality musical performance.
- To allow each student meaningful opportunities for self-expression through musical performance.
- To enable students to become educated and discriminating consumers of music.
- To build individual character, self-esteem and teamwork through group accomplishment.

The curriculum is circular in nature. There is similarity from year to year, but comprehensive technical and academic development in the areas shown above requires four years of study.

## Why Band?

**Band is intrinsic** – As with all art, it is about expressing oneself via a different and unique language. Much of academia is impressionistic, which requires a definitive skill of following instructions. Band adds to that requirement the option of self-expression.

**Band is group effort** – Members are required to shift from an I/Me reasoning to a We/Us concept. This means extending oneself beyond the considerations of our day-to-day living. Instead of the logic being, "What's in it for me?" it becomes, "What's in it for us?" The values of cooperation, communication, concentration, correlation and completion come into play at each rehearsal and performance.

**Band builds positive self-worth** – Although we share many similarities with our athletic counterparts, BAND is a place for everyone. Rarely is a person serving as an alternate or substitute. Everyone in the band plays a starting role.

**Band is preparation for life** – Through the discipline of MUSIC, we are developing a consistent understanding between the intellectual (cognitive) and emotional (affective) thought processes. Band allows the person to create formulas that are directly transferable to other facets of life.

Although these four points may seem lofty in character, they make up the fundamental framework of a band program.

*Dr. Tim Lautzenheiser*

## **MEMBER EXPECTATIONS:**

- **BE DISCIPLINED.**  
Understand the need for self-discipline and ensemble discipline. These two types of discipline are key to attaining our goals and maintaining the smooth operation of the group.
- **BE PUNCTUAL.**  
This demonstrates your respect for the group and your ability to manage your time.
- **BE PERSISTENT.**  
Becoming a good musician is a process that takes time, patience and repetition. This process requires daily effort.
- **BE POSITIVE.**  
Attitudes are contagious. Be sure yours is worth catching. Be a part of the solution and not a part of the problem.
- **BE HONEST.**  
Admit your limitations and mistakes. Take full responsibility for your actions. Do not lie, cheat or steal.
- **BE RESPONSIBLE.**  
You are young adults. Do not wait to be told the obvious. Do your part in the classroom, the rehearsal area and before, during and after each performance.
- **BE WELL-BEHAVED.**  
Follow instructions the first time. Be quiet, attentive and in control of yourself.
- **BE PREPARED.**  
Have all equipment and materials in their best condition for every rehearsal or performance.
- **BE COMMITTED.**  
Realize the impact your individual attitudes, actions and performances will have on the group. Think of the band first. Meet financial obligations.
- **BE POLITE.**  
Treat each other, teachers, parents and administrators with kindness, courtesy and respect.
- **BE MATURE.**  
Think before acting.
- **BE PROUD.**  
Remember who you are and where you are from. Take pride in your accomplishments as well as those of your peers and your school. Celebrate success together.

# ENSEMBLE DESCRIPTIONS AND ENTRY REQUIREMENTS

## *Symphonic Band*

- Meets as a scheduled class during the school day throughout the school year.
- Students are expected to have 3 years of ensemble experience and fundamental skills in instrumental performance and music-reading.
- Performs four to five concerts per year.
- Performs in the NC Bandmasters' Association (NCBA) District Concert Festival.
- Literature is drawn primarily from the NCBA Grade 3 and 4 difficulty level.
- Literature is primarily original works for wind band in traditional and contemporary classical styles, but will also occasional perform quality arrangements of film, jazz, orchestra and choral music.
- Focus is on development of fundamental tone production, technical skills, ensemble sensitivity, self-expression, independent music decision-making, student leadership and character development through music literature and public performance.
- Students are eligible for the ensemble by enrollment in a band course during the previous school year or through audition with the band director.

## *Wind Ensemble*

- Meets as a scheduled class during the school day throughout the school year.
- Students are expected to have no less than 3 years of ensemble experience and advanced skills in instrumental performance and music-reading.
- Performs four to five concerts per year.
- Literature is drawn from the NCBA Grade 5 and 6 difficulty level.
- Literature is primarily drawn from original works for wind band in traditional and contemporary classical styles, but will also occasional perform quality arrangements of film, jazz, orchestral and choral music.
- Focus is on development of exceptional tone production, range extension, advanced technical skills and vocabulary development, ensemble sensitivity, self-expression, advanced independent musical decision-making, student leadership and character development through music literature and public performance.
- Students are eligible for the ensemble through audition with the band director.

## *Marching Band*

- Meets as an extracurricular ensemble from late July - early November.
- Wind players and percussionists must be members of either the Symphonic Band or Wind Ensemble.
- Students are expected to have 3 years of ensemble experience and fundamental skills in instrumental performance and music-reading.
- Performs twelve to fifteen times during the fall semester.
- Performs in NCBA-sanctioned marching competitions.
- Literature is commissioned annually and features a variety of musical styles and sources.
- Focus is on development of fundamental tone production, movement skills, technical skills, ensemble sensitivity, self-expression, student leadership and character development through music literature and public performance.
- Students are eligible for the ensemble by enrollment in a band course during the previous school year or through audition with the band director.

### *Chamber Ensembles*

- Chamber ensembles are assigned by the director as part of the coursework for the concert ensembles. They meet during class time during the spring semester. Students have the option to form separate chamber ensembles and arrange rehearsal schedules outside of the school day. "Outside" chamber ensembles may not substitute for the ensemble assigned by the director.
- Students must perform at least once in a chamber ensemble during class time.
- Outstanding chamber ensembles will be selected to perform at the NCBA Solo and Ensemble Festival and/or at the April concert.
- Chamber ensembles may also be asked to perform at select events in the community.

### *Jazz Ensemble*

- Meets as an extracurricular ensemble during the spring semester.
- Students are expected to have 3 years of ensemble experience and fundamental skills in instrumental performance and music-reading. Exceptions may be made for members of the rhythm section (drums, bass, guitar, piano), though basic music-reading and/or chord symbol skills are necessary for these players.
- Performs in one concert per year.
- Members are drawn primarily from the concert ensemble program, but membership in a concert ensemble is not required.

