



Standard Operating Procedures

Fine Arts Program
Handbook

APPROVED: July 21, 2021

Revised: August 1, 2023

Fine Arts Program Handbook

Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

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The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
FM (Local)	STUDENT ACTIVITIES	4*

* The above listed policies relate to areas in which Student Activities are necessary. This handbook speaks directly to the District's Fine Arts Program.

Table of Contents

Policy Cross Reference Sheet.....	2
INTRODUCTION	5
Philosophy.....	5
FINE ARTS DEPARTMENT CORE BELIEFS & COMMITMENTS.....	6
ELEMENTS COMMON TO ALL FINE ARTS PROGRAMS	9
ELIGIBILITY.....	12
GRADING.....	14
CLASSROOM MATERIALS.....	15
MEDICAL FORMS	17
REQUIRED EXPENSES AND FEES	18
PRIVATE LESSONS	19
MASTERCLASSES AND GUEST CLINICIANS.....	20
TRANSPORTATION	21
TRAVEL.....	22
UNIFORMS.....	23
TECHNOLOGY USE	24
SCHOOLOGY	25
CHARMS OFFICE	26

AUDIO/VIDEO RECORDING	27
SECTION 1 - HIGH SCHOOL BAND	28
SECTION 2 - HIGH SCHOOL CHOIR	37
SECTION 3 - HIGH SCHOOL DANCE	42
SECTION 4 - HIGH SCHOOL ORCHESTRA	45
SECTION 5 - HIGH SCHOOL THEATRE	49
SECTION 6 - MIDDLE SCHOOL BAND	57
SECTION 7 - MIDDLE SCHOOL CHOIR	61
SECTION 8 - MIDDLE SCHOOL ORCHESTRA	66
SECTION 9 - MIDDLE SCHOOL THEATRE	72
ADDENDA FOR SPECIFIC CAMPUS PROGRAMS	76
EXHIBIT A – Handbook Signature Form	77
EXHIBIT B – Emergency Contact Form	78
EXHIBIT C – Emergency Contact Form Band and Dance	79
EXHIBIT D - Preparticipation Physical Evaluation - Medical History	80

INTRODUCTION

Philosophy

The Board believes that student activities provide opportunities for students to practice and demonstrate the attributes of the Profile of a Graduate. As such, the District shall encourage participation in student activities, engage students through inclusive and collaborative experiences, and allow students the opportunity to create and participate in student organizations and student groups.

Purpose

The District's Fine Arts Program Handbook provides procedures and guidelines governing District Fine Arts programs. The basis for these procedures and guidelines includes the Texas Education Code, FBISD Board of Trustee Legal and Local policy, District Administrative Regulations, Texas Education Agency code, University Interscholastic League rules, and the historic practices of the District and Fine Arts Department. This handbook does not supersede the aforementioned documents; rather, it intends to clarify practices for administrators, teachers, parents, and students.

Fort Bend ISD Mission

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Fort Bend ISD Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Fine Arts Department Mission

The Fort Bend ISD Department of Fine Arts exists to inspire artistry and equip students to reach their full potential, thus creating opportunities without boundaries.

Fine Arts Department Vision

Fort Bend ISD will be the premier school district for Fine Arts education in the nation.

Fine Arts Department Values

Who we are is...the Future of Fine Arts Education:

- A Visionary **A**rtist
- A Responsible **C**ontributor
- A Collaborative **T**eam Member
- A Purposeful **C**ommunicator
- An Impassioned **A**dvocate
- An Accountable **L**eadership
- An Empowering **M**entor

FINE ARTS DEPARTMENT CORE BELIEFS & COMMITMENTS

Core Belief 1: All individuals possess innate artistic potential, which is best developed...

...through the creative process.

Commitment: FBISD Fine Arts will foster the creative process in all students.

...in an environment of trust.

Commitment: FBISD Fine Arts will ensure safe learning environments that encourage risk taking and individuality.

...through opportunities for artistic expression.

Commitment: FBISD Fine Arts will provide artistic opportunities for students to stretch and explore the full range of their abilities.

Core Belief 2: Teaching a love for the Arts empowers students to develop skills for life, which is best accomplished...

...by impassioned Artist-Teachers.

Commitment: FBISD Fine Arts will recruit, develop, and retain teachers who will inspire a love for the Arts.

...with the appropriate tools.

Commitment: FBISD Fine Arts will provide resources to grow students creatively and artistically.

...through effective teaching and learning.

Commitment: FBISD Fine Arts will meet the artistic needs of a diverse population through effective instruction.

...by cultivating the attributes of the Profile of a Graduate.

Commitment: FBISD Fine Arts will nurture skills essential for future success through a rigorous Arts curriculum.

Fort Bend ISD Profile of a Graduate

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is... ..equipped with skills for life.

- ...a servant leader.
- ...an effective communicator.
- ...a critical thinker.
- ...a compassionate citizen.
- ...a collaborative team member.
- ...a life-long learner.

The study of the Arts equips students with higher-order thinking skills, fosters character traits, and develops the traits listed in the FBISD Profile of the Graduate...

...equipped with skills for life

Participation in the performing and visual arts promotes skills such as creativity, collaboration, critical thinking, and communication. Daniel Pink declared in his groundbreaking book, *A Whole New Mind*, the ability to think conceptually and creatively is an indispensable skill for the 21st Century workforce. Studying the Arts develops these cognitive abilities exponentially. The Arts prepare students for careers yet to be invented and removes boundaries for future success.

...a servant leader

Leadership is fostered through all Artistic disciplines. In Band courses, drum majors, drill instructors, and section leaders learn how to assist with limited teaching responsibilities and lead by example during summer leadership training. In Dance Team courses, student officers attend a one-week summer camp alongside their directors to develop their leadership skills and hone their ability to write and teach choreography. Performing Arts programs develop leaders by electing officers, assigning roles such as stage, equipment, and costume/uniform managers, and promoting participation in honor societies such as the National Art Honor Society and Tri-M Music Honor Society.

...an effective communicator

Students communicate both verbally and non-verbally in cooperative communities of Artists. Student-artists evaluate their own and their peers' work, offer descriptive feedback, and revise their performances through collaborative goal setting. Performing Arts student leaders motivate and manage large groups of their peers through public speaking and other effective communication skills, developing self-confidence.

...a critical thinker

Performing Arts disciplines are skills-based: engaging in the continuous improvement cycle, evaluating one's performances critically, and accepting constructive feedback with a growth mindset in service of improving one's Artistic skills are essential dispositions students acquire through studying the Arts. Performing Arts disciplines are both process- and product-oriented: products flow from the process; therefore, students are able to learn concepts quickly and apply them flexibly in many contexts. Process skills transfer to all real-world applications. Student-artists can think critically and problem-solve on the spot, making rapid adjustments in new performance spaces or using different media.

...a compassionate citizen

Students enrolled in Performing Arts programs regularly volunteer their time to complete community service projects. Artistic creativity is uniquely human. The sensitivity learned through studying the Arts

generalizes to our citizenry and motivates compassionate action in service to the community. Artists not only observe their current environment, they visualize future possibilities. Our student-artists perform nationally and internationally; travel affords a wider perspective on life.

...a collaborative team member

Performing artists work together to create a unified product, whether it is a marching band show, a theatrical production, a dance recital, or a large musical ensemble. Students with diverse backgrounds, abilities, and experiences work together to create a unified performance. Student-artists respond sensitively to their peers by making critical adjustments in the moment such as humoring the pitch during a musical performance, shifting spacing during a dance recital, or altering a theatrical role during a play.

...a life-long learner

Students simultaneously draw from both hemispheres of the brain, joining logical-sequential intelligence with holistic-intuitive thinking to create Artistic products. Studying the Arts instills a wonder for life and a sense of curiosity. The Arts fulfill students' need for creativity and inspire them to see beyond their limited experiences.

ELEMENTS COMMON TO ALL FINE ARTS PROGRAMS

About this Handbook

This handbook is a resource of information on the procedures and activities of this District's Fine Arts programs. Program directors issue this handbook to student members and parents to provide basic information regarding the instructional program. All student members and parents are responsible for familiarizing themselves with the contents of this handbook and must complete and return the enclosed Handbook Signature Form and Emergency Contact Form to participate in the program. This handbook functions in harmony with the FBISD Board policies, administrative regulations, and the FBISD Student/Parent Handbook. This handbook is a living document.

Attendance

Most Fine Arts courses require some rehearsals and performances outside of the school day. Student members are required to attend *all* activities, rehearsals, and performances. Those who must miss a rehearsal, activity, or performance must consult with one of the directors *WELL IN ADVANCE* of the function. In every case, the director will work with the student to see that his/her best interests are met. Keep in mind that a performance has priority over a practice in any activity.

Absences

Students' absences are categorized as follows:

- An excused absence is one that the director has prior knowledge of and/or is based on an acceptable reason.
- An unexcused absence is one that the director has no prior knowledge of and/or is based on a reason that is unacceptable.

Written communication and documentation are required for absences from required/graded events. Acceptable reasons for an absence include a medical emergency or illness, a death in the family, a religious holiday, or a family emergency. Circumstances *may* justify an excused absence for reasons other than those listed above in accordance with District policy. However, justification is determined at the discretion of the directors and no absence is guaranteed to be excused. Scheduling conflicts are not considered acceptable reasons for an absence.

Failure to notify directors well in advance of an excused absence will constitute an unexcused absence. Multiple unexcused absences from rehearsals and/or performances demonstrate a lack of dependability in accepting the responsibility of group membership. Failure to attend a rehearsal, activity, or performance without prior permission or good cause may result in suspension from future activities or performances, grade deduction, reassignment to a lower performing ensemble, or removal from the course.

Grade Deductions

Students may have points deducted for unexcused absences as follows:

- Unexcused absence from rehearsals or practices that are extensions of classroom activities such as section rehearsals = two daily grades.

- Unexcused absence from a performance that is an extension of classroom activities, such as school concerts or UIL Concert/Sight-reading Evaluation, which do not meet the definition of extracurricular = two major grades.

Rehearsal/Performance Schedules

Program directors will e-mail or post a calendar of rehearsals, performances, and activities for the upcoming year on a website, Charms Office, or Schoology during the summer break. Directors will provide a revised calendar at the beginning of the school year, post it on Charms Office, or post it on Schoology. Please check the calendar and report any conflicts to the directors. Attendance at all performances and rehearsals is a requirement of the class. If an excused absence is anticipated, written notification should be submitted as soon as the student/parents are aware of the conflict and no later than two days in advance of a rehearsal or at least two weeks in advance of a performance (see excused absence above).

Audition Procedures

Prior to the academic school year, ALL students will audition for placement in one of the program's performing arts classes. This placement will be determined by an audition on materials selected by the director, consideration of the student's past artistic, musical, theatrical, or dance performance, and/or recommendation from previous director(s) only. Students auditioning for the top performing ensembles or groups may be required to meet additional prerequisites of the organization(s) concerning grade level, audition material, and past artistic, musical, theatrical, or dance performance. No position is guaranteed in any ensemble to any student, regardless of a student's seniority, ability, or other merit. The directors reserve the right to move a student to a different ensemble if they deem it necessary for the student or the ensemble. Any student that does not complete the audition process will be placed in the appropriate entry-level class. Director placement is final and non-negotiable.

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. No qualified disabled student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any District service, program, or activity.

The District takes steps, including the provision of supplementary aids and services determined appropriate and necessary, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Any student with a disability requiring reasonable accommodations for participation in any District service, program, or activity should contact their campus to request a meeting of their student's Section 504 committee or ARD Committee. Questions regarding District policies and procedures can be addressed to Dr. Deena Hill, Executive Director of Student Support Services, at 281-634-1143 or Deena.Hill@Fortbendisd.com.

Parent Booster Clubs

The main objectives of the program's parent booster club are to support and enhance the instructional program and to provide program communication to students and parents. The booster club does not take any role in determining program or educational decisions. All parents are encouraged to become members of the booster club. Participation is optional. Attendance at all performances and meetings is encouraged. There are various expenses necessary to run a quality Fine Arts program, which may not be covered by the District. Such expenses include expert clinicians, contest fees and expenses, meals for students,

student leadership conferences, student scholarships, etc. Much of the booster club budget is spent on educational activities. We encourage all parents and students to participate in booster club fundraising activities throughout the school year.

Conduct and Due Process

Organizations with high performance standards also must have high disciplinary standards. Students represent themselves, their family, their community, their District, and their school at every activity. All students will always conduct themselves properly. Display of temper, profanity, flagrant violation of rules, possession of or being under the influence of drugs or alcohol, etc. will not be tolerated. *Any* behavior that is not conducive to good citizenship will subject the student to “Due Process” that may result in *dismissal* from the organization. “Due Process” shall be defined as a student’s right to discuss with the instructor and principal any decision regarding action that would result in the student’s loss of grade, suspension from activities, or expulsion from the organization.

Due Process will be followed precisely as outlined in the FBISD Student/Parent Handbook. Students and/or parents may discuss any item of concern with their respective directors at an appropriate time in the appropriate place. If a satisfactory resolution has not been reached, the students/parents may contact the student’s grade-level principal to discuss the matter further. If the concern has not been resolved either by the directors or by the grade-level principal, the parents may contact the campus principal to address their concern.

Online Decorum

As role models and representatives of the District and Campus, students and parents must maintain a high standard of online conduct regarding the District and District programs. The internet is a worldwide, publicly accessible form of communication. Any communication such as Facebook, Twitter, Instagram, TikTok, emailing, texting, or other online forums, etc., appearing on the internet may become public, even if it is marked private. Students are responsible for their personal websites and postings, as well as their activity on other websites or platforms. Student members will not post on social media as official representatives of the instructional program, school, or District.

A student member may not engage in online conduct implicating the District or campus’s programs or operations when the online conduct:

- may reasonably result in a material or substantial disruption to the school environment or program;
- infringes on the rights of others;
- could be interpreted as bullying, harassment, threatening towards District staff or other students;
- demonstrates poor sportsmanship or a disrespectful attitude towards other programs; or
- otherwise violates the Student Code of Conduct.

Any such incident will result in review by the director (or designee) and may lead to probation or dismissal from the program.

ELIGIBILITY

Academic Eligibility Rules

A student shall be suspended from participation in all extra-curricular activities sponsored or sanctioned by the District during the three-week period following a grade reporting period in which the student received a grade lower than seventy (70) in any class other than an identified eligibility-exempt high school course. This suspension continues for at least three weeks and is not removed during the school year until the student's grade in each class, other than an identified eligibility-exempt high school course, is seventy (70) or greater. A student may continue to practice or rehearse with other students for an extracurricular activity but may not participate in such an activity until the suspension is lifted. A suspended student may regain eligibility seven days after the grading period ends or seven days after a three-week evaluation period.

Additional Eligibility Rules for High School

A student must meet the following requirements to participate in extracurricular activities during the first six weeks of the fall semester.

- NINTH GRADE – PROMOTED from the eighth grade to the ninth grade.
- TENTH GRADE – earned at least five (5) state approved credits toward graduation.
- ELEVENTH GRADE – earned at least ten (10) state approved credits toward graduation, or during the preceding twelve months he/she must have earned five (5) state approved credits.
- TWELFTH GRADE – earned at least fifteen (15) state approved credits toward graduation, or during the preceding twelve months, he/she must have earned five (5) state approved credit.

Extracurricular

An activity is considered extracurricular if any one of the following criteria apply:

1. The activity is competitive;
2. The activity is held in conjunction with another activity that is considered to be extracurricular;
3. The activity is held off campus, except in the case in which adequate facilities do not exist on campus;
4. The general public is invited; or
5. An admission is charged.

Co-Curricular

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills (TEKS) in a public performance, may participate in the performance subject to the following requirements and limitations:

1. Only the extracurricular criterion #4 listed above applies to the performance; and
2. The requirement for student participation in public is stated in the essential knowledge and skills (TEKS) of the course.

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, may perform with the ensemble during the UIL evaluation performance.

Eligibility Rules Relating to UIL Competition

No student may take part in any University Interscholastic League competition who, at the time of the contest, has not been a bona fide regular attendant of the school for fifteen (15) calendar days, or since the sixth day of the current school year. No student shall take part in any UIL contest after the end of the fourth consecutive year following enrollment in the ninth grade, and/or third consecutive year following enrollment in the tenth grade.

No school may issue, and no student may receive an award for participation in interschool competition in excess of \$50.00 (or the equivalent in value) during his/her high school enrollment in the same high school. Additional symbolic awards not to exceed \$8.00 each may be presented for each additional inter school activity each year.

Students must abide by all other rules as set forth by the University Interscholastic League in Austin, Texas.

GRADING

Learning objectives are based on performance skills, responsibility, and participation. Therefore, students are expected to fulfill individual as well as group responsibilities. Since Fine Arts courses are a performance based, team activities, all students are required to attend all performances, and rehearsals (see Attendance above).

