

# **Okemos High School Bands**



## **Parent Handbook**

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## OHS BAND STUDENT COMMENTS

"Band taught me discipline and teamwork. All the hot days during pre-season drills really paid off because there are no words to describe the feeling you get after you finished marching your show and everyone in the bleachers are standing and applauding. It's just a great feeling of accomplishment."

"Band gave me a chance to meet lots of people and make some of the best friends I have. It also gave me a place to express my interest in music."

"Band has been the source of many great memories from my high school years. Through band I have made many great friends, learned musical skills that I can carry throughout life, and developed leadership skills that can aid me in my career. I can't imagine having gone through high school without the great band experience."

"High school band is more than just music and marching. It is more than just a class you register for. Band has taught me more about myself and life than any science or math class ever could. It has taught me the true meaning of dedication and friendship. Through Wednesday night rehearsals and Friday night performances, I have learned that hard work includes smiles and laughter, and silly jokes. With the help and support of my fellow band members, I have become a better leader, teacher and friend. The band experience is one that no 'outsider' can really understand until they've experienced the magic for themselves."

"Band has been the funnest part of high school. I will never forget what I have learned and experienced over the last four years. A drive for perfection, discipline, and creativity are just a few of the things I've gained from band. If band in high school was this great — I can't wait for college!"

"Band has been one of the most significant and enjoyable parts of my life. Being part of band since sixth grade, I have numerous friendships that could not have occurred otherwise. Band has also taught me many things such as dealing with competition, working with other people towards a group goal, and teaching me how to prepare and polish things through auditions. Band has also provided me with many wonderful and unforgettable experiences that happened because I was a part of the **Okemos** High School Band."

## PHILOSOPHY OF MUSIC EDUCATION IN THE OKEMOS PUBLIC SCHOOLS

We believe that the fine arts are essential in providing a complete educational experience and that all students have potential in the arts.

*"Music is important. It says things your heart can't say in any other way and in a language that everyone speaks".*  
-- Dan Rather, CBS News

### OKEMOS HIGH SCHOOL BANDS

The Okemos Bands have earned and maintained a well-deserved reputation for musical excellence under the leadership of directors Donald Mueller, Myron Welch, Thomas Harris, James Barry, and current director Mark Stice and assistant director Kevin Culling.

The Okemos Bands have amassed an enviable 35-year record of first division ratings at district and state festivals. In recent years, the bands have represented Okemos in San Antonio, Detroit, Ann Arbor, Kalamazoo, Chicago, Toronto, Washington D.C., St. Louis, Florida, Caracas, Venezuela, and Great Britain. The band has performed under the baton of guest conductors John Whitwell, Dave Catron, Leonard Falcone, Frederick Fennell, Stanley DeRusha, Kenneth Bloomquist, Sir Vivian Dunn, John Bourgeois, Seraphime Mike, John Madden, Kevin Sedatole, and Bramm Smith. Jazz artists Wess "Warmdaddy" Anderson, Sunny Wilkinson, and Branford Marsalis have worked with the OHS Jazz Band. Individual band members have distinguished themselves with superior ratings in district and state solo festivals, honors bands nominations, and top state performance awards. Many students have continued their music performance in university bands, and a number have earned college degrees in music education and music performance.

### THE BAND PROGRAM

The Okemos High School Band program provides an experience in instrumental music for all students. As parents and educators, we are deeply interested and involved in the educational experience our children are experiencing. We believe that music plays a vital role in the growth of every child. Current research confirms that the study of music is one of the most effective tools to improve learning throughout a child's academic curriculum.

As educators and role models, we want to help students:

- Develop a habit of persistence that will help them through the tough times in life and keep them on task when it would be easier to quit.
- Learn to be responsible and to see mistakes as an opportunity to grow and make necessary corrections on the pathway to success.
- Master the skills of cooperation so they can enjoy working with their counterparts in every realm of personal and professional life.
- Create a set of personal values that will allow a prosperous and fulfilling lifelong journey and find a way to express these understandings.
- Find a meaningful form or contribution that is significant to self and others.

In more ways than one, the band experience is a training ground for all of these attributes, and much more. We believe that participation in the band has the potential to have a positive impact on important aspects of a child's life. Healthy participation in the band develops a child's mind and character. The disciplines learned can transfer to all of life.

## WHY BAND?

Music offers every individual the chance to experience the pleasure of self-expression at a new level. It is intrinsic; the process itself provides the reward. Music is music for its own sake. It is beauty within itself and offers the performer new realms of self-satisfaction. The mental stimulation of wonder and imagination is a highly intellectual activity and brings about a unique personal joy that can only be felt through personal accomplishment. It stretches one's understanding, and this growth can be transferred to every facet of learning. Many feel this expansion of comprehension and awareness mixed with the development of positive self-discipline habits is the reason those who study music perform at a higher level in other academic classes. Exhaustive research confirms this theory.

The benefits of band extend far beyond the mastery and understanding of musical technique. The nurturing of a positive self-image is a certain reward for any student who plays an active role in the band community. Ongoing research confirms that music students score higher in academic subjects and are actively sought by colleges and universities not only for their musical talents, but because they rank at the top of their classes in school. This hidden advantage has positive implications for your son or daughter's future.

Ultimately, we are developing young people to be successful at anything they choose to do in life. The study of music enhances every aspect of their future. It affords them the opportunity to reach into their personal potential and enjoy the achievement of both personal and group goals. Author Robert C. Hawley stated in his book, *Human Values in the Classroom*:

*"Over time, a continuing and steadfast focus on the positive in life, on our strengths, and on the strengths of others can help to restore in our students their personal energy, their feelings of importance, their sense of self-worth so they can see themselves as positive forces who can contribute to the task of building a better world."*

This is one of the major themes which serve as a basic component of every band practice. It is important that each member feel positive of his/her participation, and they see themselves as an integral contributor to the overall success of the entire program. Everyone is important! Everyone has worth. Everyone makes a difference in the band.

In many respects, band is a microcosm of our society. It demands high levels of responsibility, social skills, ongoing communication, analytical talents, and the important ability to work with others. Simply put, learning a musical instrument and continuing to explore the limitless possibilities of music provide an excellent preparation for many important aspects of life.

**The Okemos High School Band Parent Handbook contains many important aspects to students being a part of our performing ensembles. It is the responsibility of each member and parent to be familiar with the information provided in this handbook. Through hard work, discipline, and an understanding of each individual's vital role to the band, our ensembles can and will continue to be some of the finest in the state.**

## WELCOME!

### From The OHS Band Boosters

Welcome to the Okemos High School Band. In the upcoming months, our students will be working very hard learning drills and music for marching season, as well as music for concert season. We, as parents, will also be working to support our students by listening to their fine performances, as well as the occasional complaint about the hard work involved. The result of this hard work is the fun and excitement that comes from the excellent shows our students perform, both on the football field and in the concert hall. The OHS Band is one of the top bands in the area, thanks to the teamwork of top quality instruction, hard working students, and dedicated parents.