### *Color Guard*

- Meets as an extracurricular ensemble as part of the Marching Band from late July - early November.
- Members do not have to have previous dance or color guard experience, but a dance background is helpful.
- Performs twelve to fifteen times during the fall semester.
- Performs in NCBA-sanctioned marching competitions.
- Focus is on development of physical performance skills in simple dance styles, equipment manipulation (flag, rifle and sabre), self-expression, student leadership and character development through public performance.
- Students are eligible for the group through audition with the band director and/or independent color guard specialists hired by the band program.

### *Winter Guard*

- Meets as an extracurricular ensemble separate from the Marching Band from December through April.
- Members must be participants in the Color Guard.
- Performs 3-5 times in Atlantic Indoor Association-sanctioned competitions.
- Focus is on development of advanced physical performance skills in a variety of dance styles, equipment manipulation (flag, rifle and sabre), self-expression, student leadership and character development through public performance.
- Students are eligible for the group through audition with independent color guard specialists hired by the band program.

## REQUIRED MATERIALS:

Symphonic Band and Wind Ensemble members must bring the following materials to class each day:

### BRASS PLAYERS:

Instrument

Music folder (supplied by FVHS)

Pencil

*Foundations for Superior Performance* method book

Piston valve oil for trumpets, euphoniums

Rotary valve oil for horns, tubas

Match valve oil brand with instrument brand when possible

Slide lubricant for trombone players

Slide-O-Mix and water bottle recommended

Mutes as required by concert literature

May be provided by school or purchased by student

### CLARINET, OBOE, BASSOON, SAXOPHONE PLAYERS:

Instrument

Music folder (supplied by FVHS)

Pencil

*Foundations for Superior Performance* method book

3 playable reeds. See p. 17 for suggested brands and hardness by instrument.

Rotate reeds at least every other day for best performance

Reed case

Mouthpiece cap

Oboe and bassoon players do not use mouthpiece caps

Instrument swab

Silk swab strongly preferred for wooden instruments

### PERCUSSIONISTS:

Music folder (supplied by FVHS)

Pencil

*Foundations for Superior Performance* method book

Vic Firth EP2 Intermediate Educational Pack and one extra pair of Vic Firth M3 keyboard mallets

• Kit includes a stick bag, 1 pair each of 5A snare sticks, M3 yarn mallets, M6 hard rubber mallets, T3 timpani mallets. Additional pair of M3 mallets is required for students to learn and perform four-mallet keyboard technique.

Drum tuning key

Do not re-tune instruments without permission from Mr. Edwards

**Marching Band members** must have the following at each marching rehearsal:

- Marching instrument
- Closed-toe athletic shoes
- Poker chips
- Dot Book
- Flip folder
- Gloves and towels for silver horn players

# CLASSROOM AND DISCIPLINE PROCEDURES:

## *PROCEDURE FOR STARTING CLASS*

- Check for handouts on the music stand as you enter the room.
- If you've been absent check bins near door for work.
- Read the whiteboard for instructions.
- Put absence slips on Mr. Edwards' stand.
- Get your instrument, music folder, mutes and other special equipment from locker room.
- Get warm-up folder from storage bin.
- Be in your seat with your instrument within 4 minutes after the tardy bell.
- Organize music and equipment in the order listed on the whiteboard.
- Maintain your instrument and equipment before playing.
  - Oil valves and keys if needed.
  - Pull and adjust all tuning slides daily.
  - Clean tenon corks and apply cork grease as needed. Wipe off excess grease.
  - Wet multiple reeds for the day's rehearsal.
  - Check condition of extra reeds.
  - Get out auxiliary percussion equipment as needed for the day's music.
  - Set percussion section as needed.
- Appropriately warm up your chops and instrument. An appropriate warm-up will:
  - 1) Reinforce proper playing technique
  - 2) Gradually prepare your chops (embouchure, hands, posture) for rehearsal
  - 3) Be selected from or related to the day's literature
  - 4) Build technique
- Give your attention to the director when he steps onto the podium and raises his hand.

## *REHEARSAL PROCEDURES*

- If you need to leave your seat, raise your hand, wait to be called upon and ask permission.
- If you leave the bandroom during class, sign out on the clipboard near the door. List your name, the time you are leaving and the reason you are leaving class.
- Be silent while others speak or play.
- Move quickly and quietly if you are required to change seats between pieces.
- It is acceptable to quietly confer with your neighbor if you need to discuss a fingering or other musical issues. Please keep these comments brief and to the task at hand.

## *PROCEDURE FOR ENDING CLASS AND DISMISSAL*

- After announcements are completed, perform maintenance on your instrument.
  - Swab your instrument.
  - Put reeds in reed cases.
  - Cover reed mouthpieces with cap.

Check all tuning slides.

Wipe off brass mouthpieces.

Put away sticks in your stick bag or on the appropriate shelf in the percussion cabinet.

Lower timpani pedals to the lowest setting.

- Pack and put away your instrument. Securely close all latches on your case.
- Reset the percussion section for the next ensemble.
- Put away warm-up folders in the storage bin beneath the TV.
- Put requests for music copies in the bin by the door.
- Return to your seat and sit down.
- The director will dismiss the group when the bell rings.
- Push your music stand up against your chair before leaving.

#### *OTHER DO'S AND DON'T'S*

- Sodas or other "sugar drinks" should be put away in a bag or left outside the band room door before entering the band room. Water is always OK.
- Do not chew gum or mints or eat food in the band room AT ANY TIME.
- Turn off and put cell phones or other electronic devices (MP3 players, for example) out of sight. FVHS school policy states that teachers must confiscate these devices on sight.
- Do not play the piano without asking for permission from Mr. Edwards.
- Do not use any of the electronic equipment at the front of the room without permission.
- Do not enter any band storage or practice room without permission.
- Do not enter the director's office without permission.
- Non-percussionists may not enter the percussion section or play the percussion instruments without Mr. Edwards' permission.
- The Band Librarians may use the music filing cabinets at any time. All other students must ask permission before opening these cabinets.
- If it's not yours, ask permission before you touch it.
- A student must provide documentation from a repair shop or parent if their instrument is in for repair.
- See Mr. Edwards if you've had orthodontic or dental work done that prevents you from playing.
- Students are expected to play every day. Generally speaking, if a student is well enough to be at school, they are well enough to participate in class.