Daily Grades (50%)

Daily grades may include but are not limited to daily class participation, preparation, written quizzes, performance quizzes, material checks, posture checks, as well as before and/or after school rehearsals. All before/after school rehearsal, which are an extension of classroom activities such as section rehearsals, are counted as two daily grades.

Major Grades (50%)

Major grades may include but are not limited to performance tests, written tests, co-curricular performances, and special projects. All performances, which are an extension of classroom activities such as school concerts, are counted as two major grades.

Motivational Plan/Reluctant Students/Retesting

- Students will be encouraged to demonstrate proficiency on core competencies. Students will be given regular graded assessments to provide opportunities for director feedback. Students may be asked to perform in class individually or as a member of a small group to demonstrate proficiency of core competencies.
- Directors or peer tutors will work with reluctant students in a one-on-one tutoring situation to reteach concepts and encourage reluctant students to demonstrate proficiency on core competencies. • Students may retest as many times as necessary to demonstrate proficiency on assessments. No points on numerical grades will be deducted when retesting. Directors will update grades accordingly upon demonstration of proficiency through re-retesting until the last day of the current nine-week grading term.

Conduct Grades

- A student merits a conduct grade of “E” when he/she consistently fulfills all classroom expectations.
- A student merits a conduct grade of “S” when he/she regularly fulfills most classroom expectations.
- A student merits a conduct grade of “N” when he/she does not fulfill classroom expectations regularly and director feedback is occasionally necessary.
- A student merits a conduct grade of “U” when he/she does not fulfill classroom expectations, is disruptive to the educational process, and director feedback is necessary regularly.

CLASSROOM MATERIALS

Individual Equipment

In order for our instructional programs to operate at the highest level, students may be required to purchase some materials, such as instruments, accessories, uniforms, notebooks, method books, scripts, art supplies, computer programs or apps, as well as practice wear including shoes, undergarments, and shirts in order to participate in Fine Arts courses. Students may have purchased some items at the middle school and would not need to “upgrade” in high school unless they no longer are adequate (defective, too small, etc.). Some items are instrument specific. We expect all instrumentalists to have working instruments and equipment. A student cannot be successful in learning an instrument if their instrument or equipment is not working properly. The District does not provide insurance for individually owned equipment.

The District will not deny participation to any student in any Fine Arts program where the cost of individual equipment and/or materials required for the course becomes a financial barrier for the students and parents. Please contact the program director if financial assistance is needed to purchase required equipment and/or supplies for the program.

Personal Instruments

A quality music program requires quality musical instruments. A list of recommended instruments is available from the program directors. If a purchase is required, the staff will be most happy to consult with the student and parents to avoid an inappropriate purchase and to assist in obtaining the best possible price for the instrument. Please consult with the directors before making any purchase of a musical instrument or accessories, as there are countless “knock-off” alternatives to high-quality instruments, which will require frequent maintenance and leave the students dissatisfied with progress. With all personal instruments, it strongly is recommended that the instrument be insured through your homeowner’s policy or a private company. The school district will not assume liability for maintenance, repair, or damage of personal instruments.

School-owned Equipment

The District furnishes school-owned instruments for purposes of avoiding large expenditures to the parent and providing well-rounded instrumentation for the performing organizations. Students must provide some of their own personal accessories such as mouthpiece, various mutes, drumsticks, mallets, and reeds. Each student member is financially responsible for all instrument, equipment, and/or materials checked out to him/her for their personal use. All students using a school-owned instrument are required to pay an Instrument Use Fee of \$80 per year to the District. The student is responsible for damage to the instrument while in his/her possession. Directors will inspect all school-owned instruments at the end of the school year. Student will not be charged for repairs if the instrument becomes damaged due to normal wear and tear. However, damage caused by fire, theft, accidental destruction, abuse, or neglect will be charged to the student. All equipment and materials must be kept in their proper storage location when not in use. Students who use a school-owned instrument will be expected to practice the instrument a reasonable amount of time each day. Failure to do so may result in their instrument being taken up and re-issued to a student who will make better use of it.

Instrument Lockers

All Band and Orchestra students will be assigned a locker for instrument storage during the school day. Students are to keep only their instrument and music in the locker. Students should not keep clothing, shoes, schoolbooks, food, or drinks in their lockers; these items should be kept in school lockers. Directors can/will remove any of these items and/or other belongings from the instrument locker at their discretion. It is the responsibility of the student to ensure their instrument is secured in their locker with a locked combination lock when not in use. Students must have a lock for their locker – no exceptions. If a lock is misplaced, the student is expected to replace it quickly. Instruments will be taken home daily, over weekends, and school holidays. The District is not responsible for personal items or instruments left in instrument lockers.

MEDICAL FORMS

All Fine Arts students must complete the *FBISD Emergency Contact Form* each year. This form provides consent to treat students if the director or a medical provider cannot reach the parent or guardian. The *FBISD Emergency Contact Form* must accompany students when traveling. No student will travel or perform with the organization without these forms on file. Head directors will track student compliance in *Charms Office*.

All Band and Dance Team students must submit the *UIL Preparticipation Physical Evaluation – Medical History* form each year. The head director will review and sign off at the bottom of this form each year. This form also must accompany students when traveling. Head directors will track student compliance in *Charms Office*. This form does not replace the *FBISD Emergency Contact Form* listed above; it accompanies it.

All students participating in the Marching Band activity (including Color Guard students) or Dance Teams must have a physical examination prior to participating in outdoor rehearsals. All students are required to have an annual physical examination. Proof of the physical is the *UIL Preparticipation Physical Evaluation – Physical Examination* form, which must be signed by a physician or certified medical professional with the provider’s office stamp or business card affixed to the bottom of the form. The head director will enforce compliance with the UIL Marching Band Physical requirement and track student compliance in *Rank One*.

Physical examinations must be completed by an authorized medical provider on or after April 1 to be valid for the next school year. Many insurance companies pay for one wellness check per year. Students should schedule their wellness check to complete their preparticipation physical examination after April 1 and prior to the first Marching Band or Dance Team rehearsal. This includes any May or June “Mini-Camps”, Leadership Camps, Percussion Camps, Freshman Camps, Dance Officer Camps, or Dance Team Camps held prior to August 1. Students can obtain a physical examination either by their physician/authorized medical provider or by Houston Methodist at one of the in-District dates/locations.

The physical examination required is considered a “screening physical.” The Houston Methodist physicals require no blood, urine, or genital checks. EKG’s may be required if indicated by a review of the Medical History form; however, very few students are required to complete the EKG test.

Students are not allowed to attend any rehearsals or performances without the *UIL Preparticipation Physical Evaluation – Medical History* and the *UIL Preparticipation Physical Evaluation – Physical Examination* forms being completed appropriately and submitted to the head directors.

REQUIRED EXPENSES AND FEES

Members of the instructional program may have financial obligations for required materials, such as a uniform or t-shirt, software, activity expenses, member dues, and trip expenses. No student will be denied the privilege of membership or participation in the program when the cost of required expenses and fees becomes a financial barrier. Parents should contact the head director to discuss options in meeting financial obligations or if financial assistance is needed.

Program Fees

Fees are non-negotiable and non-refundable. See specific campus program Addenda for a detailed description of required fees. Any student who voluntarily or involuntarily withdraws from the program will forfeit all deposited funds.

Fund Raising

Fundraising is a vital component to the campus instructional program to provide a healthy variety of activities for student members. The money raised is used for program activities, which are not covered by the Fine Arts budget. Families that do not participate in fundraisers strongly should consider donating to the campus instructional program, as all students benefit from the raising of funds.

In compliance with Internal Revenue Service mandates, all monies earned through fund raising activities belong to the organization's general fund and will be dispersed equally among all student members participating in the activities of the instructional program. There are no refunds granted from fund raising activities.

Refund of Fees

Trip funds may be non-refundable depending on the specific trip payment agreement and date of request. Trip Insurance is available; however, insurance does not cover ineligibility due to failing grades. Any student who voluntarily or involuntarily withdraws from the instructional program will forfeit all deposited monies. Any student's parent may appeal in writing the decision of the staff concerning refunds. Any appeal of this nature must be submitted to the Head Principal.

PRIVATE LESSONS

The District prides itself on having many of the finest private instructors in the Houston area. It is highly encouraged that students take full advantage of the private lesson program. Private lessons are provided for interested students as an enrichment program in all Music and Theatre classes. Private study is encouraged, but not required, to participate in the instructional program. The advantages of a one-on-one experience are overwhelming. Private lesson fees are consistent throughout the District and determined by the Director of Fine Arts. Private lessons are held either during class or after school. Campus program directors hire, supervise, and evaluate their private lesson instructors. Each private lesson instructor must complete a Criminal History Check and pay a Building Use Fee.

MASTERCLASSES AND GUEST CLINICIANS

As an enrichment to students, masterclass teachers and guest clinicians are scheduled to work with our students during some Fine Arts classes. Masterclasses are offered free of charge to students. Additionally, guest clinicians often travel to work with our students in rehearsals or sectionals. Students are expected to show the utmost respect towards these guest clinicians and masterclass teachers. Any student who acts inappropriately towards a guest clinician or masterclass teacher, whether through poor attitude, disrespectful comments, foul language, or any other inappropriate behavior, maybe subject to immediate removal from the instructional program at director's discretion and subject to due process.

TRANSPORTATION

If a student is required to leave from an event or activity during a school trip, the parent/legal guardian of the student must provide written notification to the instructor prior to the student leaving on the trip and the student may leave from the activity only with their parent/guardian as stated in the written notification. Students may not leave any activity during a school trip with anyone except a parent or guardian. A telephone call confirming the written notification also may be requested.

TRAVEL

Parents and students should understand Fine Arts organizations may be involved in out-of-District travel; students who participate in these organizations also must participate in the travel. This may include a limited number of overnight trips for some competitive events. If the parent does not want the student to travel, the student should register for an organization that does travel so extensively.

All members represent the school and community and they are expected to conduct themselves in a manner in keeping with the following regulations when traveling within or outside the District: • Return to the director(s) all completed travel forms by the given deadline;

- Be on time for trips;
- Dress as directed;
- Behave in an appropriate and mannerly fashion in accordance with established Student/Parent Handbook rules while on the bus or in other vehicles, as well as in restaurants and hotels; • Avoid excessive noise on the bus ;
- Travel on the same bus for all segments of the trip;
- Return equipment to its proper storage place upon returning to the school; and
- Promptly obey all instructions given by the director(s) or any chaperone.

Any student who behaves disrespectfully or argues with a parent chaperone while on a trip may be removed from the trip immediately at director's discretion, and parents will be expected to either pick up their student or pay any transportation costs to send the student home.

Overnight Travel Requirements

- Extracurricular trips are not mandatory for any member and will not affect their status or grade in the course in any way. However, students in performing ensembles do have a travel expectation. Additionally, travel to events such as contests, UIL Concert/Sight-reading Evaluation, UIL One-Act Play Contest, Dance competitions, is mandatory. Since participation in our instructional program is a team effort, any student not participating in a trip should advise the directors well in advance of the trip (a minimum of nine weeks). The directors then can initiate alternate arrangements to cover for missing students.
- When traveling, each student must meet all local and state eligibility requirements to participate in the competition. Ineligible students may not travel with the performing group under any circumstances.
- Students must be able to perform the material assigned for the performance(s) satisfactorily.
- Students must attend all scheduled rehearsals in preparation for the trip.
- Students must fulfill their financial obligations.

UNIFORMS

It may be necessary to purchase some materials for uniformity of dress for performance purposes. The District provides uniforms for high school music groups, which are mandatory for participation in performances. The individual student must provide uniform accessories as appropriate. No student will be denied the privilege of membership or participation in the program when the cost of the uniform becomes a financial barrier. Parents should contact the head director to discuss options in meeting financial obligations or if financial assistance is needed. Students are responsible for repair or replacement of any damaged or unreturned uniform parts.

- Concert uniforms may require minor alterations such as adjusting the hem of the pants or dress. Ensure the hem simply is raised or lowered, and that no material is removed from the garment. Students will provide black dress socks, ties, cummerbunds, and undergarments; however, tuxedos and dresses are provided.
- Marching Band uniforms will be stored at school and issued before each performance. These uniforms will be returned after each performance prior to leaving the school. Students are responsible for providing personal accessories to their uniform. These accessories may include gloves, marching shoes, undershirt, t-shirt, etc.
- Dance Team uniforms may be provided at some schools, while other schools may require student members to purchase their own uniforms or uniform accessories, as well as practice clothing.
- Participation in theatrical productions may require a costume rental fee or fee to cover the costs of building a costume.

TECHNOLOGY USE

The director will be very clear in letting students know when it is or is not acceptable to be using personal devices during class time. If a device is visible when not allowed, it may be confiscated.

SCHOOLGY

Schoology (pronounced *skoo-luh-jee*) is the District's learning management system and the primary tool for facilitating blended learning. It is a platform for learning, accessing the curriculum and communicating authentic online learning experiences with parents. It offers students multiple avenues for collaboration, communication, assessment, submitting assignments and discussion boards.

CHARMS OFFICE

Charms Office is an online database, which among other things, allows for the tracking of student medical forms and District-owned inventory such as instruments, equipment, and uniforms, sheet music, and play scripts. Additionally, students can make payments for program fees, instrument use fees, and other materials through the Charms Office online store. To access Charms Office, you will need the school program code and a password. Students will receive their password from the directors once school has started. Once in Charms Office, student and parents will have access to a variety of information and forms. Within the first few weeks of school, all classes will be trained in the use of Charms Office.

AUDIO/VIDEO RECORDING

Throughout the year, Fine Arts groups will make audio and video recordings of rehearsals and concerts. These recordings will comply with Texas Education Code, Sec 26.009 subsection (b) which states:

- (b) An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:
- (1) purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
 - (2) a purpose related to a co-curricular or extracurricular activity;
 - (3) (3) a purpose related to regular classroom instruction; or
 - (4) media coverage of the school.

SECTION 1 – HIGH SCHOOL BAND

The Band Philosophy of Music Education

The High School Band Program aims to support the FBISD Profile of a Graduate through students' participation in instrumental music. Music is a subject that affects many aspects of the human personality. It shapes individuals on an intellectual, physical, emotional, psychological, spiritual, and social level. Instrumental music can foster a lifelong appreciation of music as an art form. Instrumental music also fosters a sense of cultural awareness, as well as an aesthetic appreciation for the arts. The High School Band Program engages students in a group activity that can enrich their life, personally and socially. It develops proper work habits through the successful implementation of a daily practice routine. It develops confidence and promotes students' abilities of self-expression and intelligent listening skills that encourage heightened communication skills. It teaches the ideals of self-discipline, commitment, and teamwork consistently. Through the cooperation of band students, parents, campus administration, the community, and the Fort Bend Independent School District, band directors strive to provide a music program that is recognized consistently as one of the finest of its kind.

Objectives

The High School Band Program, which encompasses wind, percussion, and visual performers, forms an integral part of campus life and is recognized as a co-curricular activity. The High School Band is one of the largest and most visible student organizations on campus, and its members consistently project a positive representation of their community.

The Primary Objective of the band program is to serve its members with the following opportunities for the duration of their membership:

- Cultural Opportunities: To facilitate the continued development of music appreciation and understanding through the study and performance of outstanding music literature.
- Educational Opportunities: To develop interested and discriminating listeners, provide a well-rounded music education, and prepare students for musical and academic pursuits beyond high school.
- Leadership Opportunities: To foster exceptional personal values through the emphasis of teamwork and integrity.
- Service Opportunities: To lend color and atmosphere to certain school and community affairs while promoting and enhancing the distinction and reputation of your school at all appearances.
- Recreational Opportunities: To provide all students with the opportunity for worthy use of leisure time, an emotional outlet, and quality social experiences.

Individual Band Responsibilities

No student is required to take part in the instrumental music program or University Interscholastic League contests; therefore, participation should be considered a PRIVILEGE, not a right (NOTE: this refers to the general student population; enrolled band students are REQUIRED to attend all band rehearsals and performances, and such events are graded). It is imperative that students and parents understand the following rules and procedures.

All students must audition for placement into an ensemble or class. Band members at some campuses may be moved into a different ensemble for the Spring Semester following a mid-year audition.

Performance Responsibilities

Students are placed into an appropriate ensemble based on an audition and director recommendation that will ensure their success and continued musical growth. Our curriculum is designed to improve individual and ensemble performing skills throughout the year. The responsibilities for students in each group are outlined below:

Varsity Band

- Participation in marching band;
- Preparation of All-Region music during the fall semester;
- Participation in All-Region Band auditions (at directors' discretion);
- Participation in UIL Solo/Ensemble Contest;
- Performance of concert music as assigned by directors;
- Attendance at before and after school section rehearsals, master classes, and full band rehearsals;
- Participation in all performance obligations, including approved travel;
- Participation in UIL Varsity Concert/Sight-reading Evaluation during the spring semester; and
- Fulfillment of other requirements as outlined in the handbook addenda.