Parent support is what makes it possible for our students to participate in trips and other special band functions and activities that they do. Your involvement helps to make band a special experience for our students. Through Band Boosters, you can discover a number of ways to show your support, whether it be by chaperoning band events, assisting with uniforms both in pre-season and on game days, helping to organize and feed hungry students at various events, purchasing Meijer Rewards, scrubbing cars at the Car Wash-a-Thon and, of course, helping to plan activities at the monthly Band Booster meetings. Having a child in the band automatically makes you a member of the Band Boosters, and I hope to see you at as many of the monthly meetings as your busy schedule will allow. A reminder of the meetings will be sent to you each month.

Okemos Band Boosters

### OHS BAND CONFIGURATIONS *The "Different Faces" of the OHS Bands*

#### **Chieftain Marching Band:**

This is everyone (Freshman Band, Concert Band, and Symphonic Wind Ensemble) who are enrolled in band. It is one big group of woodwinds, brass, percussion and color guard. This group performs at all varsity home football games, the Grand Ledge Marching Band Exhibition, Homecoming Parade, Pep Assemblies, etc. The group operates in the fall during football season, and then becomes dormant until the next fall.

#### **Freshman Oboe, Bassoon, Bass Clarinet, Baritone Saxophone, and French Horn players:**

These players play a different instrument or are in the colorguard in the Marching Band. Options for freshmen are as follows:

Oboe: Flute, Clarinet, Saxophone (Sax is easiest), or colorguard  
Bassoon: Flute, Clarinet, or Saxophone (Sax is easiest), or colorguard  
Bass Clarinet: Soprano Clarinet (your regular clarinet), or colorguard  
Baritone Saxophone: your Alto Saxophone, or colorguard  
French Horn: Mellophone (OHS provides the instrument), or colorguard

**Drum Line or Marching Percussion:** All percussion players (including incoming 9th graders) play an audition in the spring to determine instrumentation. Instruments used are: Snare Drum, Tenor Drums, Bass Drum, and Cymbals. In addition, these players sometimes play sideline percussion (known as "pit percussion") to add variety to the music and the musical experience.

**Color Guard:** This is the Marching Band section which uses flags and silks to accentuate the music. This group is for girls in the woodwind sections who would like to tryout. Tryouts are in the spring.

#### **Freshman Band**

All Freshman band members are in this band. This band plays concerts and festivals, etc. during the months of November through May, just like the two upperclassmen bands named below. Class period is 3rd hour.

### **Concert Band**

These are players in 10th-12th grade. An audition determines chair placement. This band plays concerts and festivals, etc. during the months of November through May, just like the Symphonic Wind Ensemble. As they progress, and gain musical experience over the years, it is our hope they gain membership in the Symphonic Wind Ensemble by 12th grade. Class period is 5th hour.

### **Symphonic Wind Ensemble**

These are the most advanced players in the 10th -12th grade. An audition is required for membership. They play concerts and festivals, etc. during the months of November through May. This group is highly experienced and is recognized as one of the top high school concert bands in Michigan. Class period is 4th hour. **Members must be enrolled in band and in good academic standing in band to audition.**

### **Combined Bands**

Occasionally, all three concert bands (Freshman Band, Concert Band, and Symphonic Wind Ensemble) will combine to perform. Rehearsals will be after school unless otherwise scheduled during school with administrative permission.

### **Jazz Ensemble**

This is an **extra-curricular** group of about 25. It is usually limited to saxophone, trumpet, trombone, piano, bass, guitar, and drums. The group rehearses November through May, outside of school (schedule determined after auditions are held). The members are invited based on ability and instrumentation. This group performs around the community and school. Grades 9-12 are eligible and there is a fee associated with participation in Jazz Band.

### **Philharmonic Orchestra**

An ensemble experience for players from the Symphonic Wind Ensemble, who rehearse with the strings twice each week (once during band period and once after school) to form the "full" or Philharmonic Orchestra. They are invited based on their playing test, and the instrumentation needed in the full orchestra. This is the orchestra referred to when you hear "Philharmonic" or "Phil". If you remove these players from the orchestra, you are left with the 10th, 11th, and 12th graders in "String Orchestra" (the violins, violas, cellos, and basses).

## **REHEARSAL PROCEDURES**

- *Be on time. When the bell rings, our work begins. The Director or student leader will start the rehearsal.*
- *During the marching season, the Drum Major will call the band to attention if outdoors.*
- *Read the board prior to asking, "are we going to today?"*
- *Set up: Chair, stand, folder, pencil (no pens), instrument and any other equipment.*
- *Percussion set up all large equipment, auxiliary equipment needed for the day, mallets, stands and music before any warm-up.*
- *Keep your instrument in good playing condition. Store it and maintain it properly. Clean and lubricate it regularly, and always keep at least two good reeds active at any given time.*
- *Bring your own music every day even if you have a stand partner (passing out or collecting music, marking your music, possible absent stand partner).*
- *Folder can be stored in locker.*
- *Keep your music in your folder to avoid damage and loss.*
- *No horseplay, etc. in the music rooms.*
- *Warm-up should be done softly and carefully.*
- *Start with: Long tones/lip slurs/stick control exercises*
- *Then: scales/arpeggios/rudiments*
- *Followed by: Tuning, then attention to troublesome passages*
- *Get to the tuner whenever possible after warming up sufficiently.*
- *Be ready to rehearse when director takes the podium.*
- *Remember the podium rule: Quiet, alert, attentive.*
- *No talking during instruction.*
- *When interrupting rehearsal, have a good reason.*
- *Raise your hand for question or comment when appropriate.*
- *Emphasize IMPROVEMENT of all your music fundamentals during each rehearsal. There is always something you can improve upon.*
- *Assist with setup and tear down of equipment when needed.*
- *Cooperate fully with the Director and Assistant Director.*

**Do your best at every rehearsal!**

## **MARCHING SEASON**

### **Pre-Season Drills**

The school year starts early for the band student in the form of pre-season drills (or "PSDs" for short). All band students are required to attend this week-long preparation for the upcoming marching season. (If, however, you participate in a Fall sport, please inform Mr. Stice as soon as possible to inform him of your sports activity schedule.) Pre-season drills are held one week before the start of school. New marching drills are worked on, music is rehearsed, and at the end of the week it all comes together as we perform for the parents to show them what has been learned. It is amazing what can be accomplished during this week. If you are an incoming Freshman, you may either be dreading pre-season drills, or are very excited to see what everything is all about. You will come to the first day of pre-season drills with little or no marching experience, but rest assured that by the end of the week, you will be performing with enough confidence and enthusiasm to make it appear as though you have been doing it for years. The upperclassmen will give you much guidance and assistance, and are there to help you make the transition. This is an excellent opportunity for Freshman to meet and mingle with the other band members that will soon be a big part of their high school career.

During this week, all students will be fitted with a marching uniform and either a dress or tuxedo for concert season. Shoes, gloves, and T-shirts will also be distributed based on orders received on the response form which all students returned in mid-June.

Be sure to carefully review the marching band packet that is sent to you about a month before pre-season drills, and keep it handy as you may want to refer to often throughout the marching season. This packet contains much valuable information. You should also be practicing your music that you were given at the beginning of the summer, as that will help take part of the load off as you are trying to learn new drills and new music all at the same time.