Failure to follow the procedures shown above will result in the following consequences:

- I will throw away sodas left out in the band room.
- Verbal warning/reprimand
- Teacher/student conference
- After-school detention with Mr. Edwards (2:25 - 2:55)

- Parent contact and/or conference
- Office referral

Severe discipline problems, such as profanity at teacher or other students, fighting, theft, vandalism, and others as outlined by Wake County policy will result in immediate referral to the office.

## GRADING POLICY:

Students will be evaluated in the following areas:

- Executing rehearsal procedures
- Conduct and attentiveness in the classroom, while traveling and at performances
- Mastery of playing fundamentals
- Performance on written classwork and homework
- Performance on playing quizzes and exams
- Wearing appropriate attire at and timeliness in attending group performances

### *DAILY PARTICIPATION, EQUIPMENT PREPARATION - 15%*

The rubric below will be used to determine a student's general participation grade.

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**A+:** The student's attention never wavers from the rehearsal. The student exhibits exceptional behavior, providing a model for others.

**A:** The student listens attentively, rarely needs teacher reminders to refrain from talking or interrupting, and follows all procedures for good rehearsal participation.

**B or C:** The student needs occasional teacher reminders to listen attentively and/or refrain from talking, may get out of his/her seat, or does not follow all the procedures for good rehearsal participation.

**D or F:** The student needs frequent teacher reminders to sit still, refrain from talking, listen attentively, or actively participate. The student makes it difficult for other students to listen. The teacher may move the student to another seat or remove the student from rehearsal.

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Other participation grade items:

- Student has all materials daily. See list of required items on page 4.
- Student provides good effort when asked to perform individually.
- Student has music in order, instrument/reed prepared to play at beginning of rehearsal.



## TESTING POLICIES

- Playing tests will be recorded on cassette tape or computer.  
At the director's discretion, these tapes will be recorded by the student during class or at home. The director will review these tapes outside of class time, give written comments and assign grades.
- Written tests will be announced at least one week ahead of time.  
Students will receive a study guide for vocabulary and opportunities for in-class review.
- Performances are assigned AT LEAST one test grade.  
Performances, such as concerts for the Symphonic Band and Wind Ensemble, are the culmination of several weeks' work and a primary focus of our course. As such, they may receive MULTIPLE test grades.
- Any unexcused absence from a performance or rehearsal will result in a zero test grade.
- A student will be placed on an attendance contract after an unexcused absence from a rehearsal or performance. An unexcused absence while on an attendance contract will result in the student's dismissal from the class for the following semester.

## LATE ASSIGNMENTS

- Assignments turned in one day late will receive an 8% grade reduction.
- Assignments turned in more than one day late will receive half-credit.
- If a student misses an assignment due to an excused absence they must complete and return the assignment by the 3rd school day following that absence.
- A bin is posted next to the band room door to turn in or pick up late assignments.
- It is the student's responsibility to request work missed after an absence and to turn in late assignments without a reminder.

## AFTER-SCHOOL PERFORMANCE AND REHEARSAL GRADING

For after-school rehearsals or performances, students are expected to:

- Be in place at *call time*
- Dress appropriately
- Have the appropriate equipment
- Follow instructions immediately when given and exhibit exemplary behavior.

Mr. Edwards will announce a *call time* for all events. Students should be in their seat and prepared to rehearse or perform at that time. Students should arrive a few minutes before call time to prepare their equipment. Penalties for failing to meet these expectations are as follows:

- Inappropriate or missing attire = -1 letter grade.  
Mr. Edwards may not allow a student to perform if his or her attire is wholly inappropriate. See *Performance Attire* section for information on required attire for performances.

- Poor behavior = -1 letter grade **or more** at director's discretion.
- Not prepared at call time = -1 letter grade.

If a parent's schedule causes a student to be late, the parent should contact Mr. Edwards as soon as possible. Mr. Edwards will handle such instances on a case-by-case basis. Contact information is listed on the Band Schedule, web site and at the top of this handbook.

### **AFTER-SCHOOL EVENT ATTENDANCE POLICIES:**

- A student can be excused from a performance or rehearsal due to severe illness, death in the family or other emergency beyond the student's control.
- In order for an absence to be excused, a note or phone call to the director by the student's parent is required.
- If an absence is not due to an emergency, notify the director no later than two weeks prior to the absence. Excusing an absence on such an occasion is at the discretion of the director.
- Students should all of every performance or rehearsal.  
Parents, please do not arrange events such that you need to pull your child away after a half-time performance or leave before the end of a concert. This is a matter of courtesy to the other students performing and respect for our duties at football games.
- Absences from band events because of a student's work schedule will not be excused. If a family's financial situation requires that a student work, please notify the director well in advance so that other arrangements can be made. This information will be held in strict confidence.
- Parents are responsible for providing or organizing transportation to an event for their child. With advance notice, the Band Booster organization can help to provide rides to students if there is a transportation problem.

Note that the band calendar lists events to the end of the school year. By enrolling in band classes, each band member has made a commitment to fulfill their obligations to themselves and to the ensemble during after-school performances. Please coordinate the band calendar with your family's calendar.

The latest band schedule is always available in the band room. Each student receives a personal calendar from the school. There is no excuse for not knowing when events will occur or for not managing your personal schedule. Take care when making commitments to multiple organizations and activities. It is wrong to expect any organization to lower its standards for commitment or participation because you have overcommitted yourself. Each student, perhaps with the assistance of their family, must budget their time carefully among a variety of activities. If you foresee conflicts, talk with the director of each group well in advance.

The director is aware that many students are involved with sports, cheerleading, church or other extracurricular activities. Every effort will be made to work with students and parents with tight schedules. Please understand that this is a two-way street and students are expected, with their parents' assistance, to be responsible for their schedules.

## PERFORMANCE ATTIRE:

### *MARCHING BAND*

There are two uniforms for marching band performance. The director will inform the students which uniform will be used for each event.

*Summer Uniform* - Worn during August and September when the weather is usually hot.