Non-Varsity and Sub Non-Varsity Bands

- Participation in marching band;
- Preparation of All-Region music during the fall semester (at directors' discretion);
- Participation in All-Region Band auditions (at directors' discretion);
- Participation in UIL Solo/Ensemble Contest;
- Performance of concert music as assigned by directors;
- Attendance at before and after school section rehearsals, master classes, and full band rehearsals;
- Participation in all performance obligations, including approved travel;
- Participation in UIL Non-Varsity Concert/Sight-reading Evaluation during the spring semester (at directors' discretion); and
- Fulfillment of other requirements as outlined in the handbook addenda.

Jazz Band

- Participation in all festivals, concerts, and after-school rehearsals;
- Participation in the TMEA All-Region Jazz Band (at directors' discretion);
- Enrolled concurrently in Concert Band and Jazz Band classes if offered at your campus (except bass and guitar players); and
- Fulfillment of other requirements as outlined in the handbook addenda.

Color Guard or Visual Performers

- Enrolled in the color guard class;
- Participation in marching band;
- Participation in Winter Guard rehearsals and competitions;
- Participation in all other required performances, shows, and concerts; and
- Fulfillment of other requirements as outlined in the handbook addenda.

Attendance

Listed below is additional information related to attendance at High School Band functions:

- Section rehearsals shall be no more than 90 minutes in length and no more than one time per school week, per ensemble. (i.e. students enrolled in multiple groups may have more than one sectional per week).
- Rehearsals shall be during the school day with the exception of section rehearsals, after-school marching band rehearsals, and after-school, concert band rehearsals (see below).
- One full band rehearsal per week outside of the regular school day for each performing concert organization (i.e. Varsity, Non-Varsity, Sub-Non-Varsity, Jazz, etc.). Rehearsals outside of the regular school day for concert organizations shall not exceed two hours per week. Special exceptions may be made for paid clinicians and special occasions, such as dress rehearsals.
- Color guard and winter guard rehearsal schedules are under the discretion of the band directors.
- Regularly scheduled sectionals, rehearsals, and concerts are curricular and have no academic eligibility requirements. Student members are expected to participate fully in all rehearsals regardless of eligibility.
- Students MUST participate fully in all performance activities of the group in which they are a member, including approved travel. After the school year begins, please do not schedule a family event or trip that conflicts with a band function. Work, doctor's appointments unless in the case of emergency, and vacations do not constitute an acceptable excuse from a band function.

Marching Band

The Marching Band consists of every high school band student in grades 9 through 12. The Marching Band will perform at every football game and will attend all scheduled band contests. A complete schedule for marching band rehearsals and performances will be available during the summer months and fall semester on the band website or Charms Office. Any alteration in the schedule will be communicated to the students as soon as possible.

Primary and Secondary Marching Positions

Students may be placed in a primary or secondary marching band position according to criteria set by the band directors, including attendance, preparation, playing ability, marching/kinesthetic ability, attitude, and academics. A student may be moved from a primary marching position to a secondary position for a failure to fulfil the factors listed above. This may be done at any time to facilitate the best experience possible for all band members, as well as the best performance possible for the group as a whole. Students in a primary marching position will perform at ALL marching band performances. Students in a secondary marching band position will perform at ALL football games and in various capacities at all marching band competitive performances. All students are required to attend ALL rehearsals. Students with poor attendance may be excluded from marching primary or secondary spots at the director's discretion.

Concert Season

The directors will develop a sectional and rehearsal schedule for each band at the beginning of the spring semester that will be available on the band website and/or Charms Office. These sectionals and rehearsals will begin once marching season is over and continue throughout the concert season. When possible, the directors will attempt to schedule sectionals at times that do not conflict with individual students' school-related activities.

Grading Guidelines

Students must be committed to developing individual academic and musical skills and be disciplined with expectations and deadlines. A band member's grade will be an average of the following:

Participation

- The student will receive a grade for his/her participation at each before- and after-school sectional and rehearsal during a grading period.
- The student will be on task and focused during all rehearsals.
- The student will have instrument, music, pencil, and supplies at each rehearsal or sectional.
- The student will be prepared to play his/her part successfully.
- The student will mark music and take notes as needed.

Fundamentals and Skills

- The student will be expected to improve performance fundamentals, which will be evaluated through daily observation during the skill-building part of each rehearsal and sectional. The student will be expected to demonstrate correct posture, hand position, embouchure, breathing, air support, articulation, technique, and attentiveness as observed during rehearsals and sectionals.
- The student will be expected to improve individual and ensemble music skills, which will be evaluated through playing tests and online assessments.
- The student will be expected to develop a historical knowledge of the literature relative to his/her respective instrument, as well as the band and orchestra literature considered canon, which will be assessed through written tests.

Performance

- The student will receive a second grade for his/her performance at each before- and after-school sectional and rehearsal during a grading period.
- The student will receive two grades, one based on performance criteria and the other based on concert etiquette, for each public performance during a grading period.
- The number of performances will be determined by the performance calendar and at the director's discretion.
- If no public performance occurs during a grading period, the performance grade will be based upon criteria determined by the director.

Auditions for Leadership Positions

Auditions for band leadership positions are scheduled and held late in the spring semester and are open to rising sophomores, juniors, and seniors. Auditions are comprised of a tryout process determined by the directors. Dates are posted on the band calendar well in advance of the auditions. Directors and guest adjudicators will evaluate these auditions.

Band Letter Awards

Letter Awards will be presented to Band students (woodwind, brass, and percussion players) based on a point system for participation and service as outlined below.

Activity	Points Awarded
Participation in the Band program each year	2 points

Freshman Region Band	2 points ¹
District Band	2 points ¹
Region Band	3 points ¹
Region Orchestra	3 points
Region Jazz Ensemble	3 points
Area Band	4 points
All-State Band/Jazz/Orchestra	8 points
U.I.L. Solo (Division I)	2 points
U.I.L. Ensemble (Division I)	2 points
T.S.S.E.C. Solo (Division I)	4 points
T.S.S.E.C. Solo (Division II)	2 points
State Ensemble (Division I)	3 points
Performing in the school's musical orchestra	2 points
Performing in the full orchestra	2 points ²
Senior	10 points ³
15 points = Award Letter and eligibility to purchase Jacket/Blanket/Sweater	

Eligibility Points

¹Students receive points for earning a place in one ensemble only. (I.e., 2 points for Freshman Region Band or 2/3 points for District/Region Band, but not both.)

²Points are awarded for participation in UIL Concert/Sight-reading Evaluation only.

³Points are awarded only to students who have not received a Letter Award by their senior year. They may not be used to receive a second Letter Award.

Students may earn no more than one Letter Award per year for participation in the Band program.

A student may purchase only one jacket, sweater, or blanket for combined activities during his/her four years in high school.

Color Guard Letter Awards

Letter Awards will be presented to Color Guard students based on participation in the program for four (4) consecutive semesters: two fall semesters of marching band participation followed by two spring semesters attending Winter Guard competitions (TCGC or WGI).

For schools who do not participate in Winter Guard competitions, students must participate in three fall semesters of marching band to qualify.

Students who have not received a Letter Award by their senior year may qualify with three semesters of consecutive participation in the program (two semesters of marching band participation and one semester attending Winter Guard competitions).

Director Responsibilities

The band staff will enforce District awards rules and regulations, as well as determine when band students will be fitted for Letter Jackets during the school year. It is each student's responsibility to keep track of points earned and notify the directors when he/she thinks that enough points have been earned to merit an award. The directors are responsible to verify that a student has earned enough points to qualify for the award and to communicate to the appropriate assistant principal that an award is warranted. Directors do not order individual Letter Awards or jackets, sweaters, or blankets for students.

Instruments - Individual Equipment

Students will be required to purchase all materials necessary to perform on their instrument as listed below. Additionally, all students must have a pencil, folder for music, and a tuner/metronome.

Woodwinds

- Mouthpiece as designated by the band director;
- Cork Grease for reed instruments;
- Three high quality reeds to be rotated daily; and
- Cleaning swab to be used daily.

Brass

- Mouthpiece as designated by the band director;
- Valve oil/rotary oil for horns and tubas;
- Slide Grease; and
- Slide-O-Mix and spray bottle for Trombones.

Percussion

- Stick bag;
- Concert Snare sticks;
- 2 pairs of yarn mallets;
- 1 pair of hard rubber mallets;
- 1 pair of general timpani mallets; and • Vic Firth 12" Heavy Hitter practice pad.

Percussion Specialists will determine what specific stick and mallet brands/models, as well as stick bags, are required based on program needs and availability.

Marching Band

The marching band is a highly visible aspect of the band program, which provides performance opportunities for band students and integrates band into school and community activities. It is the District's philosophy that marching band is an integral part of each band program and an essential ingredient in a well-rounded music education. The District believes that students need to develop the ability to participate and perform in different ensemble experience, which includes the marching band.

Summer Rehearsals

There will be a series of summer rehearsals prior to the beginning of the school year, which all students participating in the marching band MUST attend. These rehearsals will begin prior to the beginning of school; rehearsals are held daily, except for weekends, until school begins.

State Curriculum Requirements

The music and performance skills and techniques, along with the associated academic skills in the band program, are derived from implementation of the expectations found in the Texas Essential Knowledge and Skills (TEKS). The curriculum specifically includes requirements such as demonstrating musical skills and artistry, performing in different musical mediums, and experiencing music through a wider range of music literature, which all are addressed through the marching band. Each performance by the marching band provides students the opportunity to demonstrate musical artistry through the ensemble, individual music performance skills and techniques, marching performance skills and techniques, and critical thinking skills that include auditory, spatial, and visual awareness.

Participation

Marching band is required for all high school students who elect to take the academic band performance or color guard courses. Exceptions are not granted for those students who play a school sponsored sport that conflicts with Marching Band, such as football and volleyball. Students will be required to participate to a limited degree in the marching band. Directors will determine what role these students will take. Any other conflicts should be addressed with the directors before the beginning of summer band in August.

Academic Standards

The opportunity for weekly performance is a motivating factor for academic achievement for marching band students, since only by maintaining eligibility can they continue to perform in the contest drill.

Competitions

The marching band will attend UIL Marching Contests. The marching band may enter other additional marching contests as determined by directors.

Grading

Since marching band is a part of the academic band course and therefore, part of the graded curriculum, students in marching band are responsible for assimilating the academic aspects of the band elective as found in the Texas Essential Knowledge and Skills (TEKS). Attendance at rehearsals and performances is mandatory (see the Attendance section above) and will be integrated into the students' grade for band in accordance with the TEA/UIL guidelines and District policies/procedures.

Physical Education Substitution

As an artistic endeavor, each rehearsal and performance by the marching band is demanding, both mentally and physically. For the full marching band performance, students are always on task and must bring to the experience their best performance skills. As a result, each freshman and sophomore band student will be enrolled concurrently in a pass/fail, 0.5-credit, Physical Education Substitution course during the fall semester. Upon successful participation in the after-school marching band activity during the fall semester, students will earn credit toward fulfilling the physical education graduation requirement in accordance with TEA guidelines and District policies/procedures.

Instruments

Marching band students who play an instrument that the District does not provide must personally supply, march, and perform with the same instrument they use for concert band or obtain a second

instrument that is listed on the District recommended instrument list. (i.e., bassoon students may be asked to perform on a saxophone).

The District assumes no responsibility for maintaining instruments they do not supply. Since these instruments will be played outside in various weather situations (i.e. sun, heat, wind, rain, etc.), students and parents need to be vigilant regarding instrument maintenance to keep the student's instrument in good playing condition.

Practice Time Limits

Marching Band rehearsal times are closely regulated by TEA/UIIL guidelines. Adherence to these guidelines is the responsibility of the Head Band Director and is monitored by the Director of Fine Arts. TEA and UIL rules state:

The members of marching band or any of its components may not begin the marching preparation for a UIL contest presentation prior to August 1st. In addition, no more than ten hours of director-supervised instructional time may be devoted to marching fundamentals between the end of the previous school term and August 1st.

Music preparation is not affected by this ten-hour rule between August 1 and the first day of school. Practice schedules outside of the school day are determined by the Head Band Director and Principal. During the school year, no more than eight (8) hours of rehearsal per calendar week, outside of the school day, is allowed. Exceptions to the Eight Hour Rule include:

- Once the school year begins, Districts of Innovation are allowed to rehearse eight (8) hours during the school week, defined as starting at midnight on the first day of instruction and ending at the end of school day on the last day of instruction, through the Labor Day weekend.
- Preparation immediately before games and competitions.

Summer Heat Guidelines

- Rehearsal dress includes lightweight clothing, hat or cap, tennis shoes (i.e. cross trainers preferred), and socks. For health and safety reasons, students will not be allowed to march in any other footwear (i.e. this includes boat shoes, slippers, etc.).
- Students must have their individual water jug labeled with them at all rehearsals. Water jugs will be kept on the sideline, lined up along with backpacks and cases (for woodwinds), and frequent water breaks will be taken.
- Students should eat breakfast and drink plenty of fluids before morning rehearsals. Good nutrition is vital to remain healthy during marching season.
The directors will determine length of water breaks. There are generally two types of water breaks: 1) "Sip-n-Go", where the students will run to the sideline, get a brief drink of water, then return to rehearsal; and 2) Extended water breaks, which may last up to ten minutes. There usually will only be one extended water break per rehearsal block.
- Students are trained by the directors to watch for signs of dehydration. Students should monitor their bodies to make sure they perspire heavily during rehearsal. Lack of perspiration is a sign of dehydration.
- Students should sit down immediately when feeling dizzy or weak. A staff member will provide assistance.
- During summer rehearsals, directors will constantly monitor the weather conditions and make adjustments as necessary for the safety of the students.

- Water will be provided by the booster club for students at games and competitions, as well as during portions of summer band rehearsal for refills.

SECTION 2 – HIGH SCHOOL CHOIR

Introduction

Choir is a group activity that depends upon the collaborative work of many individuals. The actions of one person will have an effect, either positive or negative, on the entire group. For this reason, we have guidelines and procedures that everyone must follow so that each person may grow as an individual musician and make a positive contribution to the entire group.

Music happens to be an art form that transcends language.

-Herbie Hancock

If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music.

I see my life in terms of music.

-Albert Einstein

There is no such thing as a difficult piece of music. A piece is either impossible or easy. The process whereby it migrates from one category to the other is known as practicing.

-Sir Yehudi Menuhin

Philosophy of Music Education

We affirm the power of singing to be a heart-opening experience for both performers and audience. We believe that the connections made among members of their choir can be long-term friendships and sources of support. We maintain that outstanding musical experiences during student years provide the basis for a life-long appreciation of music. The skills learned in our school choir program — self-discipline, increased self-esteem, group cooperation, commitment, responsibility to self and to a group, and teamwork — will be reflected in a successful adult life.

Individual Choir Responsibilities

No student is required to take part in the instrumental music program or University Interscholastic League contests; therefore, participation should be considered a PRIVILEGE. It is imperative that students and parents understand the following rules and procedures.

Performance Responsibilities for Choir Members

Students are placed into an appropriate Choir class that will ensure their success and continued musical growth based on an audition. Our curriculum is designed to improve individual and ensemble performing skills throughout the year. The general expectations for any level of Choir are as follows:

- Preparation of technical requirements such as vocalises, warm-ups and/or TMEA Audition music (see individual school addendum).
- Performance of a solo and/or ensemble for individual or small group curricula or Solo and Ensemble contest as prescribed by the teacher (see individual school addendum).
- Performance of concert music as assigned by the directors.
- Attendance at sectional rehearsals and choir rehearsals before and after school.
- Participation in choir contests if music is appropriately learned.

- Participation in musical theater rehearsals and performances for selected students (if available).
- Full participation in all performance activities, including approved travel.

Choir Rehearsal Guidelines

- Be seated with music, pencil, and materials by the tardy bell rings.
- Show good rehearsal etiquette by being a good team player—pay close attention to all instruction and mark your music when you receive instructions from the director(s).
- Remain on task at all times; do not talk or interrupt the focus of a rehearsal.
- Maintain proper posture at all times when singing.
- Raise your hand and ask questions if you need more individual help.
- Do not leave purses, cell phones or other valuables unlocked in the Choir room.
- No food, gum, or drink is allowed in the Choir. We all take pride in keeping our Choir room clean and organized.
- Disorderly behavior and abusive language will not be tolerated.
- Please be considerate of directors' requests for assistance and/or performance of tasks around the Choir room.

Required Daily Classroom Materials

- Choir 3-ring binder;
- Pencil with an eraser;
- Music (provided in class); and
- Additional supplies as requested by the director.

The music students receive in class are kept in a three-ring binder. Students are required to keep this binder in good condition, as it may be used for performance onstage and will be used for future school years. In addition, the choir binder is a home for music that is loaned to the student. Writing, stapling, coloring, painting, drawing, and other things considered hazardous to be binder are not permitted. All markings on music must be made in pencil (erasable pens are unacceptable).