Also, make note of all the times you are expected to be at pre-season drills. An important factor to remember - if rehearsal is scheduled to begin at 4:00 then that means you are on the field and ready to play at 4:00. You will need to be sure you allow enough time after your arrival at the school to get your music, instrument, and anything else you need, as well as the time it takes to walk to the practice field. Make sure you wear comfortable shoes. There will be times when you will be standing for a very long period of time on blacktop, so to avoid fatigue you need to be dressed appropriately. Some of the things that you might think about bringing with you every day to pre-season drills are: Water (lots of it!), snacks, rubber bands, pencils or highlighters, sunglasses, hats, sunscreen, and bug spray.

### **The Marching Season**

Every Tuesday during football season from 6:30 pm to 9:00 pm (with a few exceptions) the band meets to rehearse marching drills on the practice field and football field. This generally is the only opportunity the Freshman, Sophomores, Juniors and Seniors have to march together as a band other than during performances, so it is vitally important that all members attend unless previous arrangements have been made with the band director.

Because of the short marching season and the large amount of activities involving the band, it is important to make sure you have made note on your home calendar(s) of the dates and times of the events that are noted in the schedule included in your pre-season drill packet. Occasionally, an event will start as early as right after school and end after 11:00 p.m. in the evening. A sample of the events that you will be participating in other than football games are: Pep assemblies during school, the bonfire during spirit week, the homecoming parade, and the Grand Ledge Marching Band Exhibition. In the event the football team goes to the playoffs, the band will also accompany the team for those games.

### **Marching Uniform Care**

The uniform must only be worn according to instructions. No unauthorized persons are allowed to wear the uniform. Always hang your uniform neatly after a performance, and take care of your hat and other accessories as instructed. This will keep the uniform neat and clean for future performances, as well as for many years to come.

A \$20 uniform cleaning fee is assessed at the beginning of the marching season.

## **Grand Ledge Marching Band Exhibition**

The Band has performed at the Grand Ledge Marching Band Exhibition for over 25 years. This is a non-rated event, held each year on a Wednesday evening in October. Each band's performance is critiqued from the press box by four adjudicators, and to be able to enjoy and learn from each other's performances. The band works very hard to present an exciting show. Even though this is non-rated, our performance means as much to us as if it were a competition.

## **Fall Recognition Banquet**

This Banquet is an opportunity for the band members and their families to get together and honor outgoing seniors, as well as recognize other members of the band for their accomplishments during the marching season. A highlight of the evening is a video/slide montage of the past marching season, produced by members of the band. Families will receive a flyer a couple of weeks before of the banquet asking them to bring a dish to pass based on either the first letter of their last name (A-F salads, M-T, desserts, etc.), by section, or by grade. Volunteers will also be called upon to assist with setup, cleanup and decorations.

## **CONCERT SEASON**

Concert season brings us indoors to the relative comfort of the band room and auditorium. While all students are the most familiar with the happenings of a concert season, there are a few rules that need to be followed. Please do your best with 100 percent effort and cooperation on the following routine for the beginning of each rehearsal. If all students do this, we will need less group warm-up and can focus our efforts on our music.

## **Concert Attire**

Along with the change of geography, you also have a change of dress for the concert season. Please follow the instructions below in the care of your concert attire:

### **Dress Care:**

- Hemming: • Try the dress on with the shoes you plan to wear.
- Pin at the seams first; measure to be sure its even; then finish pinning all around. Ease in extra fabric with small pleats near seams.
- Length should be two to three inches above the floor with some of the shoe showing. If dress is too long you may trip on it.
- Use a running basting stitch with black thread. **NEVER** use a machine.
- Fabric should lie smooth so there is no need for pressing. If you do need to press, PLEASE USE A COOL IRON. **DO NOT IRON WITH A WARM SETTING!**
- Wash and dry your dress and try on BEFORE the night of the concert to make sure no adjustments need to be made.

Washing: Wash in a gentle cycle.

- Dry on the lowest setting possible or hang dry.

### **Tuxedo Care:**

- A \$20 cleaning fee is assessed at the beginning of the school year.
- Hang your tux correctly whenever it is not in use to assure it does not get wrinkled. Crease the pants neatly and correctly.
- Do not leave your tux in a locker.
- Do not lose your hanger and/or garment bag- there IS a charge for it.
- If your tux becomes stained or dirty, blot it with a moist cloth until the spot or dirt comes off. If it does not come out, then you are responsible for taking it to the dry cleaners.

### **Concerts**

The Bands present three to five formal concerts per school year, always including a Winter Concert in December, a performance at the Okemos Fine Arts Festival Collage Concert in March, and a Spring Concert in May. At these concerts, you will have the chance to hear the Freshman Band, the Concert Band, and the Symphonic Wind Ensemble, (see, OHS Bands Configurations included in this handbook, for explanation of the various bands). Various chamber ensembles also perform, as well as occasional appearances by the Jazz Ensemble.

The spring concert is perhaps the highlight of the year for the seniors in the band. At this concert, they have the opportunity to perform independently of the band, receive awards, and honor their parents for all the years of hard work and dedication they have given to their band student. This concert runs longer than most, but is a well performed and special night for our senior students. Please make sure you allow for extra time in attending this concert. You won't be disappointed. A reception will follow in the commons in honor of the senior class.

### **Band Festivals**

The bands participate in the Michigan School Band and Orchestra Association (MSBOA) District 8 Band and Orchestra Festival each year in March. At this rated festival, the bands perform three prepared pieces followed by sight-reading two unfamiliar pieces. These performances are rated by a panel of expert adjudicators, each of whom award the ensemble a divisional rating of I, II, III, IV, or V. "I" is the highest rating possible. The band uses the weeks of preparation for this performance to investigate the music in depth and strive for the highest possible presentation of the composer's intent. Clinicians are regularly brought into the band room to work with the band, enriching their musical understanding and developing a greater appreciation for the music.

## **OTHER BAND OPPORTUNITIES**

### **Solo and Ensemble Festivals**

Students may elect to perform at MSBOA District 8 Solo and Ensemble Festival in February and, if earning a first division ("I") rating at District, may elect to perform at MSBOA State Solo and Ensemble Festival in late March. At both festivals, students prepare and perform solos and small ensembles for expert adjudication. Students earn medals for excellent performances. Enrollment for the District Festival is in December. Performing chamber ensembles is generally recognized as the most educational music-making, because each player is responsible for his/her own part, with no doubling. Performance of chamber music is strongly encouraged, because students make music independent of a conductor, learning to make important musical decisions.

### **Pit Orchestra for Musicals**

Each year, the drama and music departments present a Broadway-style musical. Pit orchestra is an optional experience, mostly for veteran players. An after-school and evening rehearsal schedule is developed for the months of March and April. Instrumentation varies each year depending upon the musical being presented. Students sign up in the band room to indicate their interest and availability. Personnel is then selected based on experience and musicianship.

