

Texas State Middle School Band Handbook

Introductory Letter

Dear Students and Parents,

The following is a handbook that contains important artifacts addressing several guidelines, processes, and expectations applied to all students in the band program. These required guidelines that are published in this handbook provide general information about our secondary band program, which we hope you find helpful.

Students who begin in our band program in the sixth grade can look forward to a comprehensive, sequential music education that will take them through the eighth grade. Our sixth grade classes emphasize a thorough foundation in individual performance fundamentals on students' primary instruments. Beginning in the seventh and eighth grades, students will perform in full bands with emphasis placed on developing ensemble concepts and furthering individual skills.

We are proud of the tradition of excellence, wholesome camaraderie, and community contributions that our band program enjoys. With your help and support, we look forward to growing this program for the betterment of all band students through musical achievement.

If you have any questions regarding the guidelines outlined in this handbook, please call the band office at *insert band office phone number* or email *insert school email*.

Sincerely,

insert all directors' and administrators' names and titles

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Program Description

Texas State Middle School is a 3C middle school with over 900 students enrolled. Our school encourages students to be active participants in various extra-curricular activities, making the student population in each of our elective programs incredibly diverse with talent and ability levels. We are grateful for a school culture that celebrates and encourages students' growth in several different areas, including music.

In the spring of each academic year, the band directors at TSMS host several Instrument Petting Zoos and one Instrument Tryout for the incoming sixth graders from each of our feeder elementary schools. At our Instrument Petting Zoos, students are encouraged to try several instruments and learn about what it is like to play them and be in a band ensemble. At our Instrument Tryout, incoming sixth graders interested in signing up to be in the TSMS Band are able to choose what instrument they would like to learn as their primary focus for their sixth grade year based on several factors that affect their success on each instrument and their own personal interest.

In the TSMS Band, we have 6th grade beginning instrument classes as well as one 6th Grade Beginning Band, and both a Concert and Symphonic Band for seventh and eighth grade students.

Ensemble Summaries

6th Grade Beginning Band

When students enter the program in sixth grade, they are enrolled in a homogenous class composed of other beginning students on the primary instrument they selected the previous spring. In these beginning classes, students will learn basic music theory, foster basic aural skills, and demonstrate several fundamentals that are crucial to further growth on their instrument in terms of tone, technique and musical literacy. At the end of both the fall and spring semesters, all sixth grade beginning band students will be brought together to form the 6th Grade Beginning Band to perform at the TSMS Winter Concert and TSMS Spring Concert. Several rehearsals for these concerts will occur prior to each performance, giving our sixth graders the opportunity to have carefully curated ensemble rehearsal and performing experiences.

Concert Band

The Concert Band is a full band ensemble of both seventh and eighth graders. This ensemble is considered our intermediate level band, where students are able to work on repertoire and ensemble concepts that further their theory and aural skills, and prepare them to tackle more advanced repertoire both as soloists and ensemble members. Students in Concert Band can

expect an emphasis on ensemble awareness of pitch accuracy and vertical alignment, basic balance and ensemble dynamics concepts, and the execution of common wind band styles and articulations.

Symphonic Band

The Symphonic Band is a full band ensemble of both seventh and eighth graders. This ensemble is considered our advanced level band, where students are able to work on repertoire and ensemble concepts that challenge them to apply theory and aural skills in the context of performance preparation. Students in Symphonic Band can expect to play higher level middle school band repertoire and experience an emphasis on advanced ensemble balance and blend concepts, executing a wider range of dynamics and style demands, and more individual accountability in contributing to the ensemble performance.

Seventh and Eighth Grade Band Opportunities

The Concert and Symphonic bands perform a program at both the annual Winter and Spring concerts in addition to several other ensemble performance opportunities. These older ensembles also participate together to form the TSMS Pep Band, which performs spirit tunes at sporting events, pep rallies, and other community functions, as needed and requested by school administration and the athletic department.

Both the Concert and Symphonic bands also participate in UIL Concert and Sightreading Contest as full band ensembles, where each band performs three prepared concert pieces and undergo an ensemble sightreading process in front of a panel of UIL judges. Through this contest, each band will receive a number rating from each of the UIL judges that indicate various levels of achievement as an ensemble on both the prepared and sightreading repertoire.

In addition to UIL Concert and Sightreading Contest, students are encouraged to work on solo repertoire outside of the ensemble setting and participate in UIL Solo and Ensemble Contest. Much like the concert and sightreading contest for ensembles, this contest allows individual students to perform solo repertoire on their primary instrument in front of a UIL judge for evaluation through a number rating indicating their achievements as a solo performer.

The only performance and evaluation opportunity we offer to students in the seventh and eighth grade that allows for rankings amongst other players (other than TSMS Concert Ensemble Auditions) is TMEA All-District and All-Region Auditions. Students that choose to audition for District or Region Band have several months in the summer and early fall to prepare TMEA-chosen excerpts from solo etudes on their respective primary instrument. Students are

also expected to perform their scales in this audition. Through these individual auditions, each player performs for several judges in a “blind” setup for evaluation and ranking amongst other students auditioning on the same material. Results decide if students are performing at a standard worthy of recognition at both the district and region level.