Attendance

Listed below is additional information related to attendance at High School Choir functions:

- Section rehearsals shall be no more than one hour in length and no more than one in a seven-day period.
- Rehearsals shall be during the school day with the exception of section rehearsals, after school rehearsals for additional off-campus performances (i.e. All-State, All-Region, ACDA, Festival performances, etc.), and one rehearsal per week outside of the regular school day for concert organizations. Rehearsals outside of the regular school day for concert organizations shall not exceed two hours in length.
- Regularly scheduled sectionals, rehearsals, and concerts are curricular and have no academic eligibility requirements. Student members are expected to participate fully in all rehearsals regardless of eligibility.
- Students **MUST** participate fully in all performance activities of the group in which they are a member, including approved travel. After the school year begins, please do not schedule a family event or trip that conflicts with a choir function. Work or private lessons do not constitute an acceptable excuse from a choir function.

Grading Guidelines

Students must be committed to developing individual academic and musical skills and be disciplined with expectations to deadlines. A Choir member's grade will be an average of the following:

Participation

- The student will receive a grade for each before and after school sectional and rehearsal during a grading period.
- The student will be on task and focused during all rehearsals.
- The student will have music, pencil, and required materials.
- The student will be prepared to sing his/her part successfully or show progress requested.
- The student will mark music and take notes as needed.
- Attire will be considered as part of participation for events that require a specific attire.

Fundamentals and Skills

- The student will be expected to improve performance fundamentals.
- The student will be expected to participate in discussions of how to address fundamentals, skills and assessment of performance skills.
- The student will be evaluated for improvement of music fundamentals through daily observation during the skill-building part of each rehearsal and during sectionals.
- The student will be expected to demonstrate correct posture, breath support, proper vowels and diction, vocal technique, vibrato, and attentiveness as monitored during rehearsals.
- The student will be expected to improve individual and ensemble music skills.
- The student's individual skill development will be evaluated through singing tests, written tests, and blended learning assignments.

Performance

- The student will receive a grade for each performance during a grading period.
- Performances will be counted as two major grades – one for concert etiquette and another for performance.
- The number of performances will be determined by the performance calendar.
- If no public performance occurs during a grading period, the performance grade will be based upon criteria determined by the director.

Concert Etiquette

During choir concerts, students will watch and listen to other choirs perform; therefore, correct concert behavior is an expectation, and will influence the final concert grade. The following are some guidelines for general concert attendance for audience members:

1. Enter and exit your seat only between selections. If possible, wait until the audience is applauding before moving. The only exception is if you need to remove a restless or crying child.
2. Do not talk during a performance. It is inconsiderate of the performers onstage and distracts fellow audience members.
3. Please turn cell phones off (not just on silent or vibrate). Many concerts recorded or have advanced amplification equipment, and cell phone signals could interfere or create feedback.
4. Food and drink are not permitted in performances.

5. It is customary to applaud when the conductor first comes to the stage. S/he will bow to acknowledge the applause and the concert will begin.
6. Some pieces of music are broken down into parts called “movements”. In between these movements, the music will stop for a few seconds. Do not applaud until the conductor has dropped his/her hands and turned to acknowledge the audience.
7. Whistling, yelling, or screaming is not appropriate for a school music concert.

Audition Music

Auditions are scheduled in the spring for all students. Musical material for each school and each choir, as well as additional auditions for leadership positions, will also be posted online or available from the students’ directors. The auditions may be video-recorded to assist the director. Students entering outside of the audition period will need to be evaluated on their performance and placed into a choir based on the technical skill of the individual, technical skill of the choir, balance needs of the school’s choir, and scheduling by counselors.

Choir Letter Awards

Letter Awards will be presented to Choir students based on a point system for participation and service.

Activity	Points Awarded
Participation in the choir program each year	2 points
Participation in a Varsity Choir each year	1 point
Qualifying for Region Choir	1 point
Region Choir	2 points
Area Choir Auditions	4 points
All-State Band/Jazz/Choir	8 points
U.I.L. Solo (Division I)	2 points
U.I.L. Ensemble (Division I)	2 points
T.S.S.E.C. Solo (Division I)	4 points
T.S.S.E.C. Solo (Division II)	2 points
State Ensemble (Division I)	3 points
Performing in the school’s musical Choir	2 points
Performing in the full Choir or concert band	2 points ¹
Senior	10 points ²
15 points = Award Letter and eligibility to purchase Jacket/Blanket/Sweater	

Eligibility Points

¹Points are awarded for participation in UIL Concert/Sight-Reading Evaluation only.

²Points are awarded only to students who have not received a Letter Award by their senior year. They may not be used to receive a second Letter Award.

***Students may earn no more than one Letter Award per year for participation in the choir program.
A student may purchase only one jacket, sweater, or blanket for combined activities during his/her four years in high school.***

Director Responsibilities

The Choir staff will enforce District awards rules and regulations, as well as determine when choir students will be fitted for Letter Jackets during the school year. It is each student's responsibility to keep track of points earned and notify the directors when he/she thinks that enough points have been earned to merit an award. The directors are responsible to verify that a student has earned enough points to qualify for the award and to communicate to the appropriate assistant principal that an award is warranted. Directors do not order Award Jackets for students.

SECTION 3 – HIGH SCHOOL DANCE

Introduction

Dance is a group activity that depends upon the collaborative work of many individuals. The actions of one person will have an effect, either positive or negative, on the entire group. For this reason, we have guidelines and procedures that everyone must follow so that each person may grow as an individual dancer and make a positive contribution to the entire group.

*When a body moves, it's the most revealing thing.
Dance for me for a minute, and I'll tell you who you are.*

-Mikhail Baryshnikov

Freedom to a dancer means discipline. That is what technique is for – liberation.

-Martha Graham

Dance is for everybody. I believe that the dance came from the people and that it should always be returned to the people.

-Alvin Ailey

Philosophy of Dance Education

The study and performance of dance is an opportunity that our young people truly need. It is not our goal as teachers to make professional dancers of our students, but rather it is to enable them to enjoy fully the life-long benefits of learning to dance and expressing themselves through movement. The skills learned in our school dance program — self-discipline, increased self-esteem, group cooperation, commitment, responsibility to self and to a group, and teamwork — will be reflected in a successful adult life. Knowing that great performances are the fruits of a considerable investment in preparation, hard work, and lessons learned from failure, the opportunity to enjoy a new level of communication and self-expression is the goal for every dancer, young or old. Creativity is within us all, and dance serves as the perfect vehicle for this journey in personal growth and in the development of knowledge and skills.

What you should expect from the Directors

We the directors understand that your time is very valuable; therefore, we will communicate with you as far in advance as possible for any events, rehearsals, performances, and contests. We will communicate this with students and parents in a variety of ways. We will do our best to construct the calendar so that major dance events, such as dance shows, do not fall on school-sponsored events. Please keep in mind that performances take priority over a “practice” of any other activity. The regular practice schedule will be different. If or when conflicts arise, please understand the necessity of informing the directors well in advanced. This will give time to resolve or work around conflicts in a timely manner. In return, the directors pledge to you that we will do the same. We will also attempt to work around other campus activities but cannot guarantee that there will be no conflicts. Please refer to the attendance expectations in this handbook for further information on attendance requirements

What the Parent brings to Dance

Parents play an integral role in the success of our dance program as well. Parents can be sure that everyone understands the expectations and important dates by reading through the dance handbook, discussing it with your student, and reviewing it during the school year. Performance and game attendance is key to encouraging a student's success. Your student enjoys showing off their talents by performing for parents and friends. Parents enjoy attending performances and games where they can notice improvement and admire their child's hard work knowing that their time and efforts are beneficial.

Parent Responsibilities

The involvement of dance parents is crucial to student success and that of the dance program. These suggestions to parents will help students be successful!

- Attend every performance that you can to see your child's progress. (The dance students love hearing parent applause!).
- Help your child arrive on time to all dance performances, rehearsals and events.
- Pick up your child at the stated end of all dance events and games.
- Volunteer and assist with dance activities throughout the year.
- Regularly check our calendar and reminders for announcements and updates.
- Take time to read this handbook and any dance newsletters with your student(s) noting all events.
- Create a personal calendar, along with your child, that will help anticipate future events and avoid schedule problems.

Selection of Members

The dance teams on each campus are selected through an audition process that follows the following District guidelines:

- Applicants auditioning must be zoned to or enrolled in the appropriate feeder middle school. Applicants may be required to provide proof of residency to audition.
- Selection of 12th grade students on the sub-varsity will be determined on a campus-by-campus basis.
- Selection of members will be based on a dance workshop. The District encourages that the panel of judges be comprised of dance educators or clinicians that are not employed by the campus.
- As part of the selection process, a program may include an evaluation of the candidate's grades, attendance, and discipline record and/or teacher recommendations as part of the tryout score.
- Tryouts will be closed to the public.
- No score sheets will be distributed, and all tallies will be kept on file in the school for at least one year.
- Results will be announced or posted. The final number selected may vary.
- Selection of sub-varsity training members may be in front of campus staff or judges.
- Each student is allowed one and only one audition each year or team. (Any exceptions must have the approval of the principal AND the Director of Fine Arts.)
- Students new to the school that were placed on their previous school's dance team for the current school year may receive an audition at the time of their enrollment at the discretion of the director and the principal.

Selection of Officers

Dance team officers are selected through an audition process that follows the following District guidelines:

- A student must be a current performing sophomore or junior team member who meets eligibility criteria as determined by the policies of the specific program.
- Candidates must be in good standing with the dance team and school policies.
- All leaders will be selected based on criteria determined by the policies of the specific program.
- The dance teacher designs selection criteria for the specific program and utilizes audition standards as suggested by the Texas Dance Educators Association.

Awards

Awards will be presented to dance team students based on a point system for completion of participation and service throughout their tenure on campus dance teams. The following events are eligible events for which points may be earned.

Activity	Points Awarded
Required Performance (as specified by campus such as football games, team contests, spring show, community performances, or any other required campus-mandated performance)	1 point
Solo Contest (Division I) (one per year)	1 point
Small Ensemble Competition (Division I) (one per year)	1 point
Winning of Individual Title (i.e. "Miss Dance Drill Team Texas")	15 points
Senior	10 points*
25 points = Awards Jacket/Blanket/Sweater	

* These points count only for students who have not received an award by their senior year. They may not be used to receive a second award letter.

A student will be awarded a second letter for accumulating an additional 25 points. A student may receive only one major award for combined activities during the student's four years in high school. A student may not receive two letter awards in the same year for participation in dance team.

SECTION 4 – HIGH SCHOOL ORCHESTRA

Individual Orchestra Responsibilities

No student is required to take part in the instrumental music program or University Interscholastic League contests; therefore, participation should be considered a PRIVILEGE. It is imperative that students and parents understand the following rules and procedures.

Performance Responsibilities for Orchestra Members

Students are placed into an appropriate orchestra class that will ensure their success and continued musical growth based on an audition. Our curriculum is designed to improve individual and ensemble performing skills throughout the year. Specific information related to the responsibilities for students in each of the different orchestra ensembles at each school is outlined in the Addendum B – Individual School Orchestra Requirements and Expectations. The general expectations for any level of orchestra are as follows:

- Preparation of technical requirements such as scales, warm-ups, preparation material for Region music, and/or Region music (see individual school addendum).
- Performance of a solo and/or ensemble for individual or small group curricula or Solo and Ensemble contest as prescribed by the teacher (see individual school addendum).
- Performance of concert music as assigned by the directors.
- Attendance at section rehearsals and orchestra rehearsals before and after school.
- Participation in string orchestra contests if music is appropriately learned.
- Participation in full orchestra rehearsals, performances, and contests (if available).
- Participation in musical theater rehearsals and performances for selected students (if available).
- Full participation in all performance activities, including approved travel.

Orchestra Rehearsal Guidelines

- Be seated with instrument, music, pencil, and supplies one minute after the tardy bell rings.
- Tune one's instrument per the director's procedures and time frame.
- Show good rehearsal etiquette by being a good team player—pay close attention to all instruction and mark your music when you receive instructions from the director(s).
- Remain on task at all times; do not talk or interrupt the focus of a rehearsal.
- Maintain proper posture at all times, which is important for all players.
- Fingernails must be trimmed to length needed as prescribed such as in the District's adopted beginners' book or teacher directive. Traditionally, the flesh of the fingertip must touch the fingerboard prior to the fingernail.
- Raise your hand and ask questions if you need more individual help.
- Leave large instrument cases in your locker during rehearsal and your backpacks at the side of the room.
- Do not leave purses, cell phones or other valuables unlocked in the orchestra room.
- No food, gum, or drink is allowed in the orchestra. We all take pride in keeping our orchestra room clean and organized.
- All instruments remain in cases with latches closed inside a locker when not in use.
- Lockers shall remain clean. Items other than instruments and music should not be kept in lockers. If such items are found in lockers, they will be removed.

- No food should be left in lockers.
- Disorderly behavior and abusive language will not be tolerated.
- Please be considerate of directors' requests for assistance and/or performance of tasks around the orchestra room.

Attendance

Listed below is additional information related to attendance at High School Orchestra functions:

- Section rehearsals shall be no more than one hour in length and no more than one in a seven-day period.
- Rehearsals shall be during the school day with the exception of section rehearsals, after school rehearsals for additional off-campus performances (i.e. All-State, All-Region, Midwest Clinic, Festival performances, etc.), and one rehearsal per week outside of the regular school day for concert organizations. Rehearsals outside of the regular school day for concert organizations shall not exceed two hours in length.
- Regularly scheduled sectionals, rehearsals, and concerts are curricular and have no academic eligibility requirements. Student members are expected to participate fully in all rehearsals regardless of eligibility.
- Students **MUST** participate fully in all performance activities of the group in which they are a member, including approved travel. After the school year begins, please do not schedule a family event or trip that conflicts with an orchestra function. Work or private lessons do not constitute an acceptable excuse from an orchestra function.

Grading Guidelines

Students must be committed to developing individual academic and musical skills and be disciplined with expectations to deadlines. An orchestra member's grade will be an average of the following:

Participation

- The student will receive a grade for each before and after school sectional and rehearsal during a grading period.
- The student will be on task and focused during all rehearsals.
- The student will have instrument, music, pencil, and supplies.
- The student will be prepared to play his/her part successfully or show progress requested.
- The student will mark music and take notes as needed.
- Attire will be considered as part of participation for events that require a specific attire.

Fundamentals and Skills

- The student will be expected to improve performance fundamentals.
- The student will be expected to participate in discussions of how to address fundamentals, skills and assessment of performance skills.
- The student will be evaluated for improvement of music fundamentals through daily observation during the skill-building part of each rehearsal and during sectionals.
- The student will be expected to demonstrate correct posture, left-hand position, bow hold and tone, breathing/ cueing, articulation, technique, vibrato, shifting, and attentiveness as monitored during rehearsals.
- The student will be expected to improve individual and ensemble music skills.

- The student's individual skill development will be evaluated through playing tests, written tests, and blended learning assignments.
- The student will be expected to develop a historical knowledge of the literature relative to his/her respective instrument.

Performance

- The student will receive a grade for each performance during a grading period.
- Performances will be counted as two major grades – one for concert etiquette and another for performance.
- The number of performances will be determined by the performance calendar.
- If no public performance occurs during a grading period, the performance grade will be based upon criteria determined by the director.

Audition Music

Audition music will be posted in the spring for all students to learn. The music will include a District etude for each instrument that will be the same for all students in the District. Additional material for each school and each orchestra, as well as additional auditions for leadership positions, will also be posted in the same locations or available from the students’ directors. The auditions may be video-recorded to assist the director. Students entering outside of the audition time-period will need to be evaluated on their performance and placed into an orchestra based on the technical skill of the individual, technical skill of the orchestra, balance needs of the school’s orchestra, and scheduling by counselors.

Orchestra Letter Awards

Letter Awards will be presented to orchestra students based on a point system for participation and service.

Activity	Points Awarded
Participation in the Orchestra program each year	2 points
Participation in a Varsity Orchestra each year	1 point
Qualifying to audition for Region Orchestra	1 point
Region Orchestra	2 points
Region Jazz Ensemble (Double Bass)	2 points
Area Orchestra Taping	4 points
All-State Band/Jazz/Orchestra	8 points
U.I.L. Solo (Division I)	2 points
U.I.L. Ensemble (Division I)	2 points
T.S.S.E.C. Solo (Division I)	4 points
T.S.S.E.C. Solo (Division II)	2 points
State Ensemble (Division I)	3 points
Performing in the school’s musical orchestra	2 points
Performing in the full orchestra or concert band	2 points ¹
Senior	10 points ²

15 points = Award Letter and eligibility to purchase Jacket/Blanket/Sweater

Eligibility Points

¹Points are awarded for participation in UIL Concert/Sight-reading Evaluation only.

²Points are awarded only to students who have not received a Letter Award by their senior year. They may not be used to receive a second Letter Award.

Students may earn no more than one Letter Award per year for participation in the Orchestra program.

A student may purchase only one jacket, sweater, or blanket for combined activities during his/her four years in high school.