### **Band Staff**

Being in band provides opportunities in leadership and service for all interested students. A hard-working and efficient student staff is responsible for much of the work which makes the band successful. These are leadership positions, and your participation sets examples for others. Student staff positions available include: Uniform Staff, Library Staff, Equipment Staff and Office Staff. If a student is interested in helping on the band staff, please see Mr. Stice.

### **Band Late Night Party**

This chaperoned event is one in which everyone has the opportunity to participate in usually scheduled after the conclusion of the marching season. The Late Night Party is held at the high school in the music rooms, gyms and cafeteria. In the past, students have participated in a talent show, movies, karaoke, basketball and volleyball, swimming,

## OTHER PERFORMANCE OPPORTUNITIES

### Honors Bands

Universities and the Michigan School Band and Orchestra Association annually sponsor honors bands to recognize outstanding musicians, provide an advanced experience, expose students to expert conductors and teachers, and bring together some of Michigan's finest high school musicians. These occur throughout the school year. Information is announced and posted in the band room. MSBOA All State Band and Orchestra, the Spartan Youth Wind Symphony, and MYAF Band and Orchestra are just a few many OHS students participate each year.

### Recitals

A number of talented students, mostly in the senior year, will present solo or joint recitals. The purpose is to work toward a significant musical presentation to cap off their high school musical experience. Preparing for and putting together a recital is a significant venture, but very rewarding. Most recitals are given at the Kinawa Middle School auditorium. Students who are interested should see Mr. Stice for information and instructions on reserving the facility. **NOTE:** Charges may apply on weekends.

### Private Lessons

Many students at this level study privately. However, lessons are by no means a requirement to participate. Lessons are an excellent way to get more enjoyment out of your instrument and develop your technical and expressive skills. The local music stores have private lesson studios. Other instructors teach at MSU or out of their homes. Occasionally, teachers will meet students in the high school practice rooms after school. Names of private teachers are posted in the band room and recommendations are available from Mr. Stice.

### Summer Music Experiences

Enriching and exciting opportunities are available at music camps in and near Michigan. Many band members find that summer fun and music go together at such institutions as Blue Lake Fine Arts Camp, Interlochen Center for the Arts, Aquinas College Summer Jazz Program, MSU Color Guard Camp, CMU Music Camp, CMU Percussion Workshop, WMU Summer Music Seminar, National High School Music Institute at Northwestern University, The Pine Mountain Music Festival at Michigan Tech., Bands of America Summer Band Symposium and more.

In addition to these state-side camps, there are excellent touring organizations such as the Blue Lake International Band, and America's Music Ambassadors. Information is posted in the band room. Students and parents are encouraged to request information from Mr. Stice.

### Drum Major

The Okemos Band has had a tradition of outstanding Drum Majors. This student leader is, in effect, a student conductor and assistant director for the Marching Band. He or she has a great impact on over 150+ other students' public performances. Many of the band's finest musicians and most effective leaders aspire to this position.

Any sophomore who is interested in trying out for the position of Assistant Drum Major needs to carefully consider the significant amount of time and effort to fulfill the responsibilities of the position of Assistant Drum Major and, ultimately, that of the Drum Major during their senior year. In about March, Assistant Drum Major Tryout Clinics will be held, with actual tryouts held sometime in April during the regular band class in front of the entire band. The band votes via secret ballot, and the results are tabulated and announced the following day.

The person who is selected for the position of Assistant Drum Major, attends the MSU Performing Arts Camp for one week with the Senior Drum Major during the summer.

### Color Guard

The Color Guard is a group of approximately 16 girls who use flags and other props to add color, motion and choreography to the Marching Band's shows. All of the members must be regular playing members of the woodwind sections of the band. Students may tryout at the end of their freshman, sophomore, or junior years. This group is led by the Color Guard Captain (and, in some years, Assistant

Captains) who is selected by the band director. The Color Guard Captain holds a very important leadership position, coordinating personnel, equipment, sectionals and flag routines. A part-time instructor for the Color Guard is hired to write routines for the "guard." Members of the group also regularly help to write routines.

The Color Guard rehearses throughout the summer months and also attend the MSU Performing Arts Camp for one week during the summer.

### **Recognition and Awards**

The Band recognizes outstanding effort and performance in many areas during the marching and concert seasons. Some of these include: Outstanding Freshman, Sophomore, Junior, and Senior; Most Improved, Most Spirit, Most Valuable Player, Dedication Award, Leadership Award, Director's Award. In addition, students regularly present more informal recognition awards.

Throughout the school year, students audition for and earn membership in university and MSBOA-sponsored honors bands. During the months of February and March, participating students also earn recognition at the MSBOA District and State Solo and Ensemble Festivals. In addition, summer music camps select outstanding campers, top musicians, concerto contest winners, etc.

At various concerts during the year, outstanding performers, generally seniors, may be given the opportunity to solo with the band. This honor is earned as a result of the student's exceptional work and progress on his/her instrument.

On each spring concert, students are awarded monetary scholarships for enriching their musical experience through the donations collected by the Okemos Music Patrons. Scholarship recipients are chosen for their hard work and determination to improve their musicianship during the school year. Also on each spring concert, two annual awards are presented: The John Philip Sousa Award is presented to the senior who is selected the most outstanding band member by a vote of his peers, and The Arion Award for Band is presented to the senior who has demonstrated the most outstanding performing musicianship on his or her instrument.

Since students tend to be a little shy about publicly broadcasting their accomplishments, it is appreciated when parents or friends pass on information regarding special student accomplishment to Mr. Stice. He, in turn, can then pass this information on for publication in the local school publications such as In Tune, the Hooray for Okemos!, the Student Activities Newsletter or the Okemos School Report. The Band Boosters and Music Patrons also help with publicity by sending information in to the local newspapers. Please understand that local newspapers print what is submitted only when page space allows. This is a great way to recognize our students' musical talents and endeavors.

### **Band Trips**

Every three years, the band goes on a large four to seven day performance trip, such as the trip to Hawaii the spring of 2012. In the past, we have also gone to Washington, D.C., Disney World in Orlando to perform, St. Louis, and to San Antonio to participate in the Bluebonnet festival for bands. All of the domestic trips cost between \$500 and \$1000 per student. Payments for these trips are generally allocated into two or three separate payment due dates or as determined by the travel agency. Students have the option of using their student trip accounts dollars for this trip, or by paying for it completely out-of-pocket. (Please see "Managing Student Trip Accounts".)

On the years when a large trip is not planned, the band goes on smaller, non-performance optional weekend trips. The time frame is usually the weekend after the first semester finals in January. We generally arrange to leave on Friday around noon, and return Sunday by early evening. Again, students have the option of using their student trip accounts dollars for this trip, or by paying for it completely out-of-pocket. These trips generally cost between \$100 and \$300.

## THE ACADEMICS OF BAND

### Grading Information

You may interpret OHS Bands letter grades this way:

A = excellent

B = good

C = sub-standard

D = poor

E = failing

Each marking period grade is based on the following six criteria:

**Practice at Home.** This essential criteria is on the honor system, but affects all the other criteria, and the results become apparent over time.