- Current-year theme T-shirt tucked into pants/shorts.
- Denim blue jeans. Do not wear skin-tight jeans or jeans with holes.
- Closed-toe sneakers. Wear shoes that have as much white coloring as possible.
- White socks.
- No jewelry (watches, earrings, finger rings, studs, etc.)
- No hats of any kind.

*Full uniform* - Worn at all football games and competitions after September.

#### AT FOOTBALL GAMES:

- Wear band T-shirt beneath uniform.  
In the event that we have a Saturday event following a Friday night game, band members may be asked to wear a solid white or black T-shirt beneath their uniform during the Friday game. This will save the band T-shirt for the Saturday event.
- Students may wear non-uniform hats (such as ballcaps) in the stands at the discretion of the director.

#### AT COMPETITIONS:

- Wear a black T-shirt beneath uniform while performing.
- Wear the current-season band T-shirt AFTER performance.  
Additional band T-shirts are available for a fee from the Uniform Committee.
- Marching uniform, adjusted for appropriate sleeve and pant length.  
Our new uniforms feature "snap-hems", making alteration simple.
- Black marching shoes, available for order through the Band Boosters. These shoes can also be used for concert performance.
- Black socks
- White gloves, available for order through the Band Boosters. These gloves should be taken home and washed following each wearing.
- White boxers or underwear.
- No jewelry, fingernail polish or make-up may be worn.
- Hair must be slightly above the collar when the head is in instrument playing position. If the hair is longer, the student should cut it before an event or wear it such that it fits inside the uniform hat.
- Students may wear non-uniform hats (such as ballcaps) only when they have changed completely out of uniform following performance.

*NOTE:* Students should not get piercings during the marching season.

## COLOR GUARD

Color Guard will follow the Summer uniform when the Band uses it. Because the Color Guard's Full uniform changes each year, some guidelines for its wear are handled year-to-year. However, these guidelines should be followed at all times:

- Hair should be neatly combed and maintained as required by the Full uniform. The director will provide specific instructions.
- Hair should be kept to natural colors.
- All earrings, finger and toe rings should be removed.

## SYMPHONIC BAND

### *"Black and White" attire*

- Women: Long black skirt (below the knee), white blouse, black dress shoes. Full-length jumpsuits/pantsuits or dresses are acceptable (below the knee). Ladies may also wear "all-black" dresses.
- Men: Black pants, white long-sleeved shirt, tie, black socks and black dress shoes.

## WIND ENSEMBLE

### *"All Black" attire*

- Women: Black skirt that falls below the knee, black blouse, black dress shoes. Full-length jumpsuits/pantsuits or dresses are acceptable if they fall below the knee. Ladies may wear "all-black" dresses. Dresses should not be overly revealing at the bustline and should cover the shoulders.
- Men: Black pants, black long-sleeved dress shirt, black socks, black dress shoes.

## OTHER

- Never chew gum while in performance attire. Doing so will result in a 1-letter-grade reduction for the performance grade.
- Each band and guard member **MUST WEAR** their current-year band T-shirt after performance, but their other clothes may be "street clothes" so long as they meet WCPSS dress code.

## TRAVEL POLICIES

### *MEDICAL RELEASE AND FIELD TRIP FORM*

- Each year, a Medical Release Form and Field Trip Permission Form shall be completed and signed by the student's legal guardian(s).
- These forms must be on file with the director before a student may travel with the band. Special health problems should be noted on the Medical Release form. It is especially important that changes in phone numbers and medication/medical conditions be provided.

### *CHAPERONES:*

- Chaperones accompany the bands to every performance to provide assistance and supervision for the students. They also help prepare equipment for performance.
- The directions of chaperones must be followed. Infractions will be reported to the director for disciplinary action.
- Before each trip, students shall inform the Lead Chaperone of **any** medication that they are taking. It may be necessary, depending on the medication, for a chaperone to keep and administer the medication. All medical information is kept confidential.

### *TRAVELING TO AND FROM PERFORMANCES:*

- The band will travel by activity or charter bus to performances. While traveling, WCPSS guidelines regarding bus behavior are in effect.
- We cannot allow any student to return home by any means other than the bus unless the student is leaving with his or her parent(s) or guardian(s). A note must be given to the director by the parent before leaving the event. This relieves the band and the school system of any and all responsibility once the student departs with the parent/guardian. Under no circumstances should a student leave an event with anyone other than a parent or designated guardian.

### *ITINERARY*

- A written itinerary will be sent home with the student one to two weeks prior to an off-campus event. This itinerary will be sent as soon as all information for a complete itinerary is available.
- In the event that we return to the school more than 1/2 hour early or late, students will be given the opportunity to call and inform you of the change of schedule.

### *DISMISSAL AND PARENT PICK-UP*

- All students are required to assist in resetting the band room and putting away equipment when we return from a trip. The director will dismiss the group once all tasks are completed.

- The director will make every effort to return and dismiss your children at the time indicated on the itinerary. He will also stay at the school until all students have been picked up.
- **Parents, please pick up your child promptly at the school at the end of the trip. The director has been supervising your child (and many others) all day or evening and appreciates your courtesy in picking up your child promptly.**

### *DISCIPLINE*

- Each student is subject to the rules and regulations of the Wake County Public School System on any trip with the Band. Infractions of these rules are subject to disciplinary action by the director and, at the director's discretion, administrative discipline.
- If a serious violation of school policy (notably alcohol or drug use or violence) occurs while traveling as a member of the FVHS Band Program the student may be sent home at the discretion of the director. Such an action will be made after consultation with the student's parents. Any costs incurred as a result of this disciplinary action will be the sole responsibility of the parent or guardian of the student.

# PERSONAL AND WCPSS-OWNED INSTRUMENT POLICIES:

## *CHANGING INSTRUMENTS*

Students will be allowed to change instruments so that our bands can have full instrumentation. This is a perfect opportunity for students to learn to play a new instrument. Our bands need multiple players on tuba, euphonium, horn, baritone saxophone, bass clarinet, bassoon and oboe.

**Students may not switch the instrument that they play in class without the permission of the band director.**

## *WCPSS-OWNED INSTRUMENTS*

Students who wish to switch instruments or who have expressed a financial need may use a school-owned instrument when available. Instruments are assigned on an individual basis at the discretion of the director. The instruments are expensive, typically costing more than \$2000, and are purchased by the Band Boosters or WCPSS.