Director Responsibilities

The Orchestra staff will enforce District awards rules and regulations, as well as determine when orchestra students will be fitted for Letter Jackets during the school year. It is each student's responsibility to keep track of points earned and notify the directors when he/she thinks that enough points have been earned to merit an award. The directors are responsible to verify that a student has earned enough points to qualify for the award and to communicate to the appropriate assistant principal that an award is warranted. Directors do not order Award Jackets for students.

SECTION 5 – HIGH SCHOOL THEATRE

Introduction

Theatre is a group activity that depends upon the collaborative work of many individuals. The actions of one person will have an effect, either positive or negative, on the entire group. For this reason, we have guidelines and procedures that everyone must follow so that each person may grow as an individual theatre artist and make a positive contribution to the entire group.

*The mission of the theatre, after all, is to change.
To raise the consciousness of people to their human possibilities.*

-Arthur Miller

*The word theatre comes from the Greeks. It means the seeing place.
It is the place people come to see the truth about life and the social situation.*

-Stella Adler

*School theatre is a place where students can become someone other than who they are on the way to
becoming who they will be.*

-Howard Sherman

Philosophy of Theatre Education

The study and performance of theatre is an opportunity that our young people truly need. It is not our goal as teachers to make professional artists of our students, but rather it is to enable them to enjoy fully the life-long benefits of making art. The skills learned in our school theatre program — self-discipline, increased self-esteem, group cooperation, commitment, responsibility to self and to a group, and teamwork — will be reflected in a successful adult life. Knowing that great performances are the fruits of a considerable investment in preparation, hard work, and lessons learned from failure, the opportunity to enjoy a new level of communication and self-expression is the goal for every theatre artist, young or old. Creativity is within us all, and theatre serves as the perfect vehicle for this journey in personal growth and in the development of knowledge and skills.

What you should expect from the Director

We the directors understand that your time is very valuable; therefore, we will communicate with you as far in advance as possible for any events, rehearsals, performances, and contests. We will communicate this with students and parents in a variety of ways. It will often be verbal; also, there is an online calendar accessible through the District website. We will do our best to construct the calendar so that major theatre events, such as performances, do not fall on school-sponsored events. Please keep in mind that performances take priority over a “practice” of any other activity. The regular production rehearsal schedule will be different. If or when conflicts arise, please understand the necessity of informing the directors well in advanced. This will give time to resolve or work around conflicts in a timely manner. In return, the directors pledge to you that we will do the same. We will also attempt to work around other campus activities but cannot guarantee that there will be no conflicts.

What the Parent brings to Theatre

Parents play an integral role in the success of our theatre program as well. Parents can be sure that everyone understands the expectations and important dates by reading through the theatre handbook, discussing it with your student, and reviewing it during the school year. Performance and rehearsal attendance is key to encouraging a student's success. Children enjoy showing off their talents by performing for parents and friends. Parents enjoy attending performances where they can notice improvement and admire their child's hard work knowing that their time and efforts are beneficial.

Parent Responsibilities

The involvement of theatre parents is crucial to student success and that of the theatre program. These suggestions to parents will help students be successful!

- Attend every performance to see your child's progress. (The theatre students love hearing parent applause!)
- Help your child arrive on time to all theatre performances, rehearsals and events.
- Pick up your child at the stated end of all theatre events.
- Volunteer and assist with theatre activities throughout the year.
- Regularly check our online calendar and reminders for announcements and updates.
- Take time to read this handbook and any theatre newsletters with your student(s) noting all events.
- Create a personal calendar, along with your child, that will help anticipate future events and avoid schedule problems.

Rehearsal Attendance

- The general schedule of rehearsal times, including a list of mandatory dates, will be made available prior to auditions. All dates are tentative and subject to change. Timely notification will be given for any changes.
- Rehearsal is a grade in a Theatre Production course. Missing rehearsal results in a missing grade that must be made up according the campus make up work policy.
- Students must arrive promptly for all rehearsals, workshops, crew calls, and performances.
- Students should arrange for transportation home when student duties are completed. Students that consistently fail to be picked up within 15 minutes of the end of rehearsal or performance may be removed from the production. FBISD Police may be called if students are not picked up within 30 minutes of the end of an activity.
- With advance notice, absences may be excused at the discretion of the director. Tutorials, appointments, notes from parents etc., are not an excuse for absence. Personal illness requiring medical attention, death in the family, or other serious problems will be considered as an excused absence. Students who are ill for more than three days will need to provide a doctor's note. If in doubt about the nature of an absence, the student should consult the director.
- Students who have an unexcused absence will be expected to make up missed time within one week of the absence. Failure to do so will result in a failing grade for that rehearsal.
- The director reserves the right to reassign students within the company based on attendance.
- Students who receive an unexcused absence from a performance will be considered for removal from the program.

Rehearsal Expectations

Rehearsals will be professional and productive. All company members must put in 100 percent during rehearsals for a production to be excellent. Here are some basic expectations to ensure the process runs smoothly:

- **You are expected to be at every rehearsal, dress rehearsal, and performance.** Being involved in a show is a COMMITMENT. Conflicts will be considered on a per case basis only.
- **Be early to rehearsals.** You want to give yourself time to let go of your day and prepare mentally and physically for a focused rehearsal. Feel free to warm up on your own and be prepared to begin rehearsal exactly on time.
- **Bring everything you need and dress appropriately.** Bring scripts, pencils, rehearsal shoes/clothes/hairbands, water, and something on which to take notes.
- **Rehearsals are CLOSED to visitors.** Permission may be granted on a case-by-case basis.
- **Be a part of the ensemble.** A strong production means everyone has to put in full effort. Do not hold back during read-throughs, warm-ups, blocking, working etc. This is the time to *experiment*.
- **Stay in the rehearsal room.** If you need to leave the room for any reason, make sure you inform the stage manager as to your whereabouts.
- **Casual and excessive talking is not allowed during the rehearsal.** If the company is on a break, you may talk outside of the rehearsal space. Others may be working while on break and we need to keep a focused space.
- **Be off-book by the required deadline.** No excuses.
- **Do your Actors homework.** Actor homework is *crucial* to a performance. Even though you may not be asked to hand anything in, we can tell if you have done it or not when you perform.
- **Actors waiting to work are strongly urged to use their time productively.** Memorize lines, review blocking, or read materials related to the production.
- **Be helpful.** If you see someone trying to set the stage or clear the stage, jump up and help. If you have offered to bring something from home for a production, BRING IT.
- **Be patient.** Be patient with yourself, with fellow actors, with technicians, with your directors. Producing a show can be very trying. During a rehearsal, it is NOT appropriate to call out suggestions from the stage or audience! Directors will solicit suggestions.
- **Notes!** You should develop a trust with your director and understand that their job is to be the eyes of the production. Please accept each note with a “thank you” and write it down. Appropriate and respectful behavior is expected during notes sessions.
- **Do not give other actors notes.** It is *unprofessional* and *unacceptable* to criticize or offer suggestions about a fellow actors’ performance *at any time!*
- **Everyone helps strike.** Every student involved in a production is required to help strike the show at the appointed time. If we do not take care of what we have, we will not be able to use it again!
- **Stay Hydrated and take care of yourself.** Water is always encouraged at rehearsals... please no food or other drinks except in appropriate areas and appropriate times.
- **Recording Devices** – filming of any kind is not permitted during classes or rehearsals without approval of the directors and those being filmed.
- **Drugs, Alcohol, and Tobacco are strictly prohibited.** Any student found with prohibited substances on their person or under the influence will be removed from rehearsal. Any

violation may cause you to be removed from a production, activity, or privilege associated with the Theatre Department. Campus administration will be informed and proceed with disciplinary action.

Theatre Etiquette

When you enter the theater, you agree to the following things:

- You agree to be on time. Theatre happens in the moment. It is LIVE. You cannot rewind it. Arriving 20 minutes before show time is the standard rule.
- If you are late, you agree to wait until a break in the action on stage to be seated. Finding your seat after the show has begun causes a disruption, which not only distracts those in the audience, but those who are performing on stage as well.
- You agree to look your best. Show respect for the work by looking nice and neat. Hats should never be worn in the theatre.
- You agree to use the restroom before the show starts to avoid getting up and disrupting the performance while it is happening.
- You agree not to talk or whisper during the show. Whispering distracts those around you, even the actors. In addition, you might miss something!
- You agree not to talk to the actors while they are performing. Again, this is a live performance and the actors are concentrating on giving you the best performance possible.
You agree to participate. This includes laughing at appropriate times, clapping in appreciation for the things and actors you like, and doing other things when invited by the actors to do so. It also means paying attention to what is going on by listening and watching closely.
- You agree to turn off all cell phones, watches, game boys and other gadgets that may make noise or light during the show. No headphones either! These can be just as disruptive as talking!
- You agree not to take pictures or use recording devices of any kind during the show. The material performed on stage is copyrighted material, and therefore protected under copyright law from reproduction of any kind without written permission.
- You agree not to eat or drink anything while the show is going on. Candy wrappers make more noise than you think during a quiet moment on stage and the noise is very distracting to other audience members.
- You agree to keep your hands to yourself. Touching other people during the show is distracting and may lead to talking.
- You agree to keep your feet on the floor. Please be courteous and respectful of your surroundings.
- Finally, you agree to give the actors a full curtain call. A curtain call is the actors' final bow at the end of the performance. It is your opportunity to show your appreciation for what they have shared with you. Please wait until all the actors have taken their final bow before exiting the theater.

Costumes, Props, and Other Equipment

- Students are responsible for the care of all costumes, props, or any other equipment that has been assigned.
- Students are responsible for all personal items that they bring into the theater (i.e. electronics, makeup, clothing, etc.).
- Items in need of repair must be reported to the appropriate technician before the end of the rehearsal session.
- All equipment must be turned into the assigned technician in a timely manner.

- Guests may be greeted in the lobby only after costumes have been removed and all equipment checked in.
- Good hygiene must be observed before putting on costumes. Body spray and perfume are not a substitute for cleanliness and deodorant.
- All props must be returned to the prop table after use.

Scene Shop and Tech Booth Safety Rules

- Think before you use any tool or perform any task.
- Ask a director to approve all work.
- Ask if you are ever unsure.
- Know the location of the telephone, fire extinguisher, and first aid kit.
- Wear closed toe shoes. (Keep them here if you need to.)
- Avoid loose fitting clothing, wearing jewelry and tie back long hair. Roll long sleeves above the elbow.
- Wear safety glasses when operating power tools.
- Keep the floor and workspace clean and free of obstructions.
- Use the proper tool for the proper job.
- If scenic, lighting, or equipment materials get out of control and begin to fall, let them fall and call out a warning (“HEADS”).
- Ask for help when carrying heavy or unwieldy objects. Communicate with that person about where you are trying to go.
- Report ALL injuries to one of your directors, no matter how small.
- Report any tools and equipment that does not seem to be working properly.
- No food or drinks in the shop. Bottled water in the auditorium only.
Obtain permission from the director before using any power tool.
- Never use a tool you are not trained to use.
- Clean up each project at the end of the workday.
- A clean shop is a safer shop.
- Only tech personnel may be in the booth during rehearsals, technical rehearsals, and performances.

Directors have the right to remove any student from a show due to lack of commitment or professionalism.

Theatre Productions Course Placement

- Students must apply, audition and be accepted to high school Theatre Production classes. The decision for admittance to the course is based on the campus directors’ criteria for acceptance and may include completion of prior theatre courses, participation in previous campus productions, dependability, work ethic, etc. Directors have the final call on accepting students to this special class.
- Students accepted to the Theatre Productions course are expected to participate fully in the campus theatre arts program including after school rehearsals and performances. Students not cast as performers in a play are expected to support the production in crew capacity.
- Ineligible students may still be required to attend rehearsals and support the production in a crew capacity but will not be able to participate in performances as a performer or crewmember.
- Students not meeting course expectations may be considered for removal if campus policies and master schedule allow.

Play Auditions/Casting

- There is never a guarantee of casting for anyone.
- Casting decisions will be made by the directors and is solely their decision.
- Casting decisions will not be discussed and feedback on auditions can be requested on an individual basis.
- Students auditioning for a play should be prepared to accept any role offered.
- A final note on casting: To prepare students for the high school and outside theatre opportunities, our casting procedures in the theatre department mirror casting procedures in the professional world. Please understand that casting is difficult and done very carefully. Success in this career depends upon the ability to not take casting decisions personally (no small accomplishment), to always do your best and show the most professional side of yourself at all times.

International Thespian Society Information

Why Become a Thespian?

Thespians receive the highest recognition due those who have demonstrated commitment and excellence in their school's theatre program – membership in the world's largest theatre honor society. Thespians enjoy the sense of belonging and recognition inherent in being inducted into an honor society. Thespian membership encourages students to practice their craft and to grow as a person. The skills that they learn from a quality theatre arts education – creativity, self-confidence, leadership, communication, interpersonal skills as well as specific theatre skills – will benefit them in their school days and beyond. Thespians are eligible for scholarships on the State and International levels, have the opportunities to attend International Festival and State conferences, and may hold leadership positions by serving on their State student boards or as one of our International Thespian Officers. The organization is known internationally, and colleges will recognize it on applications. If you end up staying in theatre, this could be an important networking tool for you.

Thespian Admission Requirements

1. Earn 10 Thespian points by participation in theatre department activities (see **Thespian Point System**).
2. Be involved as a cast or crew member in **two** campus productions.
3. Pay a \$35.00 *lifetime* membership fee.
4. Participate in the optional orientation process for Our Troupe.
5. Participate in the Candlelight Induction ceremony.

Membership Fee: \$35.00 (Includes a one-year subscription to *Dramatics Magazine*)

Graduation Cord Fee: \$22.00

Awards

Awards will be presented to theatre students based on a point system for completion of participation and service throughout tenure in the theatre department program. Points will be awarded based on the recommended International Thespian Point System. Students must earn 40 points for a student to receive an Award Letter and to be eligible to purchase a letter jacket. Students advancing the state level in the UIL One-Act Play or Theatrical Design contests are automatically eligible to receive an Award Letter and may purchase a jacket. A student may receive only one major award for combined activities during the student's four years in high school. A student may not receive two letter awards in the same year for participation in theatre activities.

<u>Category</u>	<u>Position/work done</u>	<u>One Act</u>	<u>Full Length</u>	<u>Category</u>	<u>Position/work done</u>	<u>One Act</u>	<u>Full Length</u>	
Acting	Major role	4	8	Directing	Director	4	8	
	Minor role	3	5		Assistant director	3	6	
	Walk-on	1	2		Vocal director	3	6	
	Chorus	1	3		Video producer/director	3	4	
	Dancer	1	3		Assistant vocal director	2	5	
	Understudy	1	2		Orchestra or band director	3	6	
Production	Stage manager	4	8		Assistant orchestra or band director	2	5	
	Stage crew	2	4		Choreographer	4	7	
	Lighting technician	3	6		Assistant choreographer	3	5	
	Lighting crew	2	3		Writing	Original play (produced)	5	8
	Set designer	4	5			Original radio script (produced)	4	6
	Set construction crew	3	5			Original TV script (produced)	4	6
	Costumer	3	6			Original play (unproduced)	1	2
	Costume crew	2	5	Original radio script (unproduced)		.5	1.5	
	Properties manager	3	5	Original TV script (unproduced)		.5	1.5	
	Properties crew	2	3	Miscellaneous	Oral interpretation		2	
	Sound technician	3	5		Duet acting scenes		2	
	Sound crew	2	3		Participation in theatre festival or contest		3	
	Video editor	1.5	2		Attending theatre festival		1/day	
	Video crew	1.5	3		Assembly program		1	
	Makeup manager	3	5	Advocacy	Participation in advocacy event		1/day	
	Rehearsal prompter	2	4		Local advocacy work		.1/hour	
	Pianist	3	6	Officers	President		6	
Musicians	2	3	Vice president, treasurer, or web editor			4		
Business	Business manager	4	6		Secretary/clerk		5	
	Business crew	2	4		International Thespian Officer (ITO)		10	
	Publicity manager	3	5		State Thespian Officer (STO)		8	
	Publicity crew	2	3	Audience	Troupe directors may award points at the hourly rate for attending productions, or they may award .5 point for attending <i>and</i> writing a critique or report reflecting the educational value of the experience.			
	Ticket manager	2	4					
	Ticket crew	1	3					
	House manager	2	4					
	House crew	1	2					
	Ushers	1	2					
	Programs	1	3					
Program crew	1	2						

SECTION 6 – MIDDLE SCHOOL BAND

Overview

Students who begin the Middle School Band program in the sixth grade can look forward to a comprehensive, sequential music education that will take them through the twelfth grade. Our beginning band program emphasizes a thorough foundation in individual performance fundamentals. In seventh and eighth grade, students have the opportunity to perform in full bands with emphasis placed on developing ensemble concepts while furthering individual skills. Once students reach the high school level, he/she will have the opportunity to participate in a wider range of performing ensembles including marching band, as well as individual, community, and national performances.