- Practice at least five 30-minute (2-1/2 hours) practice sessions per week outside of school.

You will make impressive improvement if you spread out your practice over the course of the week. Making a choice for excellence will lead to great things for each of us as **individuals** and all of us as a **band**. We will be rewarded with **fine musical results, pride in a band worth being a part of, and an exciting and fulfilling musical experience.**

Since grades are a part of school, let's use the necessity of grades to motivate us to improve. If the idea of working hard scares anyone, remember this:

It takes **great** work to be **great**.

But being **great** is **fun**

SO....

Let's do **great** work and have **fun!**

Those who achieve the following will earn a grade of "A" for the marking period.

A. **Music Preparation**— demonstration of individual musical progress at the discretion of the director.

1. Practice your instrument away from rehearsal at least 5 30-minute sessions per week. If this is impossible, 4 40-minute sessions will suffice as a minimum.
2. Prepare your music thoroughly and to the best of your ability.
3. Emphasize and be able to demonstrate quality preparation on the following aspects of your music:
4. Tone quality: work to improve and develop a sound that is supported, full, clear, rich, even and focused.
5. Intonation: work to improve and develop well-tuned intervals in each phrase.
6. Rhythm: work to improve and develop accurate tempos, counting, placement, and duration of notes and rests.
7. Technique: work to improve and develop note accuracy, evenness, synchronized tongue and fingers, and speed.
8. Expression: work to improve and develop expressive playing, including observation of style markings, dynamics, and effective and appropriate contrasts in style.
9. Music Memorization: memorize accurately all required pieces.

*The following is only evaluated during the marching portion of the year*

1. *Marching Memorization: memorize accurately all required marching drills and movement.*
2. *Prepare your marching drills thoroughly and to the best of your ability:*
3. *Posture*
4. *Position of attention*
5. *Instrument Positions: parade rest, attention, and playing position*
6. *Positioning on the field: knowledge of your charted coordinates throughout a drill*
7. *Alignment: awareness and adjustment of your position relative to others:*
  - a. *Spacing: side-to-side (interval) and front-to-back (distance)*

- b. Dress “horizontal” fronts and Cover “vertical” files
- c. Smooth and adjust curved forms
- d. Center yourself between two people
- e. Step size: 22.5 inches/”8 to 5”
- f. Glide step style and MT style  
*Fundamentals: FM, MT (low), MT (high), BM, IT, SLD, FTL, LF/RF/TTR, SD*

**B. Responsibility** in class and rehearsals– to reward those who are properly prepared for class each day.

1. Refrain from horseplay, etc. in the music room areas. There is much breakable equipment.
2. Read the board for instructions at the beginning of rehearsal each day.
3. Procedures: adhere to all established rules and procedures.
4. Instructions: follow all instructions carefully.
5. Deadlines: be aware of and meet all deadlines
6. Equipment: have all required equipment ready. Treat, use, maintain, and store all equipment properly. This includes instrument, accessories, pencil.
7. Maintenance: maintain your equipment appropriately so that it is in good working condition.
8. Music: have all required music with you at each rehearsal and performance. Treat, care for, and store all music properly.
9. Locker: maintain your locker, know your combination, keep your lock locked and on your locker.
10. Personal items: store all personal items appropriately in lockers or back packs. Leave no personal items in the band room between rehearsals.

**C. Behavior, Effort, Attitude, and Cooperation**– to reward those who listen in class, are focused, do not talk, do not disrupt class, speak in a respectful manner towards the director(s), other students, substitute teachers, and student teacher(s).

1. Do your best throughout every rehearsal and performance, and make your efforts productive.
2. Work hard during rehearsal to improve every time over the previous time.
3. Try to do your part to bring a positive attitude to the band room.
4. Listen with full attention to all instruction and announcements.
5. Student contributions: Listen respectfully and attentively to comments from fellow students who are addressing the band.
6. Refrain from distracting other students during instruction.
7. Cooperate fully with the Director and student leaders such as Drum Majors and Section Leaders.
8. Cooperate fully with parents and other adults at band functions.

**D. Attendance** at rehearsals and performances

1. Be in attendance at rehearsals and performances unless excused by the director in advance (exception: sudden illness, etc.)
2. Be on time to rehearsals and performances.
3. Be at the right place at the right time.
4. Check calendars in advance, and in the event of conflicts, contact the director as soon as you know.
5. Uniform and Concert Attire: have all required items when needed. Treat, wear, maintain, and store all uniform items properly and observe deadlines. This includes shoes, hangers, garment bags, plume tubes, etc.

The six grading criteria are weighted this way in calculating each marking period grade:

1. Practice at home. On the honor system. Five 30-minute sessions per week are expected for an "A" grade.
2. Music Preparation– 20%
3. Responsibility in class and rehearsals– 30%

4. Behavior, Effort, Attitude, and Cooperation– 20%

5. Attendance at rehearsals and concerts– 30%

The marking period grade will be lowered one full grade for an unexcused absence from a performance (e.g., "A" to "B"). The responsibility grade will be lowered one-third of a grade for an unexcused absence from a rehearsal (e.g., "A" to "A-").

6. Extra-Credit: see the explanation below for how extra-credit can improve the grade.

**If a student is absent from class more than two consecutive weeks, the director reserves the right to not give responsibility and behavior credit during the time missed unless a plan is in place between the director and parents and/or the parents and the school.**

If a student has missed a substantial number, as deemed by the director, of rehearsals prior to a performance, the director reserves the right to withhold the student from the performance. In order for our band/choir/orchestra members to perform at their fullest potential, they must rehearse as an ensemble. Although a student may know their individual part, understanding how their part fits within their section and the ensemble is an extremely important aspect to a performance, which can only be gained through consistent, not occasional, rehearsal in class. Regardless of the reason for the absence, the experience gained during rehearsal cannot be recreated. The number of absences required to withhold a student from a performance will be determined on a case by case basis, at the discretion of the director.

**Membership.** The Director reserves the right to remove a student from participation, whose attitude, behavior, level of cooperation, or performance jeopardizes the success of the group. Removal may include rehearsals, performances and/or the ensemble itself.

### **Extra Credit Information**

Many students in the OHS Bands are musically active far above the course requirements, and we would like to recognize and encourage this. The justification for raising a grade with extra credit is that these activities improve one's performance ability or musicianship, sense of musical purpose, musical leadership, appreciation and understanding of music, enjoyment of music, etc. These are objectives of the course. Extra credit can only be applied toward the marking period during which it is earned (i.e. it can't be "saved up" for the next marking period.) There is a limit to the amount you can raise your marking period grade. This limit is 1/3 of a grade (e.g. B+ to A-). Students must present verification of each extra-credit activity by the due date announced for each marking period. For instance, have the conductor or parent sign your program for any school or college concert. ***Extra Credit is void if a student has an unexcused absence from a performance and can not be used in place of credit for the missed performance.***

### **Ways to earn extra credit**

#### **Independent Performance (not performances in OHS school ensembles)**

Public performance on your band instrument over and above the scheduled band performances, such as:

- A solo performance, such as at your place of worship, civic club, library, community program, etc. (3 pts.)
- A concert in a short-term additional ensemble, such as MSU Honors Band, Youth Arts Festival All-Michigan Honors Band or Orchestra (5 pts.)
- Performance at District or State Solo and Ensemble Festival (5 pts. per festival, no matter how many events)
- First Division Rating at District or State Solo and Ensemble Festival (5 pts. for each event, in addition to the 5 pts. for performing)
- A solo recital, where your performances are the "main event" (20 pts.)