Students who use a school-owned instrument will be given a form explaining our instrument repair policy and philosophy. Each family must sign a loan contract before an instrument can be used. The goal of the FVBB and WCPSS is to provide school-owned instruments in “just-repaired” or “best-possible” condition. This means that the instrument has been professionally repaired prior to being handed out to students.

The student must return their instrument in the same condition that it was issued. The student is financially responsible for wear and damage to the instrument such as dents, broken tubing, bent bells, woodwind key adjustment and pad replacement.

Fuquay-Varina High School will enlist the services of multiple qualified repairpersons at least two weeks prior to the end of the school year to inspect the inventory and provide repair estimates. Students will be billed for the amount of the lowest repair estimate before the end of the school year. Should the instrument repair cost more than the estimate, WCPSS will assume responsibility for paying the difference between the estimate and the final cost.

In the event that a student is issued an instrument that is NOT in “best-possible” condition, they will be billed for 25% of the repair estimate at the end of the school year. WCPSS will be responsible for paying 75% of the repair cost.

School-owned instruments will be collected at the end of the spring semester or when the student no longer needs them.

## *STUDENT INSTRUMENT STORAGE*

- Except for flute, tuba and percussion players, FVHS will provide an instrument storage locker for the student’s personal or WCPSS-owned instrument. Most lockers have a lockable door. The student may choose to secure their locker with a personal lock.
- Flutists may store their instrument in their assigned hall locker.
- Tubas and percussion instruments will be stored in the band room.

## TIPS FOR IMPROVEMENT AND SUGGESTED EQUIPMENT:

### *TIPS FOR IMPROVEMENT*

- Take regular private lessons with a specialist on your instrument. Private lessons will help give advanced instruction to better players and will offer remedial help to less-skilled players. A list of qualified private instructors is posted in the Band Room.
- Purchase and use a metronome and tuner.
- Practice regularly in an uncrowded, well-lit, distraction-free area.
- Upgrade to the best equipment (mouthpiece, instrument) you can afford. If a new instrument is out of financial reach, purchase a professional-quality mouthpiece.
- Sometimes parents will want to surprise their child with a new instrument. However, it's in your child's best long-term interests to seek help from a professional and try different brands before purchasing a better instrument or mouthpiece.
- Develop your sense of what your instrument should sound like and what it's capable of. Buy a recordings of a professional player on your instrument or attend a live performance. The FVHS Media Center has recordings of professionals on all band instruments.

### *SUGGESTED ACCESSORIES FOR ALL STUDENTS*

- Music stand for home practice or off-campus performances.
- Electronic metronome (strongly recommended) - Seiko DM-22 or Korg MA-30 (about \$30)
- Electronic tuner (strongly recommended) - Korg CA-30 (about \$25)

### *BUYING INSTRUMENTS AND MOUTHPIECES - DO'S AND DON'T'S*

- Major instrument manufacturers have three 'models' of each instrument they make: Beginner, step-up and professional.
- Any student will benefit from moving up to a step-up or professional instrument during their high school career.
- A new or well-maintained used professional-grade instrument can be a better long-term value than a step-up horn.
- If a new instrument is out of reach, a new mouthpiece can help a student improve their tone and technique.
- Avoid purchasing instruments on eBay or similar auction sites unless you know *exactly* what you are looking for.  
Cheap instruments from Wal-Mart or wholesale warehouse stores are cheap for a reason. They often "play" poorly, are difficult or impossible to repair and are not designed or built to withstand several years of use. Avoid these instruments.
- We have many professional-quality instruments and mouthpieces in our school inventory. Your child may play-test this equipment to find out how it can help them to develop as a player.

- I will be glad to recommend established instrument brands and models along with reputable local and national retailers. If cost is a concern, I can recommend dealers who offer quality used instruments.

#### *WOODWIND CARE KIT AND REEDS*

- Every woodwind player should have the following in their personal 'care kit':  
Swab, mouthpiece brush, small piece of white T-shirt (for wiping down surface of instrument), reed case, cork grease.
- All clarinet and saxophone players should invest in quality reeds. I recommend:  
*Clarinet* = Van Doren 2 1/2 or 3. Few students need a 3 1/2 or harder.  
*Bass Clarinet* = Rico Royal, Van Doren 2 1/2 or 3.  
*Alto Saxophone* = Van Doren 2 1/2 or 3. Few students need a 3 1/2 or harder.  
*Tenor Saxophone* = Rico Royal, Van Doren, La Voz 2 1/2 or 3.  
*Baritone Saxophone* = Van Doren, La Voz 2 1/2 or 3.
- The mouthpiece affects the type of reed that plays best. If a student changes mouthpieces, they might need to change reed brands or hardness to produce the best sound.
- When played daily, a good reed has a life-span of no more than three weeks.
- It is more cost-efficient to invest in a box of reeds rather than single reeds.
- Do not play on Rico, plastic or "fibercell" reeds without consulting the director.

#### *WOODWIND MOUTHPIECES*

- Clarinet = Van Doren B45 or Van Doren 5RV-lyre, Rovner or Luyben ligatures
- Alto Saxophone = Selmer "C-star" or Selmer S-80 (very good), Rovner ligature

#### *STEP-UP AND PROFESSIONAL FLUTES*

Flute players who purchase a step-up or professional instrument should buy from a dealer where they can try different head joints. Finding the right match between the student's embouchure and the flute's head joint can make a huge difference in tone, intonation and response.

#### *BRASS CARE KIT EQUIPMENT*

- Trumpet/baritone players should have the following in their 'care kit':  
Clean piece of white T-shirt (for wiping down surface of instrument), mouthpiece brush, valve brush, valve oil (Al Cass is dependable, others brands may work better for your instrument), tuning slide grease.
- Trombone players should have the following in their 'care kit':  
Clean piece of white T-shirt (for wiping down surface of instrument), mouthpiece

brush, slide cream, (Superslick or Slide-O-Mix are good brands), small spray bottle, tuning slide grease.