The students and directors have established a tradition of excellence. With your help and support, we look forward to continuing this tradition of educational distinction in music. At the end of this handbook are a Handbook Signature Form and an Emergency Contact Form to be completed and returned to your director(s). If you have questions regarding the Middle School Band guidelines or information contained in this handbook, please feel free to call or email any of the directors.

Philosophy of the Middle School Band Program

The success of the Middle School Band program centers on pride, commitment to tasks, and the willingness to work hard to achieve a common goal. We do not expect every student in the program to become a virtuoso musician. We do, however, expect every student establish both short and long term goals for improvement on his/her instrument, to exhibit mature, responsible attitudes and actions at all times, and be willing to contribute to lots of hard work for the benefit of all.

The Band program exists to provide an excellent music education for the students. This is achieved through individual study and varied performances throughout the year, supporting a curriculum, which places an emphasis on comprehensive musicianship. The skills that students acquire in these activities are directly related to skills necessary for auditions, presentations, and interviews in other career fields.

Social skills also are developed in the Band program. Participation in Band enables the students to form close friendships within the school through their collaborative efforts and the opportunity to work with their peers as part of a team. As a member of the Band program, students make long-lasting friendships and develop a sense of camaraderie that is unique to our organization. Organizational goals are clearly established, and the students depend heavily on each other to achieve them. As a result, the concepts of responsibility, teamwork, and good citizenship will develop as each student experiences the world of music.

The ultimate goal of the program is to produce students who are knowledgeable about music, can perform successfully and with confidence, can operate within a structured framework, and can work to develop the skills necessary to become a strong individual. We want to make better people through music.

Each year is a new challenge – new combinations of personalities and talent, new audiences, new music, and new members. By accepting membership in the Band, students agree to perform to the best of their abilities and work together with the Band staff to make this year's Band the finest musical organization that our combined efforts can produce.

Individual Expectations

Varsity Band

- Prepare tryout music and audition for the All-Region Band in the fall semester.
- Demonstrate proficiency on 12 Major Scales & Chromatic Scale.

- Prepare and perform a Solo at Solo & Ensemble Contest in the spring semester.
- Perform concert music throughout the year.
- Attend all section rehearsals and/or full band rehearsals before or after school.
- Perform at UIL Concert & Sight-reading Evaluation.
- Perform at various Ensemble Concerts, Competitions, & Festivals.
- Remain academically eligible throughout the school year.
- Participate in Pep Band.

Non-Varsity Band

- Prepare tryout music and audition for the All-Region Band during the fall semester (Director's discretion).
- Demonstrate proficiency on 8-12 Major Scales & Chromatic Scale.
- Prepare and perform a Solo at Solo & Ensemble Contest in the spring semester.
- Perform concert music throughout the year.
- Attend all section rehearsals and/or full band rehearsals before or after school.
- Perform at UIL Concert & Sight-reading Evaluation.
- Perform at various Ensemble Concerts, Competitions, & Festivals.
- Remain academically eligible throughout the school year.
- Participate in Pep Band (Director's discretion).

Sub-Non-Varsity Band

- Demonstrate proficiency on 7 Major Scales & Chromatic Scale.
- Prepare and perform a Solo at Solo & Ensemble Contest in the Spring Semester.
- Perform concert music throughout the year.
- Attend all section rehearsals and/or full band rehearsals before or after school.
- Perform at UIL Concert & Sight-reading Evaluation (Director's discretion).
- Perform at various Ensemble Concerts, Competitions, & Festivals.
- Participate in Pep Band.

Beginning Band

- Demonstrate proficiency on 7 Major Scales & Chromatic Scale.
- Percussionists demonstrate proficiency at 26 rudiments and perform in a percussion ensemble.
- Demonstrate theory comprehension through Assignments/Tests.
- Attend all rehearsals before or after school.
- Remain academically eligible throughout the school year.
- Perform at all Concerts and Festivals.

Rehearsal Guidelines

- Be seated with instrument, music, pencil, and supplies one minute after the tardy bell rings.
- Show good rehearsal etiquette by being a good team player – study your part quietly while the director works with another section. Remain on task at all times; do not talk or interrupt the focus of rehearsal.
- Maintain proper posture when playing your instrument.
- Raise your hand to request permission to speak or gain assistance.
- Follow all learned procedures such as placement of backpacks, case, supplies, etc.
- No food, gum, or drink is allowed in the Band Hall. We take pride in keeping our Band Hall clean and organized.
- All instruments remain in cases with latches closed; when not in use, instruments remain locked inside the assigned locker.
- Only Band members are allowed in the Band Hall facilities.

- Band students are only allowed in the Band Hall when a Director is present.

Before and After School Rehearsals

Students in the performing ensembles will have one weekly section rehearsal with their Band's section. Students are expected to be punctual and be prepared. Section rehearsals provide the students the individual and small group specialized instruction they cannot receive during full band rehearsal. The goal of a section rehearsal is to strengthen individual fundamentals and increase the skill and performance abilities of the section in a small group setting. Students will earn a daily and major grade during most sectionals; therefore, attendance is imperative. It is impossible to "make up" instruction if sectionals are missed. The time spent learning skills taught during a specific time with specific instruments cannot be recreated.

All students will have occasional full band rehearsals throughout the school year that are outside the school day. These rehearsals occur when guest clinicians are visiting or in preparation for upcoming concerts and contests. Most dates can be found on the Band calendar; however, rehearsals may be added on an as needed basis. Notice of these rehearsals will be given well in advance by the directors to avoid potential conflicts.

Practice Guidelines

It is important to develop consistent practice habits. Home practice is expected and required. The physical demands and muscle memory of producing a *quality* sound, playing with clean technical accuracy, and the reading of music notation will be strengthened over time only through *consistent, daily practice*. No instrument should spend the night in the Band Hall! Parent support and guidance are the key factors in establishing a regular practice schedule. The most effective home practice is based on the following:

1. Set daily, weekly, and monthly GOALS.
2. 20-30 minutes of QUALITY practice time daily.
3. Parent/student mutually agreed daily practice time.
4. Parent/student mutually agreed special practice area in your home.
5. Positive reinforcement from parents and siblings.

All-Region Band

The All-Region Band auditions are an individual competition in which the students in the District compete for membership in a highly select musical ensemble. By learning the scales and prepared music, each student gains audition experience and advanced musical skills. Students who are fortunate enough to earn membership in one of the All-Region Bands will participate in rehearsals and a special concert with a guest conductor. Students participating must reach an acceptable performance level determined by the director – "Region Ready". Varsity Band members and students studying privately are expected to become "Region Ready" and audition each year. All-Region Band auditions typically are the first weekend of November on Friday/Saturday. Students earning placement in one of the bands perform under a guest conductor typically two weekends after the audition. Students placing in these bands are required to attend the Region Band rehearsals and concert on the Friday and Saturday of this weekend.

All-Region Bands are similar to creating an "All Star Team" of young musicians:

- All-Region Symphonic Band – Advanced Level (mostly 8th grade students)
- All-Region Concert I Band – Advanced/Intermediate (mix of 8th and 7th grade players)
- All-Region Concert II Band - Advanced/Intermediate (mix of 8th and 7th grade players)

Solo & Ensemble

This event is a very important part of the student's musical education. The experience of playing a solo or in a small ensemble is much different from playing in a band. It gives the student an opportunity to do individual work on a solo and work with a small group of students (trio, quartet, and quintet) for ensembles. This contest increases the students' musical knowledge and skill, and develops self-confidence, persistence, and teamwork. UIL Solo & Ensemble Contest typically is held the third weekend in February.

SECTION 7 – MIDDLE SCHOOL CHOIR

Introduction

Choir is a group activity that depends upon the collaborative work of many individuals. The actions of one person will have an effect, either positive or negative, on the entire group. For this reason, we have guidelines and procedures that everyone must follow so that each person may grow as an individual musician and make a positive contribution to the entire group.

Music happens to be an art form that transcends language.

-Herbie Hancock

*If I were not a physicist, I would probably be a musician. I often think in music.
I live my daydreams in music. I see my life in terms of music.*

-Albert Einstein

*There is no such thing as a difficult piece of music. A piece is either impossible or easy.
The process whereby it migrates from one category to the other is known as practicing.*

-Sir Yehudi Menuhin

Philosophy of Music Education

We affirm the power of singing to be a heart-opening experience for both performers and audience. We believe that the connections made among members of their choir can be long-term friendships and sources of support. We maintain that outstanding musical experiences during student years provide the basis for a life-long appreciation of music. The skills learned in our school choir program — self-discipline, increased self-esteem, group cooperation, commitment, responsibility to self and to a group, and teamwork — will be reflected in a successful adult life.

Required Daily Classroom Materials

- Choir three-ring binder;
- Pencil with an eraser;
- Music (provided in class); and
- Additional supplies as requested by the director.

The music students receive in class are kept in a three-ring binder. Students are required to keep this binder in good condition, as it may be used for performance onstage and will be used for future school years. In addition, the choir binder is a home for music that is loaned to the student. Writing, stapling, coloring, painting, drawing, and other things considered hazardous to be binder are not permitted. All markings on music must be made in pencil (erasable pens are unacceptable).

What you should expect from the Director

We the directors understand that your time is very valuable; therefore, we will communicate with you as far in advance as possible for any events, rehearsals, performances, and contest. We will communicate this with students and parents in a variety of ways. It will often be verbal; also, there is an online calendar accessible through the District website. We will do our best to construct the calendar so that major choir events, such as concerts, do not fall on school-sponsored events. For all choirs, we will develop a schedule for rehearsals that will minimize or even eliminate conflicts with before and after school athletic practices, as well as game days. However, please keep in mind that performances take priority over a “practice” of

any other activity. The rehearsal schedules each choir may be different. If or when conflicts arise, please understand the necessity of informing the directors well in advanced. This will give time to resolve or work around conflicts in a timely manner. In return, the directors pledge to you that we will do the same. We will also attempt to work around other campus activities but cannot guarantee that there will be no conflicts.

What the Parent brings to Choir

Parents play an integral role in the success of our choral program as well. Parents can be sure that everyone understands the expectations and important dates by reading through the choir handbook, discussing it with the choir member, and reviewing it during the school year. Concert attendance is key to encouraging a student's success. Students enjoy showing off their musical skills by performing for parents and friends. Parents enjoy listening to improving musical performances where they can notice improvement and admire their student's hard work knowing that their investment in quality instruction and private lessons is beneficial.

Parent Responsibilities

The involvement of choir parents is crucial to student success and that of the choir program. These suggestions to parents will help students be successful!

- Attend every concert to see your student's progress. (The choir loves hearing parent applause!)
- Help your student find a quiet space in the house where they can practice every day for an uninterrupted period (typically 30 minutes a day).
- Help make sure your student has the appropriate concert attire for performances.
- Help your student arrive on time to all choir concerts and events.
- Pick up your student at the stated end of all choir events.
- Encourage your student with daily at-home practice.
- Volunteer and assist with choir activities throughout the year.
- Regularly check our online calendar and reminders for announcements and updates.
- Take time to read this handbook and any choir newsletters with your student(s) noting all events.
- Create a personal calendar, along with your student, that will help anticipate future events and avoid schedule problems.

What is expected of Choir Students

Behavior and Attitude Expectations

Participating in District Middle School Choir programs requires a high level of commitment and dedication from all participants. Choir members will follow these guidelines:

- They will show respect for one another by putting others first.
- They will think of themselves as artists and not only as students.
- They will avoid horseplay, gossip, and unnecessary socializing. Inappropriate social media groups regarding the choir members and/or directors will not be tolerated.
- They will carry themselves with pride, as representative of the choir program, by showing respect for their school and families that they represent and for one another socially and musically.
- They will arrive to choir with spirits calmed and ready to make music. Low energy and apathy are not allowed in choir!
- They will think positively and support their fellow choir members.
- They will not bring food, candy, gum, or beverages into our classroom to keep the room clean and safe.
- They will listen and respect all directors or whomever is in front of the class.

- They will not use cell phones during rehearsals.
- They will wear the correct concert attire to performances.
- They will not talk during concerts or use cell phones during concerts.

Classroom Rules

Classroom rules include:

- Follow instructions the first time they are given.
- Follow all learned procedures (see rehearsal procedure below).
- Bring your music, pencil and all necessary materials to class.
- Respect yourself and your property, as well as others and their property.
- Non-Choir students are NOT allowed in the choir room(s) or choir storage room(s).
- No food, gum, candy, or drink (except water) is allowed in the choir room.
- Do not leave valuables, cell phones, tablets, etc., unattended in the choir room.

Rehearsal Procedure

- Be in the choir room before the tardy bell rings.
- Be seated and ready to sing with music, pencil, and supplies at your seat by the tardy bell.
- Have good rehearsal etiquette by being a good team player – study your part quietly while the director works with other sections.
- Remain on task at all times; do not talk or interrupt the focus of the rehearsal.
- Maintain proper posture when singing.
- Be intent on improving your performance skills.
- Raise your hand and ask questions when needed.

Additional Expectations for Seventh and Eighth Grade Choir Students

Students will:

- Attend extra rehearsals as assigned.
- Demonstrate comprehension of basic music theory through performance and exams.
- Practice daily.
- Perform at UIL Concert/Sight-Reading Evaluation.
- Perform at various other festivals and performances.
- Communicate any potential excused absences in a timely manner and well in advance of the event, so conflicts may be resolved. Written communication and documentation is needed for absences at a required event.
- Maintain eligibility by passing all subjects.

Students are encouraged to:

- Audition for the All Region Choir.
- Perform at the UIL Solo and Ensemble Contest.
- Study with a private voice teacher.
- Participate in all choir fundraisers.

Additional Expectations for Sixth Grade Choir Students

Students will:

- Attend any assigned extra rehearsals.
- Demonstrate comprehension of basic music theory through performance and written exams.
- Practice daily.
- Perform at various other festivals and performances.
- Perform at District 6th Grade Choir Festival.

- Communicate any potential excused absences in a timely manner and well in advance of the event so that conflicts may be resolved. Written communication and documentation is needed for absences at a required event.

Students are encouraged to:

- Study with a private voice teacher.
- Participate in all choir fundraisers.

Consequences for Not Meeting Expectations

- Private conversation.
- Parent contact/conference.
- Lowering the grade for an unexcused absence at a required event.
- Suspension from participation in the activities of the organization (as stated above).
- Discipline referral.
- Removal from the choir program.

Practicing Guidelines

The keys to progress as a vocalist include teacher instruction and independent practice through repetition of the instruction by the student. The most common hindrances from steady progress are lack of student practice, student practice with improper technique/posture, and insufficient repetitions. It takes some students more repetitions than others to master certain technical skills. Meaningful home practice is essential to the student's continued progress in choir. Practice at home is so important, that it is a consideration for future choir placement.

Tips for Successful Home Practice

- Practice in a quiet place.
- Practice at the same time each day to create a routine.
- Some students may want to break up their practice time into smaller segments to help busy schedules/fatigue.
- Isolate sections of music that are difficult and carefully practice them. Use techniques discussed in class for efficient practicing. Thoughtlessly singing pieces repeatedly does not accomplish the goals and may in fact be harmful to your growth as a musician.

Concert Etiquette

During choir concerts, students will watch and listen to other choirs perform; therefore, correct concert behavior is an expectation, and will influence the final concert grade. The following are some guidelines for general concert attendance for audience members:

1. Enter and exit your seat only between selections. If possible, wait until the audience is applauding before moving. The only exception is if you need to remove a restless or crying child.
2. Do not talk during a performance. It is inconsiderate of the performers onstage and distracts fellow audience members.
3. Please turn cell phones off (not just on silent or vibrate). Many concerts recorded or have advanced amplification equipment, and cell phone signals could interfere or create feedback.
4. Food and drink are not permitted in performances.
5. It is customary to applaud when the conductor first comes to the stage. S/he will bow to acknowledge the applause and the concert will begin.
6. Some pieces of music are broken down into parts called "movements". In between these movements, the music will stop for a few seconds. Do not applaud until the conductor has dropped his/her hands and turned to acknowledge the audience.

Whistling, yelling, or screaming is not appropriate for a school music concert.

SECTION 8 – MIDDLE SCHOOL ORCHESTRA

Introduction

Orchestra is a group activity that depends upon the collaborative work of many individuals. The actions of one person will have an effect, either positive or negative, on the entire group. For this reason, we have guidelines and procedures that everyone must follow so that each person may grow as an individual musician and make a positive contribution to the entire group.

Music happens to be an art form that transcends language.

-Herbie Hancock

*If I were not a physicist, I would probably be a musician.
I often think in music. I live my daydreams in music. I see my life in terms of music.*

-Albert Einstein

*There is no such thing as a difficult piece of music. A piece is either impossible or easy.
The process whereby it migrates from one category to the other is known as practicing.*

-Sir Yehudi Menuhin

Philosophy of Music Education

The study and performance of music is an opportunity that our young people truly need. It is not our goal as teachers to make professional musicians of our students, but rather it is to enable them to enjoy fully the life-long benefits of making music. The skills learned in our school orchestra program — self-discipline, increased self-esteem, group cooperation, commitment, responsibility to self and to a group, and teamwork — will be reflected in a successful adult life. Knowing that great performances are the fruits of a considerable investment in preparation, hard work, and lessons learned from failure, the opportunity to enjoy a new level of communication and self-expression is the goal for every musician, young or old. Creativity is within us all, and the language of music serves as the perfect vehicle for this journey in personal growth and in the development of knowledge and skills.