#### **Concert Attendance**

Attendance at a concert which DOES NOT use your band instrument prominently:

- Elementary school or middle school such as Hiawatha Elementary Choir, CMS Strings (1/2 pt.)
  - High school, college, adult or professional such as LCC Choir, Julliard String Quartet (1 pt.)
- Attendance at a concert, which DOES use your band instrument prominently:
- Elementary school, middle school such as KMS Band, Cornell Elementary Strings (1 pt.)
  - High school, college, adult or professional such as OHS Orchestra, MSU Band, MSU Jazz Ensemble, Meridian Community Band: (2 pts.)
  - High school, college, adult or professional recital for your instrument, such as a recital by an MSU music major on your instrument: (3 pts.)

### **Private Lessons**

Studying privately with an instructor on your band instrument: (2 pts. per lesson). A sample "Private Lesson Form" is included in the back of the handbook, and is available in the high school band room. This must be submitted by the announced deadline prior to the end of each marking period.

Additional Ensemble Membership (during the whole marking period or director's discretion)

- Membership in extra-curricular OHS instrumental music ensembles in addition to your regular OHS Band such as OHS Orchestra, Jazz Ensemble, Pit Orchestra: (10 pts.)
- Membership in community musical ensembles such as Meridian Community Band (10 pts.)
- Membership in state-wide or other long term honors ensembles such as Michigan Youth Band or Michigan Youth Orchestra (20 pts.)

Example:

Activity	# Pts.
Church performance on your band instrument:	3
District Solo and Ensemble Festival performance:	5
First Division Rating at District S & E:	5
Attend younger sibling's middle school choir concert:	2
Attend a Broadway musical at MSU (pit orch uses your instrument):	2
Attend string quartet performance at MSU:	1
Attend OHS Orchestra concert:	2
Attend MSU Symphony Band concert:	2
TOTAL:	20.5

### **Absences from a Performance or after school rehearsal**

Good attendance affects the student and the band as a whole because all students' performances are interrelated. The reason that each student's participation is essential is that each student counts on every other in the performance. Unlike the individual work done on an exam in most other school classes, the works of music performed are learned, adjusted, and influenced by the collaborative effort of all the students involved. Innumerable decisions of interpretation, tuning, and balance are made by the director and the students during rehearsals. These decisions are then brought to bear during a performance. At the performance each student, and the entire ensemble attempt to communicate their interpretation of the piece in the most expressive manner possible, based on their rehearsal experience. The absence of an individual student can sometimes be disconcerting or frustrating to the musicians, even though the audience may not be aware of this. In addition, the band members count on each other for moral support, companionship, understanding and encouragement. The feelings of the individual about his place in the ensemble are diminished if he or she senses a disconnect in the chain of musical friendship. These are the reasons that attendance is important in music-making.

- The director must excuse all absences from performances and rehearsals. Illness, membership in other groups, and family trips are examples of excused absences.
- If an unavoidable conflict occurs, a **parent or guardian** must write or call the director as soon as possible. With lots of notice, sometimes we can minimize the negative effect on the ensemble, or make adjustments to eliminate the conflict entirely. **Parental or guardian communication** at least two weeks prior to the performance is required for an excused absence. (PH: 706-4946) See "Make-up Policy for Missed Performances" below.
- A makeup assignment is required in order to take the place of an excused absence from performance. This takes the form of playing the concert music privately for the director, attending a concert, and writing a concert critique. See "Make-up Policy for Excused Absence from Performances" below.
- If a student receives an unexcused absence from a performance, credit for the performance will not be given. Extra credit will not be applied during the marking period of the un-excused performance as a way to replace the points un-earned. Fortunately, this has rarely happened.

### **Makeup Policy for Excused Absence from Performances**

On rare occasions, a student will miss a required performance. Usually, these absences are excusable, due to illness or unavoidable conflict with a previously scheduled commitment. In those cases, students are allowed to make up the work missed at the concert and must do so to receive credit for the missed performance. **IF THE DIRECTOR IS NOTIFIED BY THE PARENT/GUARDIAN PERSONALLY IN WRITING, OR BY PHONE, TWO WEEKS PRIOR TO THE PERFORMANCE, a student can be excused from a performance.** In cases of severe illness, notification should be as soon as possible before the performance by the parent or guardian even if the attendance office has been notified. Students who miss a performance due to an illness or any other reason **must make up the missed performance.**

If a student's absence is not excusable, he/she will not be allowed to make up the concert assignment, and will lose one letter grade during the marking period for each performance missed. **Students who have an "excusable" absence but do not complete the makeup assignment, will also lose one letter grade for the quarter.**

An actual makeup for a missed concert is impossible since we cannot recreate the concert experience. Therefore, the following requirements have been developed to give the student a comparable learning experience:

- Attend a musical concert, APPROVED BY THE INSTRUCTOR, within two weeks prior to or after the missed performance and write a critique of the concert then submit it to the director for a grade within two weeks of the missed performance. (See "Concert Critique Guidelines" below.) An excellent source of concerts is MSU.
- Play the concert music for the instructor after school for evaluation. Students will receive a grade for this activity based on how well they perform. This playing test must be completed within two weeks of the missed concert.

The student must accomplish BOTH of the above requirements within two weeks of the missed performance to satisfy the provisions of the makeup, and will receive a grade for the missed performance based on the **quality of the makeup work.**

Concert Critique Guidelines:

- Write a one or two page critique of the concert you attended. Type double-space or write single-space, using a pen. Neatness counts.
- The critique should have a paragraph of introduction explaining what the concert was, who performed, where it was held, and what was played.
- Following the introductory paragraph, three to five paragraphs should be devoted to answering some or all of the following questions:
  1. How was the performance?

2. What did you like about the concert?
  3. Comment on the acoustical quality of the concert hall. Could it be improved?
  4. What can you say about the tone quality, rhythm, style, or interpretation of any of the pieces?
  5. Which pieces did you like the best?
  6. Which pieces did you dislike, if there were any?
  7. What do you think the performance's strengths were? Weaknesses?
  8. What did you learn at this concert that you did not know before?
  9. Would you go to a similar concert again? Why or why not?
- In addition to these questions, feel free to make any additional comments about the performance which you think would be important to someone who might want to attend this concert in the future.
  - To finish the paper, it is a good idea to close with a concluding paragraph. In this part, review the main points covered in the rest of the paper.

## MUSICIANSHIP GUIDE

Each musician's level of performance proficiency is dependent on his mastery of the following areas of playing. Above all, the successful musician approaches his instrument with SENSITIVITY, DETERMINATION, HIGH STANDARDS and CONSISTENT, SENSIBLE PRACTICE.