- Horn and rotary-valve tuba players should have the following in their 'care kit':  
Clean piece of white T-shirt (for wiping down surface of instrument), mouthpiece brush, valve brush, **ROTARY** valve oil matched to your instrument brand (Holton-brand oil for Holton horns, for example), tuning slide grease.

### *BRASS MOUTHPIECES*

Larger mouthpieces are crucial to helping maturing brass players develop a rich, mature sound. I recommend the following brands and sizes of mouthpieces for *most* students when they enter high school:

- Trumpet = Bach 3C
- Trombone/Baritone = Bach 6 1/2 AL, Bach 5GS
- Horn = Farkas MC or MDC
- Tuba = Bach 24AW, Conn Helleberg

All mouthpiece recommendations are for general purposes. Students might choose to use a different mouthpiece, particularly if they are recommended by a student's private teacher. The equipment listed above is time-tested, regularly stocked by music stores and known to work well for a variety of musicians.

### *PERCUSSION EQUIPMENT*

- Review the list of sticks on pg. 4
- Practice pad for home and portable snare technique practice.
- Bell kit for home and portable mallet practice.
- Drum tuning key.

### *RECOMMENDED LOCAL INSTRUMENT DEALERS:*

- **Music and Arts Center - 854-0024**  
www.musicarts.com  
Crossroads Plaza  
426 Crossroads Blvd.  
Cary, NC 27511  
– Sheet music and instrument supplies  
– New instrument for purchase or rent  
– Off-site instrument repair  
– On-site lessons

- **Marsh Woodwinds - 839-0536**  
www.marshwoodwinds.com  
707 N. Person St.  
Raleigh, NC 27604  
– New and used instruments  
– Outstanding on-site woodwind repair  
– Some sheet music, mostly jazz  
– On-site lessons

- **Burrage Music Company - 872-0211**  
www.burragemusic.com  
4900 Green Rd.  
Raleigh, NC 27616  
– AREA'S BEST SHEET MUSIC SELECTION  
– Instrument supplies

- On-site instrument repair  
– New instruments for purchase or rent

## MARCHING BAND FOOTBALL GAME, PARADE AND COMPETITION REGULATIONS:

The Marching Bengals are an important part of home football games and community parades. We are a source of community identity and pride. We are also one of the most visible and recognizable groups that represent Fuquay-Varina High School. As a result, we have a number of policies to which each member must adhere so that our group can do an excellent job, provide for the safety of its members, move quickly and efficiently and do so with a professional appearance.

- Football games begin at 7:30 PM. Band members will be given a *call time* prior to each game. The call time is typically between 5 and 6 PM.
- When preparing to dress in “full uniform” (see *Performance Attire* section), each band member should follow the instructions of the designated Band Chaperone in charge of uniforms for collecting and returning their uniform and hat.
- Plumes will be issued before and collected after each performance only by a “gloved uniform person”. No student or parent without gloves should handle plumes.
- Pit percussionists should arrive early to assist with the loading or movement of pit equipment prior to home games or competition performances.
- When arriving at the stands for a home game, the band will be dismissed by section to their assigned location in the stands.
- Do not move from your assigned section in the stands.
- No one is allowed into the band area of the stands except band members, parent chaperones on duty and guests of the director.
- No one is allowed to use the walkway at the bottom of the band area as a walk-through.
- Pay attention to the director and/or Drum Major during the game. Be prepared to play at all times as cues to play happen quickly.
- We will play only as a group in the stands.
- No inappropriate cheers (rude or vulgar) are allowed, but band members are encouraged to cheer on the team at every opportunity.
- At the discretion of the director, Color Guard members may leave the stands during the 2nd quarter to warm up and review for the half-time performance.
- All band members are given the 3rd quarter off. They may visit the restroom or get concessions during this break. They may not leave the stadium or engage in horseplay. Even though band members are on break, they are still in uniform and must represent the organization with pride and dignity.
- At the conclusion of the game, the band will depart the stands after a final playing of the fight song. The band will be dismissed by section and should line up at parade rest in “three lines” formation on the track in front of the band area of the stands.
- No high-stepping, dancing or instrument swinging is allowed without prior permission of the director. “Horn games” such as putting instruments at holster are allowable once section leaders have taught their sections and approval has been granted by the director.

- Upon returning to the band room, students may change clothes, return uniforms and hats and clean the band room following instructions from the supervising Uniform Chaperone or designated student leader.
- Students should immediately return to their seat in the band room after changing clothes and other post-game tasks and remain there until the director dismisses the group. Students who continually get up to get drinks, go to the bathroom or try to go outside to talk to a friend delay the dismissal of the group.
- Only band students and chaperones on duty may enter the band room following a game or event. This is for safety and crowd control. All friends and family should wait outside until the group has been dismissed. Space in the band room is limited and your respect for this rule helps us to finish our post-game work more efficiently.
- The band will be dismissed by the director once all uniforms are stored properly, the band room is clean and all equipment is stored properly. Improperly stored uniforms are the most frequent reason we have to wait to be dismissed following a game or performance.
- No public displays of affection (PDAs) while you are in uniform or otherwise “on duty” as a band member.
- We are either all IN uniform or all OUT of uniform.
- When traveling to or from a performance area or to a dressing room at a competition we will travel silently in “two lines” formation.
- The band will sit as a group at competitions. The director or Lead Chaperone will designate the groups’ seating area.
- Demonstrate respect for the performance of all competing bands. Do not talk while another group is performing. It’s acceptable for students to discuss and critique another band’s performance, but always be professional and considerate.

#### *BUS PROCEDURES:*

- Students may usually travel on the bus of their choice. However, they must stay on this bus for the duration of the trip.
- One or two sections will be assigned to clean the busses after each trip. These assignments will be made by the Drum Major will rotate throughout the fall.
- Students may choose their seating on the bus. However, chaperones and the director reserve the right to reassign student seating if behavior or student safety requires it.
- Students must remain silent during roll call or head counts.
- Students may listen to music on headphones only. No open-air speakers allowed.

## **FUNDRAISING AND FEES:**

### *FUNDING SOURCES*

The Fuquay-Varina bands receive funding from three sources: WCPSS funding, student assessment fees and Band Booster general funding. WCPSS funding is quite small (totaling about 4% of our total annual budget) and covers some music purchases, a few instrument repairs and an occasional instrument purchase. Student assessment fees cover the huge majority of marching band costs, including band camp, specialist instruction, Color Guard equipment, competition expenses, transportation costs and show design. Band Booster general funding covers music purchases for all bands and major purchases that aid in the long-term operation of the band. Large instrument purchases are one of these types of purchases.