What you should expect from the Director

We the directors understand that your time is very valuable; therefore, we will communicate with you as far in advance as possible for any events, rehearsals, performances, and contest. We will communicate this with students and parents in a variety of ways. It will often be verbal; also, there is an online calendar accessible through the District website. We will do our best to construct the calendar so that major orchestra events, such as concerts, do not fall on school-sponsored events. For the varsity, non-varsity, and sub-non-varsity orchestras, we will develop a schedule for section rehearsals that will minimize or even eliminate conflicts with before and after school athletic practices, as well as game days. However, please keep in mind that performances take priority over a “practice” of any other activity. The sectional schedules for the varsity, non-varsity, and sub-non-varsity orchestras will be different. If or when conflicts arise, please understand the necessity of informing the directors well in advanced. This will give time to resolve or work around conflicts in a timely manner. In return, the directors pledge to you that we will do the same. We will also attempt to work around other campus activities but cannot guarantee that there will be no conflicts.

What the Parent brings to Orchestra

Parents play an integral role in the success of our orchestral program as well. Parents can be sure that everyone understands the expectations and important dates by reading through the orchestra handbook, discussing it with the orchestra member, and reviewing it during the school year. Concert attendance is key to encouraging a student's success. Children enjoy showing off their musical skills by performing for parents and friends. Parents enjoy listening to improving musical performances where they can notice improvement and admire their child's hard work knowing that their investment in quality instruments and private lessons is beneficial.

Parent Responsibilities

The involvement of orchestra parents is crucial to student success and that of the orchestra program. These suggestions to parents will help students be successful!

- Attend every concert to see your child's progress. (The orchestra loves hearing parent applause!)
- Help your child find a quiet space in the house where they can practice every day for an uninterrupted period (typically 30 minutes a day).
- Help make sure your child has the appropriate concert attire for performances.
- Help your child arrive on time to all orchestra concerts and events.
- Pick up your child at the stated end of all orchestra events.
- Encourage your child with daily at-home practice.
- Volunteer and assist with orchestra activities throughout the year.
- Regularly check our online calendar and reminders for announcements and updates.
- Help your child care for their instrument. Strings may need replacement; a bow may need to be re-haired; etc. Quality instruments make string playing more successful!
- Take time to read this handbook and any orchestra newsletters with your student(s) noting all events.
- Create a personal calendar, along with your child, that will help anticipate future events and avoid schedule problems.

What is expected of Orchestra Students

Behavior and Attitude Expectations

Participating in District Middle School orchestra programs requires a high level of commitment and dedication from all participants. Orchestra members will follow these guidelines:

- They will show respect for one another by putting others first.
- They will think of themselves as artists and not only as students.
- They will avoid horseplay, gossip, and unnecessary socializing. Inappropriate social media groups regarding the orchestra members and/or directors will not be tolerated.
- They will carry themselves with pride, as representative of the orchestra program, by showing respect for their school and families that they represent and for one another socially and musically.
- They arrive to orchestra with spirits calmed and ready to make music. Low energy and apathy are not allowed in orchestra!
- They think positively and support their fellow orchestra members.
- They do not bring food, candy, gum, or beverages into our classroom to keep the room clean and safe.
- They keep valuable instruments clean and safe.
- They listen and respect the directors/conductors, or whomever is on the podium always.
- They do not use cell phones during rehearsals and/or sectionals.

- They will wear the correct concert attire to performances.
They do not talk during concerts or use cell phones during concerts.

Classroom Rules

- Follow instructions the first time they are given.
- Follow all learned procedures (see rehearsal procedure below).
- Bring your instrument, music, accessories, and all necessary materials to class.
- Respect yourself and your property, as well as others and their property.
- Non-orchestra students are NOT allowed in the orchestra room(s) or orchestra storage room(s).
- No food, gum, candy, or drink (except water) is allowed in the orchestra room.
- Do not leave valuables, cell phones, tablets, etc., unattended in the orchestra room.
- All students will adhere to the FBISD Code of Conduct.

Rehearsal Procedure

- Be in the orchestra room or storage room before the tardy bell rings.
- Be seated and ready to play with instrument, music, pencil, and supplies one minute after the tardy bell rings.
- Have good rehearsal etiquette by being a good team player – study your part quietly while the director works with other sections.
- Remain on task at all times; do not talk or interrupt the focus of the rehearsal.
- Maintain proper posture when playing.
- Be intent on improving your performance skills.
- Raise your hand and ask questions when needed.

Additional Expectations for Varsity, Non-Varsity and Sub-Non-Varsity Students

Students will:

- Demonstrate proficiency on region scales.
- Attend weekly sectional rehearsals.
- Attend any before or after school rehearsals.
- Demonstrate comprehension of basic music theory through performance and exams.
- Practice daily.
- Perform at the UIL Concert/Sight-reading Contest.
- Perform at various other festivals and performances.
- Communicate any potential excused absences in a timely manner and well in advance of the event so that conflicts may be resolved. Written communication and documentation is needed for absences at a required event.
- Maintain eligibility by passing all subjects.
- Maintain instruments in a good working order at all times.

Students are encouraged to:

- Audition for the All Region orchestra.
- Perform at the UIL Solo and Ensemble Contest.
- Study with a private lesson teacher.
- Participate in the fundraiser.

Additional Expectations for Beginner Orchestra Students

Students will:

- Demonstrate proficiency on scales.
- Attend any after school rehearsal.
Demonstrate comprehension of basic music theory through performance and written exams.
- Practice daily.
- Perform at various other festivals and performances.
- Communicate any potential excused absences in a timely manner and well in advance of the event so that conflicts may be resolved. Written communication and documentation is needed for absences at a required event.
- Maintain instruments in a good working order at all times.

Students are encouraged to:

- Study with a private lesson teacher.
- Participate in the fundraiser.
- Perform at the Beginner Solo and Ensemble Contest.

Consequences for Not Meeting Expectations

- Private conversation.
- Parent contact/conference.
- Lowering the grade for an unexcused absence at a required event.
- Suspension from participation in the extracurricular activities of the organization (as stated above).
- Discipline referral.
- Removal from the orchestra program.

Practicing Guidelines

The keys to progress on a musical instrument include teacher instruction and independent practice through repetition of the instruction by the student. The most common hindrances from steady progress are lack of student practice, student practice with improper technique/posture, and insufficient repetitions. It takes some students more repetitions than others to master certain technical skills. Students are expected to take their instrument home each day. Meaningful home practice is essential to the student's continued progress in orchestra. The practice of home practice is so important, that it is a consideration for future orchestra placement.

Tips for Successful Home Practice

- Practice in a quiet place.
- Practice at the same time each day to create a routine.
- Some students may want to break up their practice time into smaller segments to help busy schedules/fatigue.
- Isolate sections of music that are difficult and carefully practice them. Use practice techniques discussed in class for efficient practicing. Playing pieces repeatedly does not accomplish the goals and may in fact be harmful to your growth as a musician. Using a metronome at a slower tempo and gradually increase in speed is very useful in many practice situations.

Required Classroom Materials Daily Classroom Materials and Fingernails

- Instrument and bow, in proper playing condition*, as well as required accessories (see below).
- Pencil with an eraser.
- Orchestra binder/folder.
- All assigned music, in your binder/folder.

- All students must keep their fingernails trimmed and no artificial nails. This is to allow for proper playing position of the hand and to prevent damage to the instruments.
- * Proper playing condition also means that strings for Violin and Viola should be changed at least every six months to maintain the instrument's best sound.

Student-Provided Instrument Accessories

- Rosin
- Tuner and metronome.
- Shoulder rest for violin and viola (required for all students unless permission is obtained).
- Clean, soft cloth to clean off rosin (please leave in case).
- Violin and viola students should always keep a spare set of strings in their case.
- Endpin anchor/rest for cello and bass.

Instrument Storage

- While at school, all instruments must remain in the orchestra room and in the case with the case securely closed when not in use.
- All students are required to have their name on a nametag attached to their instrument case.

Recommended Beginner Instrument and Supply List

The quality of a student instrument can adversely affect student success. Poor quality instruments can lead to poor student performance. Therefore, the instruments on this list have proved to be of good quality and durability for beginning orchestra students. Please DO NOT purchase an instrument without consulting your director. Renting is the safest and cheapest option for most beginning students.

Instrument	Recommended Instrument Models	Required Supplies
Violin	<ul style="list-style-type: none"> • Any from Lisle Violin Shop • Any from Fishburn Violin Shop • Scherl and Roth/Glaesel Model R101, R200 or higher <p>Recommend strings: D'Addario Pro-arte, D'Addario Helicore, or Thomastik Dominant</p>	<ul style="list-style-type: none"> • School specific beginner book(s) for violin • Folding music stand • Shoulder rest • Rosin • Soft lint free cloth • Tuner/metronome
Viola	<ul style="list-style-type: none"> • Any from Lisle Violin Shop • Any from Fishburn Violin Shop • Eastman String Model VA100 or Higher • Scherl and Roth/Glaesel Model R111, R203 or higher <p>Recommend strings: D'Addario Pro-arte, D'Addario Helicore or Thomastik Dominant</p>	<ul style="list-style-type: none"> • School specific beginner book(s) for viola • Folding music stand • Shoulder rest • Rosin • Soft lint free cloth • Tuner/metronome

Instrument	Recommended Instrument Models	Required Supplies
Cello	<ul style="list-style-type: none"> • Any from Lisle Violin Shop • Any from Fishburn Violin Shop • Scherl and Roth/Glaesel Model R204 or higher <p>Recommend strings: D'Addario Helicore</p>	<ul style="list-style-type: none"> • School specific beginner book(s) for cello • Folding music stand • Cello endpin anchor/rest • Rosin • Soft lint free cloth • Tuner/metronome
Bass	<ul style="list-style-type: none"> • Christopher Academy, Concert or Professional Bass • Any from Lisle Violin Shop 	<ul style="list-style-type: none"> • School specific beginner book(s) for bass
with French Bow	<ul style="list-style-type: none"> • Any from Fishburn Violin Shop • Any from Quantum Bass Center <p>Recommend Strings: D'Addario Helicore Orchestral</p>	<ul style="list-style-type: none"> • Folding music stand • Bass endpin anchor/rest • Bass rosin • Soft lint free cloth • Tuner/metronome

SECTION 9 – MIDDLE SCHOOL THEATRE

Introduction

Theatre is a group activity that depends upon the collaborative work of many individuals. The actions of one person will have an effect, either positive or negative, on the entire group. For this reason, we have guidelines and procedures that everyone must follow so that each person may grow as an individual theatre artist and make a positive contribution to the entire group.

*The mission of the theatre, after all, is to change.
To raise the consciousness of people to their human possibilities.*

-Arthur Miller

*The word theatre comes from the Greeks. It means the seeing place.
It is the place people come to see the truth about life and the social situation.*

-Stella Adler

*School theatre is a place where students can become someone other than who they are on the way to
becoming who they will be.*

-Howard Sherman

Philosophy of Theatre Education

The study and performance of theatre is an opportunity that our young people truly need. It is not our goal as teachers to make professional artists of our students, but rather it is to enable them to enjoy fully the life-long benefits of making art. The skills learned in our school theatre program — self-discipline, increased self-esteem, group cooperation, commitment, responsibility to self and to a group, and teamwork — will be reflected in a successful adult life. Knowing that great performances are the fruits of a considerable investment in preparation, hard work, and lessons learned from failure, the opportunity to enjoy a new level of communication and self-expression is the goal for every theatre artist, young or old. Creativity is within us all, and theatre serves as the perfect vehicle for this journey in personal growth and in the development of knowledge and skills.

What you should expect from the Director

We the directors understand that your time is very valuable; therefore, we will communicate with you as far in advance as possible for any events, rehearsals, performances, and contests. We will communicate this with students and parents in a variety of ways. It will often be verbal; also, there is an online calendar accessible through the District website. We will do our best to construct the calendar so that major theatre events, such as performances, do not fall on school-sponsored events. We will develop a schedule for section rehearsals that will minimize or even eliminate conflicts with before and after school athletic practices, as well as game days. However, please keep in mind that performances take priority over a “practice” of any other activity. The regular production rehearsal schedule will be different. If or when conflicts arise, please understand the necessity of informing the directors well in advanced. This will give time to resolve or work around conflicts in a timely manner. In return, the directors pledge to you that we will do the same. We will also attempt to work around other campus activities but cannot guarantee that there will be no conflicts.

What the Parent brings to Theatre

Parents play an integral role in the success of our theatre program as well. Parents can be sure that everyone understands the expectations and important dates by reading through the theatre handbook, discussing it with your student, and reviewing it during the school year. Performance and rehearsal attendance is key to encouraging a student's success. Children enjoy showing off their talents by performing for parents and friends. Parents enjoy attending performances where they can notice improvement and admire their child's hard work knowing that their time and efforts are beneficial.

Parent Responsibilities

The involvement of theatre parents is crucial to student success and that of the theatre program. These suggestions to parents will help students be successful!

- Attend every performance to see your child's progress. (The theatre students love hearing parent applause!)
- Help your child arrive on time to all theatre performances, rehearsals and events.
- Pick up your child at the stated end of all theatre events.
- Volunteer and assist with theatre activities throughout the year.
- Regularly check our online calendar and reminders for announcements and updates.
- Take time to read this handbook and any theatre newsletters with your student(s) noting all events.
- Create a personal calendar, along with your child, that will help anticipate future events and avoid schedule problems.

Rehearsal Attendance

- A rehearsal calendar will be distributed prior to auditions outlining our rehearsal schedule. *All dates are tentative and subject to change. Timely notification will be given for any calendar changes.*
- Rehearsal is a grade in a Theatre production course. Missing rehearsal results in a missing grade that must be made up according the campus make up work policy.
- Arrive promptly at the times called for rehearsals, workshops, crew calls, and performances.
- Arrange transportation home when student duties are completed. Students that consistently fail to be picked up within 15 minutes of the end of rehearsal or performance may be removed from the production. FBISD Police may be called if students are not picked up with 30 minutes of the end of an activity.
- With advance notice, absences may be excused at the discretion of the director. Tutorials, appointments, notes from parents etc. will not be an excuse for absence. Personal illness requiring medical attention, death in the family, or other serious problems will be considered as an excused absence. Students who are continually ill will need to provide a doctor's note releasing them from participation to ensure the wellbeing of the student and to reduce director concerns. If in doubt, an absence should be checked with the director.
- Students who have an unexcused absence will be expected to make up missed time with the director within one week of the absence. Failure to do so will result in a failing grade for that rehearsal.
- Along with ability and attitude, the director reserves the right to reassign students within the company based on attendance.
- Students who have an unexcused absence from a performance will be considered for removal from the program.

Theatre Etiquette

When you enter the theatre, you agree to the following things:

- You agree to be on time. Theater happens in the moment. It is LIVE. You cannot rewind it. Arriving 20 minutes before show time is the standard rule.
- If you are late, you agree to wait until a break in the action on stage to be seated. Finding your seat after the show has begun causes a disruption, which not only distracts those in the audience, but those who are performing on stage as well.
- You agree to look your best. Show respect for the work by looking nice and neat. Hats should never be worn in the theatre.
- You agree to use the restroom before the show starts to avoid getting up and disrupting the performance while it is happening.
- You agree not to talk or whisper during the show. Whispering distracts those around you, even the actors. In addition, you might miss something!
- You agree not to talk to the actors while they are performing. Again, this is a live performance and the actors are concentrating on giving you the best performance possible.
- You agree to participate. This includes laughing at appropriate times, clapping in appreciation for the things and actors you like, and doing other things when invited by the actors to do so. It also means paying attention to what is going on by listening and watching closely.
- You agree to turn off all cell phones, watches, game boys and other gadgets that may make noise or light during the show. No headphones either! These can be just as disruptive as talking!
- You agree not to take pictures or use recording devices of any kind during the show. The material performed on stage is copyrighted material, and therefore protected under copyright law from reproduction of any kind without written permission.
- You agree not to eat or drink anything while the show is going on. Candy wrappers make more noise than you think during a quiet moment on stage and the noise is very distracting to other audience members.
- You agree to keep your hands to yourself. Touching other people during the show is distracting and may lead to talking.
- You agree to keep your feet on the floor. Please be courteous and respectful of your surroundings.
- Finally, you agree to give the actors a full curtain call. A curtain call is the actors' final bow at the end of the performance. It is your opportunity to show your appreciation for what they have shared with you. Please wait until all the actors have taken their final bow before exiting the theater.