This "Musicianship Guide" is organized in four columns:

1. Basic Categories Tone, Intonation, Technique, Rhythm, Expression
2. Sub-Categories Areas within the five Basic Categories
3. Determining Factors Affecting performance in each of the five Basic Categories
4. Techniques for Development General ideas for improvement in each Basic Category

CATEGORY	SUB-CATEGORY	DETERMINING FACTORS	TECHNIQUES FOR DEVELOPMENT
TONE	Beauty Control Range Endurance Vibrato	Posture Embouchure/percussion hand position Breathing Critical listening Concept of tone Mouthpiece/reed/drum heads/mallets/equipment	Breathing exercises Long tones/lip slurs/rolls Check embouchure in mirror Check "centering" of tone Listen to fine players
INTONATION	Intervals	Critical listening Knowledge of "bad" notes Breath support Embouchure Concept of "in tune" Mouthpiece/reed/equipment	Work with tuner Learn tendencies of your horn Make up tunes by ear Listen to fine players
TECHNIQUE	Fluency Articulation Keys Fingering	Hand and finger position/grip Knowledge of fingerings/rudiments Music reading Tongue action Embouchure Breath support Critical listening Concept of fluent technique	Scale practice - major, minor, chromatic Arpeggios Intervals All articulation styles on scale Use metronome Tempos - very slow to very fast Listen to fine players
RHYTHM	Note Values Meter Tempo Accents Precision	Knowledge of note values Understanding of time signatures Counting Music reading Concept of rhythmic pulse Critical listening	Count mentally Feel pulse physically (beat foot) Write counting beneath notes Count aloud before playing Work with metronome Listen to fine players
EXPRESSION	Phrasing Dynamics Style Spirit Tempo	All skills listed above Critical listening and thought Music reading Knowledge of traditional styles Concept of relative "weight" Concept of tension and relaxation Musical sense and "feel"	Listen to expressive playing Create "direction" in the music Practice at all dynamic levels Practice crescendo/decelcendo Tempos - very slow to very fast Practice various articulations Find form within the music

## **FUNDRAISERS**

The OHS bands have ONLY TWO regular fundraisers. They are the annual Car Wash-a-Thon and "Meijer Rewards". Other fundraisers may be implemented during large trip years based on the cost of the trip and the need for more fundraising dollars.

### **Car Wash-A-Thon**

The Car Wash-a-Thon is an event held at OHS on a Saturday in September, rain or shine. This is quite the event, one which involves all band members as well as their parents. It is great fun, and gives the parents the chance to work side by side with their son/daughter, as well as with other band members.

How does the car wash work? Students and parent volunteers form two lines consisting of five steps: spray down, wheels/tires, suds wash, rinse and dry. Every few minutes or so the groups rotate so everyone gets the chance to do each station, as well as to take a rest and grab a bite to eat.

The car wash itself is free to the public. Money is raised by the students collecting pledges based on the number of cars washed. With great participation and effort, we have been able to wash about 500 cars. In 2013 we washed a record 500 cars. This generated a total of over \$19,000! As an example, if we wash 500 cars, and a student gets 20 pledges at two cents each, his or her total pledges are \$200. Of this total, a designated amount (currently \$50) goes directly to the band equipment fund, and the remainder (\$150) goes into the student's trip account. The more pledges a student gets, the more \$\$ they have to go towards their trip account.

This is, by in large, the fastest and easiest way to collect a lot of money in a relatively short amount of time. If every band member collected \$200, the total profit for the band and students would be approximately \$32,000!!! This fundraiser is very successful, and is a marvelous way for the students to give something back to the community for their support of the OHS bands.

## **MANAGEMENT OF STUDENT TRIP ACCOUNTS**

The student trip accounts are maintained by the Band Boosters Treasurers. These accounts are in place to keep track of monies earned by the students through their fundraising efforts for the band. Monies in these student accounts are carried over year after year until the student graduates, at which time any monies left in the student's account will automatically roll into the band equipment fund. Students may not "will" their account dollars to other students or siblings. If a student discontinues band at any time during their high school career or they move out of the school district, the monies in their accounts will roll into the band equipment fund. This policy was established by the Band Boosters and Director of Bands to recognize the fact that the student earns his or her funds under the banner of the Okemos Band, and must not profit in any auxiliary way from band fundraising.

Please keep in mind that the first \$90 earned through fundraising is applied toward the band equipment fund. Please refer to the Fundraising Policy included in this handbook for more information on this subject. Note: Due to the potential "big trip" in 2015, this reserve amount will be reduced for 2014-15 season ONLY to \$50.

## **BAND BOOSTERS**

Band Boosters are instrumental in the organization and implementation of many events, such as the Car Wash, band trips, the fall band banquet, receptions following concerts, the new member welcome tailgate held during pre-season drills, and the ice cream social held in September. They have also provide volunteers for the MSBOA Band and Orchestra Festival held in February at OHS. It is a great organization consisting of many great people. All parents of band students are invited to attend Band Booster meetings.

If you ever have any questions regarding any of the events hosted by the Band Boosters or the

organization itself, please feel free to contact a board member, or any veteran Band Booster parents. They would be happy to answer your question, or direct you to the person who can help you.

### **MUSIC PATRONS**

The purpose of the Okemos Music Patrons ("OMP") is to support music programs, and give encouragement to teachers and students. Any parent who has a child in any music program at the Okemos Public Schools, from elementary through high school, is automatically considered a member of OMP. Twice a year, the OMP publish the *In Tune* newsletter, which is sent to all parents of Okemos students. It informs the community about achievements and upcoming music-related events. Scholarships are provided to music students from donations received in the familiar "drums" held by parent volunteers at all student concerts. These scholarships are used by the students towards summer music camps, lessons, etc. The annual Spaghetti Dinner, held in February of each year, is the OMP's ONLY fundraiser. Funds from this event are used towards purchasing items that enrich the Okemos music programs at all age levels (for example, grand pianos, acoustical shells, performance risers, and even an opera company tour to elementary schools), and help with the publication of the *In Tune* newsletter.

### **VOLUNTEERING**

Volunteering is a wonderful way of showing the students and community that you support the OHS bands. Periodically, throughout the year, we may ask you to check [volunteerSpot.com](http://volunteerSpot.com) to assist in a band function, be it providing food or help for a reception, or chaperoning a trip.

The band members are really great kids, and worthy of your time and effort. They always return their thanks by way of great performances, either on the football field or on the stage. Parents who have volunteered in the past always comment on how well our students conduct themselves and what a pleasure it was to assist, whether it was helping to organize a meal, chaperoning an event, or helping to put away uniforms at the end of a game night. The students are proud of their band and show it in their cooperation with the parent volunteers. Won't you please help support them and sign up to volunteer?