### *BUDGETING AND THE BAND ASSESSMENT*

The Band Booster Executive Board and the director meet each spring to build the budget for the upcoming year. The total income and expenses are figured to determine the operating budget for the Marching Band and the Concert Festival performance. These figures are then divided among the expected number of Marching Band members (Marching Band Assessment) and the expected number of Wind Ensemble and Symphonic Band members (Festival Assessment).

Because the assessment amount may vary from year to year, procedures for collecting the Marching Band assessment and Festival assessment are described in a separate document.

### *INDIVIDUAL AND GROUP FUNDRAISING*

It is not the intention of the director or the Booster Board to ask members to pay their entire assessment out of pocket. The Boosters organize three "group fundraisers" each year that offset some of the expenses required for a modern competitive marching band and active concert bands. The success of the Festival of Bands (our annual on-campus marching band competition) and two BBQ plate fundraisers has allowed us to charge a lower assessment than many area high school bands.

In addition, a variety of individual fundraising opportunities are given throughout the year. Announcements about upcoming fundraising opportunities are made in class and at monthly Band Boosters meetings.

### *SCHOLARSHIP*

The Band Boosters offer a scholarship program to students with demonstrated financial need. Any family that feels that it may need to utilize this program should contact the Treasurer for more information.

### *STUDENT ACCOUNTS*

Upon enrollment, the Band Booster Treasurer sets up a student account with the Band Booster organization. These accounts are used only for band needs. Moneys deposited in this account through fundraising or out-of-pocket payments are used to pay for a student's assessment, special trip expenses, school-owned instrument repair bills or for band supplies like method books, reeds or other equipment.

Money earned for a student's band account **through fundraising** cannot be given to a student for any reason. Money deposited through out-of-pocket payments may be refunded upon written request if the student does not have any obligations to the Booster organization. A student or their family may request a statement of their account balance and obligations at any time with the FVBB Treasurer.

Speak with a member of the FVBB Executive Board for more information on student account policies.

## **FUQUAY-VARINA BAND BOOSTERS:**

The Band Booster organization is a vital part of the success of our organization. Every parent of a band member is considered a Band Booster as a part of the organization's by-laws. You are strongly encouraged to attend Booster meetings and assist with band events as your schedule allows. Your participation is an outstanding way of being involved in your child's life and education as well as contributing your energy and talents to an incredible group of young people and adults. In addition, you'll get the opportunity to get know your child's peers and their parents.

The Band Boosters administer a variety of activities to support the band program:

- Marching Band Camp
- Fundraising committee
- Loading and moving equipment (pit equipment, instrument cases, marching show props)
- Information management (phone tree, website, informational mailings, etc.)
- Solicitation of business sponsorships
- Student supervision
- Transportation (equipment trucks, bus driving)
- Practice support (providing water at practices, setting up field equipment)
- Uniform management and preparation
- Color Guard equipment (uniform sewing, flag construction and sewing)
- Band travel planning and administration
- Concert refreshments
- Marching Band Banquet
- Pit Crew at home games and competitions

More information about our Band Booster organization is available at the website [www.fvbb.com](http://www.fvbb.com).

Please contact Band Booster co-Presidents Seth and Dottie Sanchez at 557-3157 or at [foursanchez@aol.com](mailto:foursanchez@aol.com) for more information about how to get involved. **WCPSS requires each parent volunteer to complete a brief online application for security clearance.** This is a simple process that can be done from any computer on the FVHS campus.

# 2008-2009 FVHS BAND EVENT SCHEDULE

ONLINE AT [WWW.FVBB.COM](http://WWW.FVBB.COM)

## SYMPHONIC BAND / WIND ENSEMBLE

(Events in **BOLD** are required for all students)

<b>Sept. 19</b>	<b>5 AM - 7 PM</b>	<b>BBFV BBQ Fundraiser (student service times vary)</b>
<b>Oct. 13</b>	<b>7:30 - 8:45 PM</b>	<b>Concert @ FVHS Auditorium</b>
<b>Nov. 14</b>	<b>In School Day</b>	<b>Band Pictures</b>
Dec. 10	In Class	All-District Registration Fee Due
Jan. 5	10 AM - 6 PM	All-District Auditions @ Orange HS
<b>Jan. 13</b>	<b>7:30 - 8:45 PM</b>	<b>Concert @ FVHS Auditorium</b>
Jan 9		UNC-Greensboro Honor Band applications due (date tentative)
<b>Jan. 20-23</b>		<b>Exams</b>
Jan. 30-31		All-District Band Clinic @ UNC-Chapel Hill
Feb. 19-21		UNC-Greensboro Honors Band @ UNCG (starts Thurs. night)
<b>Mar. 3</b>	<b>7:30 - 9:00 PM</b>	<b>Pre-Festival Concert @ FVHS</b>
Mar. 7		All-State Band Auditions (Site to be determined)
Mar. 19-22		FVHS Spring Musical
<b>Mar. 25-27</b>		<b>Central District Concert Festival @ Holly Springs HS</b>
Apr. 22		Central District Solo and Ensemble Festival @ Orange HS
Apr. 24-26		All-State Band Clinic @ UNC-Greensboro
<b>Apr. 30</b>	<b>7:30 - 9:00 PM</b>	<b>Concert @ FVHS Auditorium</b>
<b>May 31</b>	<b>3 - 5 PM</b>	<b>Concert and Year-End Awards @ FVHS</b>
<b>June 5-10</b>		<b>Exams</b>
June 13	9:30 AM - 1 PM	FVHS Graduation Ceremony (Wind Ens. + select Symph Band)

## MARCHING BAND

Rehearsals:

***Tues.+Thurs. 6 - 8:30 PM through Oct. 30***

***Weds. sectionals - 3:30 - 4:30 PM through Oct. 29***

Aug. 29	5:45 - 10:30 PM	Home Football
Sept. 12	5:45 - 10:30 PM	Home Football
Sept. 19	5 AM - 7 PM	BBFV BBQ Fundraiser
Sept. 20	9 AM - 3 PM	Saturday Rehearsal
Sept. 26	5:45 - 10:30 PM	Home Football (FVMS Rookie Night!)
Sept. 27	11 AM - 11 PM	Competition - Panther Creek HS
Oct. 4	9 AM - 11 PM	Competition - Wakefield HS - SAT DATE
Oct. 10	5:45 - 10:30 PM	Home Football game (TEACHER WORKDAY)
Oct. 11		NO COMPETITION - OPEN WEEKEND!
Oct. 18	9 AM - 11 PM	Festival of Bands @ FVHS
Oct. 24	5:45 - 10:30 PM	Home Football game - HOMECOMING
Oct. 25	11 AM - 11 PM	Competition - Sanderson HS
Oct. 31-Nov 2		Bands of America Super-Regional (Atlanta, GA)
Nov. 7		Home Football game - SENIOR NIGHT
Nov. 14		?? Playoff Football game ??
Nov. 21		?? Playoff Football game ??
Dec. 7	12:45 - 4 PM	Fuquay-Varina Christmas Parade
Dec. 13	8:30 AM - 3 PM	Holly Springs Happy Holly Days Parade + End-of-season party

**2007-2008 BAND BOOSTERS OF FUQUAY-VARINA  
MEETING AND FUNDRAISING EVENT SCHEDULE  
ONLINE AT WWW.FVBB.COM**

**BOARD MEETINGS (Band Room)**

Aug 4	7 PM
Sept 15	7 PM
Oct 6	7 PM
Nov 3	7 PM
Dec 1	7 PM
Jan 5	7 PM
Feb 2	7 PM
Mar 2	7 PM
Apr 13	7 PM
May 4	7 PM

**GENERAL MEETINGS (Auditorium)**

Aug 28	7 PM
Sept 18	7 PM
Oct 16	7 PM
Nov 20	7 PM
No December Meeting	
Jan 15	7 PM
Feb 12	7 PM
Mar 12	7 PM
Apr 16	7 PM
May 21	7 PM

**FUNDRAISING EVENTS**

Sept 19	5 AM - 7 PM	Fall BBQ Plate Fundraiser
Oct 18	9 AM - 11 PM	Festival of Bands Marching Competition / Fundraiser
TBA	5 AM - 7 PM	Spring BBQ Plate Fundraiser

**STEPS OF INTERVENTION AND  
MARCHING BAND/COLOR GUARD ELIGIBILITY**

Any student placed on the FVHS "Do Not Admit" list due to poor grades and failure to meet the 2008-2009 Steps of Intervention remediation criteria will be ineligible to practice or perform with the FVHS Marching Band, Color Guard, Winter Guard or Jazz Ensemble. Once a student is placed on the "Do Not Admit" list, he or she will regain Marching Band/Color Guard eligibility by taking the steps required to be removed from that list.

**INSERT COPY OF SCALE TEST**  
**RUBRIC HERE**

**SAMPLE VOCABULARY QUIZ**

1) What does *A tempo* mean?

- a) Return to the original tempo of the piece.      b) Go slightly faster.  
 c) Go slightly slower.      d) Return to the previous tempo.

2) Italian term that translates as “a little”:

- a) Meno      b) Mosso      c) Poco      d) Mini

3) Which example shows the correct counting for the rhythm given?

a) 12      3    la    li    1(23)      4

b) 1      2    +    a    1(+)      2

c) 12      +    ta    li    1(2)      +

d) 1      2    la    li    1(2)      +

4) Which of these statements is TRUE?

- a) Both *A Slavic Farewell* and traditional American marches are in minor keys.  
 b) The strains of *A Slavic Farewell* and the traditional American march are in the same order.  
 c) *A Slavic Farewell* and the traditional American march are in cut time and a tempo of about mm = 120  
 d) *A Slavic Farewell* and the traditional American march change keys at the trio.

Write definitions for each term on the blank. Incorrect spelling = - 1/4 point (3 pts each)

Enharmonic: \_\_\_\_\_

Relative minor: \_\_\_\_\_

**Discuss the following using complete sentences. Write in a formal style. Check for style-appropriate spelling and grammar. (4 points)**

**1) The role and effect of repetition in music**

**2) How and why composers use repetition**

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Write a G natural minor scale on the staff below. (1 pt clef, 1 pt each pitch, 1 point rhythm)

*DO NOT TRANPOSE. The scale should start on a written G. Period. End of story.  
 Write the clef sign that you normally read at the left of the staff. Percussion may use bass or treble clef.  
 Do not write a time or key signature.  
 Write the scale using whole notes and accidentals in its ascending form.*

# FVHS Bands Agreement and Pledge

I, \_\_\_\_\_ (student name), and  
\_\_\_\_\_  
\_\_\_\_\_ (parent), \_\_\_\_\_ (parent) have read the  
FVHS Band Handbook. By signing below, we indicate the following:

- We understand the behavior expectations for this course.
- We understand the concert attendance requirements. Further, we UNDERSTAND AND ACCEPT THAT THESE PERFORMANCES WILL OCCUR OUTSIDE OF THE SCHOOL DAY.
- We understand the procedure for requesting an excused absence from a performance.
- We have added the rehearsal and concert dates for our child's band(s) to our calendar.
- We understand that we have a responsibility to secure transportation for our child to FVHS for band events that occur outside the school day.
- We understand the grading policies.
- We will secure the required materials for the class and understand that there can be a grade penalty for our child if we fail to do so.
- We understand that we should communicate with Mr. Edwards if we have concerns about or need exceptions to existing policies.
- We understand that our child may incur fees or other financial obligations (such as instrument repairs, method book purchases or marching band and concert ensemble assessments) while a member of the FVHS Bands and that fundraising opportunities are available to help our family pay such expenses.
- We understand that our child will be ineligible to participate in the Marching Band or Color Guard if he or she is placed on the FVHS "Do Not Admit" list as a result of failing grade(s) and failure to meet the Steps of Intervention remediation criteria. Further, we understand that no refund of fees will be made should a student be unable to participate due to being placed on the "Do Not Admit" list.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent(s) Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_