Theatre Productions Course Placement

- Students must apply, audition and be accepted to middle school theatre productions classes. The decision for admittance to the course is based on the campus directors' criteria for acceptance and may include completion of prior theatre courses, participation in previous campus productions, dependability, work ethic, etc. Directors have the final call on accepting students to this special class.
- Students accepted to the Theatre Productions course are expected to participate fully in the campus theatre arts program including after school rehearsals and performances. Students not cast as performers in a play are expected to support the production in crew capacity.
- Ineligible students may still be required to attend rehearsals and support the production in a crew capacity but will not be able to participate in performances as a performer or crewmember.
- Students not meeting course expectations may be considered for removal if campus policies and master schedule allow.

Play Auditions/Casting

- There is never a guarantee of casting for anyone.

- Casting decisions will be made by the directors and is solely their decision.
- Casting decisions will not be discussed and feedback on auditions can be requested on an individual basis.
- Students auditioning for a play should be prepared to accept any role offered.
- A final note on casting: To prepare students for the high school and outside theatre opportunities, our casting procedures in the theatre department mirror casting procedures in the professional world. Please understand that casting is difficult and done very carefully. Success in this career depends upon the ability to not take casting decisions personally (no small accomplishment), to always do your best and show the most professional side of yourself at all times.

ADDENDA FOR SPECIFIC CAMPUS PROGRAMS

Campus directors will provide specific information about the following in a campus-specific addendum.

ADDENDUM – YEARLY CALENDAR

ADDENDUM – PROGRAM FEES

ADDENDUM – ADDITIONAL GRADING REQUIREMENTS

ADDENDUM – SPECIFIC REQUIRED MATERIALS/EQUIPMENT ADDENDUM –

SPECIFIC UNIFORM REQUIREMENTS

EXHIBIT A – Handbook Signature Form

HANDBOOK SIGNATURE FORM

Return this form to your campus program director

STUDENT

- I have read the FBISD Fine Arts Program Handbook and Campus Addenda.
- I have read the rules and expectations for the course and I agree to abide by them.
- I realize that my failure to abide by the regulations or to carry out my responsibilities may result in my suspension or immediate dismissal from the course.
- I also understand by not signing the handbook, I am waiving my rights to any and all participation with the instructional program including any after-school activities and may forfeit enrollment in the course.

Student Name: _____
(Print)

Student Signature: _____ Date: _____

PARENT/GUARDIAN

I acknowledge receiving and reviewing the rules, regulations, guidelines and procedures governing my student's participation in the Fine Arts instructional program. I also realize that my student consequently will need my assistance in time management and scheduling. I hereby give consent for my student to participate in rehearsals, practices, and performances for this FBISD Fine Arts program, and I realize their behavior will be setting the example for their school, our community, and my family.

Parent/Guardian Name: _____
(Print)

Parent/Guardian Signature: _____ Date: _____

Home/Cell Phone: _____ Work Phone: _____

Email: _____

Check below if you would like to be a parent volunteer:

_____ I would be willing to help chaperone events and trips.

_____ I would be willing to help in other ways (e.g., uniform fitting, props, painting, snacks, etc.)

PERMISSION TO USE PHOTOS FOR PROGRAM SOCIAL MEDIA SITES

Sometimes we like to feature our student members participating in rehearsals, performances, and other activities on Social Media sites for purpose of promoting the program. This may include Facebook, Twitter, Instagram and the program website. Signing this will give us your consent to use your student's photo on those particular sites.

Parent/Guardian Signature: _____ Date: _____

EXHIBIT B – Emergency Contact Form

Fort Bend ISD
 Emergency Contact Form
 Fine Arts Department



PLEASE PRINT

Student's Name: _____ Campus: _____

Last First Middle

Age: _____ Date of Birth: ____/____/____ Grade: _____ Gender: M F Student ID#: _____
(Circle One)

Address: _____

City: _____ Zip: _____ Home Phone Number: (____) _____-

Name of Physician: _____ Physician's Telephone: (____) _____-

Allergies:

Yes No List: _____

Current Medications:

Yes No List: _____

Medical Health Insurance Coverage:

Yes No

Insurer: _____ Group #: _____ ID #: _____ Phone #: _____

Parent/Guardian 1 Work #: _____ Parent/Guardian 1 Cell #: _____

Place of Employment: _____ Email Address: _____

Parent/Guardian 2 Work #: _____ Parent/Guardian 2 Cell #: _____

Place of Employment: _____ Email Address: _____

Medical History:

	Yes	No		Yes	No
Allergies to medication	<input type="checkbox"/>	<input type="checkbox"/>	High Blood Pressure	<input type="checkbox"/>	<input type="checkbox"/>
Asthma	<input type="checkbox"/>	<input type="checkbox"/>	Hepatitis	<input type="checkbox"/>	<input type="checkbox"/>
Bleeding tendencies	<input type="checkbox"/>	<input type="checkbox"/>	Kidney Disease and/or injury	<input type="checkbox"/>	<input type="checkbox"/>
Bone and/or joint injury or disease	<input type="checkbox"/>	<input type="checkbox"/>	Neck injury	<input type="checkbox"/>	<input type="checkbox"/>
Contact Lenses/Glasses/Vision impairment	<input type="checkbox"/>	<input type="checkbox"/>	Rheumatic Fever	<input type="checkbox"/>	<input type="checkbox"/>
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	Seizures	<input type="checkbox"/>	<input type="checkbox"/>
Eye, Kidney, Lung removed/nonfunctioning	<input type="checkbox"/>	<input type="checkbox"/>	Sickle Cell Anemia	<input type="checkbox"/>	<input type="checkbox"/>
Head injury, concussion, loss of consciousness	<input type="checkbox"/>	<input type="checkbox"/>	Skin Problems	<input type="checkbox"/>	<input type="checkbox"/>
Heart-Related illness	<input type="checkbox"/>	<input type="checkbox"/>	Surgeries	<input type="checkbox"/>	<input type="checkbox"/>
Hernia	<input type="checkbox"/>	<input type="checkbox"/>	Tuberculosis	<input type="checkbox"/>	<input type="checkbox"/>
Hospitalizations in the last year?	<input type="checkbox"/>	<input type="checkbox"/>	Is student currently under a physician's care?	<input type="checkbox"/>	<input type="checkbox"/>

Explain all "Yes" answers here: _____
 (Attach another sheet if necessary)

Date of your last tetanus shot: _____

Parent/Guardian Permit Waiver:

If, in the judgement of any representative of the schools, the said student should need immediate care and treatment as a result of an injury or sickness, I do hereby request, authorize, and consent to such care and treatment as may be given said student by any physician, athletic trainer, nurse, or school representative, and I do hereby agree to indemnify and save harmless the school and any school representative from any claim by any person whomever on account of such care and treatment of said student.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Please return this form to your child's teacher of record.

This form must accompany the student on all school trips.

EXHIBIT C – Emergency Contact Form Band & Dance

Fort Bend ISD
Emergency Contact Form
High School Band & Dance



Student's Name: _____

Student ID: _____ Campus: _____

Date of Birth: _____ Age: _____ Grade: _____

Home Address: _____

City: _____ Zip: _____ Home Phone #: _____

Physician: _____ Office Phone #: _____

Allergies:

Yes No List: _____

Medications:

Yes No List: _____

Medical Health Insurance Coverage:

Yes No

Insurer: _____ Group #: _____ ID #: _____ Phone #: _____

Parent/Guardian 1 Work #: _____ Parent/Guardian 1 Cell #: _____

Place of Employment: _____ Email Address: _____

Parent/Guardian 2 Work #: _____ Parent/Guardian 2 Cell #: _____

Place of Employment: _____ Email Address: _____

Parent/Guardian Permit Waiver:

If, in the judgement of any representative of the schools, the said student should need immediate care and treatment as a result of an injury or sickness, I do hereby request, authorize, and consent to such care and treatment as may be given said student by any physician, athletic trainer, nurse, or school representative, and I do hereby agree to indemnify and save harmless the school and any school representative from any claim by any person whomever on account of such care and treatment of said student.

Student Name (Printed): _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

EXHIBIT D – Preparticipation Physical Evaluation - Medical History

PREPARTICIPATION PHYSICAL EVALUATION -- MEDICAL HISTORY

2020

This **MEDICAL HISTORY FORM** must be completed **annually** by parent (or guardian) and student in order for the student to participate in activities. These questions are designed to determine if the student has developed any condition which would make it hazardous to participate in an event.

Student's Name: (print) _____ Sex _____ Age _____ Date of Birth _____

Address _____ Phone _____

Grade _____ School _____

Personal Physician _____ Phone _____

In case of emergency, contact:

Name _____ Relationship _____ Phone (H) _____ (W) _____

Explain "Yes" answers in the box below**. Circle questions you don't know the answers to. **Student will be participating in:** ATHLETICS Band/Fine Arts ROTC

		Yes	No			Yes	No
1.	Have you had a medical illness or injury since your last check up or physical?	<input type="checkbox"/>	<input type="checkbox"/>	13.	Have you ever gotten unexpectedly short of breath with exercise?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Have you been hospitalized overnight in the past year?	<input type="checkbox"/>	<input type="checkbox"/>		Do you have asthma?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>		Do you have seasonal allergies that require medical treatment?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Have you ever had prior testing for the heart ordered by a physician?	<input type="checkbox"/>	<input type="checkbox"/>	14.	Do you use any special protective or corrective equipment or devices that aren't usually used for your activity or position (for example, knee brace, special neck roll, foot orthotics, retainer on your teeth, hearing aid)?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever passed out during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>	15.	Have you ever had a sprain, strain, or swelling after injury?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever had chest pain during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>		Have you broken or fractured any bones or dislocated any joints?	<input type="checkbox"/>	<input type="checkbox"/>
	Do you get tired more quickly than your friends do during exercise?	<input type="checkbox"/>	<input type="checkbox"/>		Have you had any other problems with pain or swelling in muscles, tendons, bones, or joints?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever had racing of your heart or skipped heartbeats?	<input type="checkbox"/>	<input type="checkbox"/>		If yes, check appropriate box and explain below:		
	Have you had high blood pressure or high cholesterol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Head	<input type="checkbox"/>	Elbow
	Have you ever been told you have a heart murmur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Neck	<input type="checkbox"/>	Forearm
	Has any family member or relative died of heart problems or of sudden unexpected death before age 50?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Back	<input type="checkbox"/>	Wrist
	Has any family member been diagnosed with enlarged heart, (dilated cardiomyopathy), hypertrophic cardiomyopathy, long QT syndrome or other ion channelopathy (Brugada syndrome, etc), Marfan's syndrome, or abnormal heart rhythm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chest	<input type="checkbox"/>	Hand
	Have you had a severe viral infection (for example, myocarditis or mononucleosis) within the last month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shoulder	<input type="checkbox"/>	Finger
	Has a physician ever denied or restricted your participation in activities for any heart problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Upper Arm	<input type="checkbox"/>	Foot
	Have you ever had a head injury or concussion?	<input type="checkbox"/>	<input type="checkbox"/>	16.	Do you want to weigh more or less than you do now?	<input type="checkbox"/>	<input type="checkbox"/>
4.	Have you ever been knocked out, become unconscious, or lost your memory?	<input type="checkbox"/>	<input type="checkbox"/>	17.	Do you feel stressed out?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes, how many times? _____			18.	Have you ever been diagnosed with or treated for sickle cell trait or sickle cell disease?	<input type="checkbox"/>	<input type="checkbox"/>
	When was your last concussion? _____						
	How severe was each one? (Explain below)						
	Have you ever had a seizure?	<input type="checkbox"/>	<input type="checkbox"/>				
	Do you have frequent or severe headaches?	<input type="checkbox"/>	<input type="checkbox"/>				
	Have you ever had numbness or tingling in your arms, hands, legs or feet?	<input type="checkbox"/>	<input type="checkbox"/>				
	Have you ever had a stinger, burner, or pinched nerve?	<input type="checkbox"/>	<input type="checkbox"/>				
5.	Are you missing any paired organs?	<input type="checkbox"/>	<input type="checkbox"/>				
6.	Are you under a doctor's care?	<input type="checkbox"/>	<input type="checkbox"/>				
7.	Are you currently taking any prescription or non-prescription (over-the-counter) medication or pills or using an inhaler?	<input type="checkbox"/>	<input type="checkbox"/>				
8.	Do you have any allergies (for example, to pollen, medicine, food, or stinging insects)?	<input type="checkbox"/>	<input type="checkbox"/>				
9.	Have you ever been dizzy during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>				
10.	Do you have any current skin problems (for example, itching, rashes, acne, warts, fungus, or blisters)?	<input type="checkbox"/>	<input type="checkbox"/>				
11.	Have you ever become ill from exercising in the heat?	<input type="checkbox"/>	<input type="checkbox"/>				
12.	Have you had any problems with your eyes or vision?	<input type="checkbox"/>	<input type="checkbox"/>				

Females Only

19. When was your first menstrual period? _____
 When was your most recent menstrual period? _____
 How much time do you usually have from the start of one period to the start of another? _____
 How many periods have you had in the last year? _____
 What was the longest time between periods in the last year? _____

Males Only

20. Do you have two testicles? _____
 21. Do you have any testicular swelling or masses? _____

An electrocardiogram (ECG) is not required. By checking this box, I choose to obtain an ECG for my student for additional cardiac screening. I have read and understand the information about cardiac screening. I understand it is the responsibility of my family to schedule and pay for such ECG.

EXPLAIN 'YES' ANSWERS IN THE BOX BELOW (attach another sheet if necessary):

It is understood that even though protective equipment is worn by athletes, whenever needed, the possibility of an accident still remains. Neither the University Interscholastic League nor the school assumes any responsibility in case an accident occurs.
 If, in the judgment of any representative of the school, the above student should need immediate care and treatment as a result of any injury or sickness, I do hereby request, authorize, and consent to such care and treatment as may be given said student by any physician, athletic trainer, nurse or school representative. I do hereby agree to indemnify and save harmless the school and any school or hospital representative from any claim by any person on account of such care and treatment of said student.
 If, between this date and the beginning of participation, any illness or injury should occur that may limit this student's participation, I agree to notify the school authorities of such illness or injury.

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct. Failure to provide truthful responses could subject the student in question to penalties determined by the UIL.
 Student Signature: _____ Parent/Guardian Signature: _____ Date: _____

Any Yes answer to questions 1, 2, 3, 4, 5, or 6 requires further medical evaluation which may include a physical examination. Written clearance from a physician, physician assistant, chiropractor, or nurse practitioner is required before any participation in UIL practices, games or matches. THIS FORM MUST BE ON FILE PRIOR TO PARTICIPATION IN ANY PRACTICE, SCRIMMAGE, PERFORMANCE OR CONTEST BEFORE, DURING OR AFTER SCHOOL.

For School Use Only:

This Medical History Form was reviewed by: Printed Name _____ Date _____ Signature _____

PREPARTICIPATION PHYSICAL EVALUATION -- PHYSICAL EXAMINATION

Student's Name _____ Sex _____ Age _____ Date of Birth _____

Height _____ Weight _____ % Body fat (optional) _____ Pulse _____ BP _____ / _____ (____ / _____, ____ / _____)
brachial blood pressure while sitting

Vision: R 20/ _____ L 20/ _____ Corrected: Y N Pupils: Equal Unequal

As a minimum requirement, this **Physical Examination Form** must be completed prior to junior high participation and again prior to first and third years of high school participation. It **must** be completed if there are yes answers to specific questions on the student's MEDICAL HISTORY FORM on the reverse side. ** Local district policy may require an annual physical exam.*

	NORMAL	ABNORMAL FINDINGS	INITIALS*
MEDICAL			
Appearance			
Eyes/Ears/Nose/Throat			
Lymph Nodes			
Heart-Auscultation of the heart in the supine position.			
Heart-Auscultation of the heart in the standing position.			
Heart-Lower extremity pulses			
Pulses			
Lungs			
Abdomen			
Genitalia (males only)			
Skin			
Marfan's stigmata (arachnodactyly, pectus excavatum, joint hypermobility, scoliosis)			
MUSCULOSKELETAL			
Neck			
Back			
Shoulder/Arm			
Elbow/Forearm			
Wrist/Hand			
Hip/Thigh			
Knee			
Leg/Ankle			
Foot			

*station-based examination only

CLEARANCE

- Cleared
- Cleared after completing evaluation/rehabilitation for: _____
- _____
- Not cleared for: _____ Reason: _____
- Recommendations: _____
- _____

The following information must be filled in and signed by either a Physician, a Physician Assistant licensed by a State Board of Physician Assistant Examiners, a Registered Nurse recognized as an Advanced Practice Nurse by the Board of Nurse Examiners, or a Doctor of Chiropractic. Examination forms signed by any other health care practitioner, will not be accepted.

Name (print/type) _____ Date of Examination: _____

Address: _____ Place Office Stamp Here: _____

Phone Number: _____

Signature: _____

Must be completed before a student participates in any practice, before, during or after school, (both in-season and out-of-season) or performance/ games/matches.