### **OHS BAND FUNDRAISING POLICY**

Monies raised through fundraising activities are designated primarily to assist the band and the Band Boosters in their support of band activities such as purchasing additional equipment, providing uniforms needed by the color guard, supplying pre-season drill lunches, hosting receptions, hosting meals for visiting bands, providing award letters and pins at the Fall Awards Dinner, and flowers to seniors during the Spring concert, etc. Currently the band participates in two major fundraisers: the annual Car Wash-a-Thon usually held in September, and the Meijer Rewards program, which is an ongoing fundraising event. Additional fundraisers may be necessary from time to time, depending on the needs of the band. The fundraising guideline is as follows:

1. Currently, it is designated that the first \$90 ("Designated Amount") raised through fundraising each School Year by a student is credited directly to the band. This amount may be changed from year to year depending on the needs of the band.
2. A portion of the moneys raised through fundraisers may be used for the benefit of students in order for them to participate in band trips or other special events.
3. The amount of money credited to the band or the student, whether it is a specific amount or a percentage, will be determined by the Band Director and by consultation of the Band Boosters.
4. Meijer Rewards are available for sale throughout the School Year. "School Year" is defined as being the first day of summer vacation through the last day of school the following year.
5. Funds may not be transferred among band students.
6. Funds will be carried forward in the student's account until graduation. However, students, with parental permission, may request funds in their trip account to go to the Band Booster general fund. These funds will be used at the discretion of the Band Boosters for scholarships, trip expenses and other necessary projects. At the time of graduation, or if a student leaves the band prior to graduation, any remaining funds in the student's account will be returned to the Band Boosters general fund.
7. During a Performance Trip (aka "Big Trip") year, the designated amount is reduced to \$50.

Student accounts will be kept confidential by the Band Boosters' Treasurer(s). Any questions regarding a student's account should be directed to the Treasurer(s). If the Treasurer(s) and student's family cannot resolve a conflict, the final decision will be made by the Band Director, in consultation with the Band Boosters Executive Committee.

Any student or family may choose to contribute the Designated Amount, as well as the student's trip expenses, by cash or check, rather than through fundraising.

Chaperones may raise money for their trip expenses through the selling of Meijer Rewards or by a transfer of excess funds from their student's accounts. The request for such a transfer must be put in writing to the Treasurer(s).

### **POLICY RELATING TO SCHOLARSHIPS TO STUDENTS**

1. A written request for a scholarship for a performance trip must be submitted to the band director by the student's parent(s). This request must be submitted within a few weeks after the announcement of a performance trip.
2. A scholarship will be considered if there is a financial need and if a demonstrated effort has been made at fund raising.
3. It will be the band director's decision as to whether there is sufficient justification for a scholarship to be awarded.
4. Even if a decision is made to award a scholarship, the student must continue to try to raise the necessary funds through the various fund raisers.

NOTE: Loans will not be made to students for a performance trip, or any other type of trip. If a student has committed to a trip and is subsequently unable to pay the entire amount, three options are available: (1) the band director could decide to provide the student a scholarship for the remaining money due; (2) the student could receive a refund of unexpended money that was not obtained through fund raisers; or (3) the student could be asked to discuss the situation with family and relatives to obtain the additional money with their help.  
Approved by Band Boosters: February 12, 1998.

### **OHS CO-CURRICULAR PARTICIPATION POLICY STATEMENT**

We believe that the opportunity for participation in a wide variety of student selected activities is a vital part of the student's educational experience. A comprehensive and balanced activities program is an essential complement to the basic program of instruction offered at Okemos High School and will enable the student to take maximum advantage of his/her education. Such participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community and to the student. Participation in these activities will provide students with the opportunity to develop personal values, skills and a positive attitude toward work and leisure time activities.

The athletic and fine arts programs will be available to all students who demonstrate an interest in participating, regardless of their individual abilities. Accordingly, appropriate skill levels will be established within activities, when feasible, so that students may participate as fully as possible regardless of their ability levels. However, an individual student who attempts to participate in several co-curricular activities simultaneously might on occasion, be in a position of a conflict of obligations. If it becomes obvious that a student cannot fulfill the obligation of a school activity without continuously inviting scheduling conflicts, that student might find himself/herself in a position of having to withdraw from one of more of the conflicting activities.

Since the athletic and fine arts departments recognize that each student should have the opportunity for a broad range of experiences in the area of co-curricular activities, they will attempt to schedule events in a manner that minimizes conflicts.

The student should exercise caution when gaining membership on teams and in activities where conflicts are likely to exist. Students have a responsibility to do everything they can to minimize obligations where obvious conflicts in practice and performance times will occur. When a conflict does arise THE STUDENT must notify the faculty sponsors/coaches involved immediately.

When a conflict occurs the sponsors/coaches will work out a solution that minimizes pressure on

the student who feels allegiance to more than one activity. If a solution cannot be found, an appeals committee consisting of the two sponsors/coaches of the activities involved, the athletic director and the assistant principal in charge of student activities will make the decision based on the following criteria:

- The relative importance of each event. (Performance vs. Practice)
- The importance of each event to the student.
- The relative contribution the student can make.
- The length of time the events have been scheduled.
- Discussion between the school and the parents.
- Any other contributing factors.

Once the decision has been made and the student has followed that decision, he/she will not be penalized in any way by either faculty sponsor or coach.

Annually, prior to the beginning of a new academic school year, a committee consisting of the athletic director, an on-staff varsity head coach selected by the athletic director, the directors of band, orchestra, choir, and drama will meet to discuss the next academic year's calendar of events. They will address any obvious conflicts in scheduling, and maintain open communication between the fine arts and athletic departments. Additional meetings of this committee will be scheduled throughout the school year whenever necessary and called by any one member of the committee.

**OHS BANDS PRIVATE LESSON FORM**

Information: The purpose of this form is to obtain extra credit or to inform the director of your private study.

**--STUDENT AND PARENT SHOULD FILL OUT TOP OF FORM--  
--PRIVATE TEACHER SHOULD FILL OUT BOTTOM OF FORM--**

For the Student and Parent:

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Instrument: \_\_\_\_\_  
Marking Period (circle one) 1 2 3 4

Name of Private teacher: \_\_\_\_\_  
What exercises, pieces of music, or books did you work on with your teacher during this marking period?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

For the Private Teacher:

How many lessons did the student take during the marking period above? \_\_\_\_\_

Today's date: \_\_\_\_\_

Was the student's work satisfactory? \_\_\_\_\_

Any other comments?

\_\_\_\_\_  
\_\_\_\_\_

Private Lesson Teacher signature: \_\_\_\_\_

Phone: \_\_\_\_\_

Thank you for completing this form. Please submit it by the last day of the marking period in order to gain extra-credit to be applied to the marking period grade.

**Parent Transportation Form**

Please complete and return this form to Mr. Stice in the event that you will need to take parent transportation, rather than the bus from an OHS Band event.

Name of the student who will be driven by a parent: \_\_\_\_\_

Name of the person who will be driving: \_\_\_\_\_

Band event and date: \_\_\_\_\_

Time you expect to leave the event: \_\_\_\_\_

Signature of student's parent: \_\_\_\_\_

## **Contact Information**

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Okemos High School

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OHS Bands Website  
<http://okemosbands.org>

Mr. Stice's Website  
[www.okemosk12.net/ohsband](http://www.okemosk12.net/ohsband)

You can also follow the OHS Bands on Facebook