Though these contests offer rankings and comparisons that may indicate some level of achievement of each of our seventh and eighth grade ensembles and individual performers, the TSMS Band believes strongly that the success of our students reaches far beyond the measurements of UIL or TMEA and that excellence at these contests is only a fraction of the value of each student’s musicianship in our program. It is our goal to ensure that students have several performance opportunities and situations where they can be evaluated objectively and through as many means as possible, which is why we promote the TSMS Band’s participation in these events. We believe that a well-rounded musician is a musician that prepares rigorously for both ensemble and solo opportunities.

Auditions

Concert Ensemble Auditions are held in the spring of each academic year for incoming seventh and eighth graders. These auditions are held to decide band placement for students the following fall semester. Students will be evaluated through a “blind” audition by the TSMS band directors and any private lesson staff relevant to the students’ primary instrument. The placement of seventh and eighth graders in the Concert and Symphonic Bands is contingent upon performance of Concert Ensemble Audition repertoire, preparedness and participation throughout the previous academic year, and each ensemble’s available slots for each section. The aim of the TSMS band directors is to place each seventh and eighth grade band student in the ensemble we feel would best help the student grow in a challenging and positive way for their future success in band music.

Summer Band Camp

Summer Band Camp is a highly-encouraged opportunity for incoming sixth graders and mandatory event for all seventh and eighth graders. Sixth graders can expect to get a head start on the basics of their instrument, such as instrument anatomy, assembly, music theory, and aural skills. They may also benefit from important reminders about Band Hall procedures and expectations as well as social interaction with older students in the band program.

Seventh and eighth graders at Summer Band Camp can expect rehearsal on school spirit tunes, fundamental drills, and masterclasses on TMEA All-District/Region material.

Summer Band Camp lasts no longer than three consecutive days at least a week prior to the start of school. TSMS Band Directors and private lesson staff host this event to ensure comfortability and preparedness for all students in the program before the start of classes in the fall.

Social Opportunities

It is important the TSMS Band that students not only foster positive relationships with each other as excellent musicians, but as friends and teammates who bond over their musical achievements. Because this means a great deal to our program, there are several optional social opportunities offered intermittently throughout the year both separate from and in tandem with performances.

In the evening of the first day of Summer Band Camp, students are invited to stay for an Ice Cream Social in the Band Hall. At the end of Summer Band Camp, the students are invited to a pool party at the local community center where all bandmates may socialize after their hard work throughout the week.

In early October, students may get extra credit for going to a Texas State High School Marching Band performance at a marching contest, with both transportation and lunch/dinner provided. At this event, students are encouraged to eat and mingle with TSHS Band students and get to know what it is like to be at the high school marching band.

The week of or right before Halloween, the TSMS Band hosts a Halloween Dance where students may dress up for Halloween and socialize amongst bandmates and non-band plus-ones alike. Parents/Guardians are encouraged and welcome to set up a “Trunk-or-Treat” outside the dance for students to collect candy and other treats from parents’ cars in the spirit of Halloween.

The night of the annual Winter Concert, students are invited to stay for a Winter Wonderland Band Hall Lockdown where all students may stay the night at the school to watch holiday movies and participate in holiday-themed crafts and games.

Between the last UIL Contest and Sightreading performance of the older ensembles and the Spring Concert, the TSMS Band joins with the TSHS Band for a Band Olympics. At this event, students will collaborate with the high school band students to win an award for their respective feeder school through a series of games and activities.

The weekend following the annual Spring Concert, there will be a Band BBQ and Banquet where all TSMS Band members and their families are invited to celebrate the progress of the program throughout the year. There will be outdoor activities, food, and a presentation of various awards given to outstanding individuals and ensembles from the academic year.

Our Culture

Texas State Middle School Band Mission Statement

The Texas State Middle School Band is a secondary school band program that seeks to foster musical excellence and various lifelong skills -- such as effective communication, time management, organization, and empathy -- in its students through a positive and healthy learning environment, and the dissemination of curriculum focused on musical literacy, creativity, and ensemble and solo performance opportunities.

Texas State Middle School Band Vision Statement

The Texas State Middle School Band aims for a student population characterized by a lifelong love of music, a drive for musical achievement with other musicians, and a wholesome camaraderie and positive culture both in and outside the Band Hall.

Our Core Values

Musicianship - Students will demonstrate their interest and effort towards musical excellence by participating actively in class, being open to constructive criticism about areas of musical improvement from the TSMS directors, and building productive practice habits and work ethic. Musicianship is also characterized by demonstrating appropriate concert etiquette, rehearsal and repertoire preparedness, and the building of individual skills outside the ensemble.

Empathy - Students will demonstrate knowledge of all roles that help a musical ensemble run effectively and how each role comes with a unique set of challenges. This is shown by praising the hard work of other students and helping one another with various responsibilities. Students will also demonstrate empathy through effective conflict resolution skills and openness to conflict mediation as directed by their band teachers if and when potential conflicts arise.

Communication - Students will communicate about issues, concerns, and achievements with one another and their directors in an effort to maintain transparency and efficiency for the band program as a whole. Communication will be executed in a manner that is aimed at conflict

resolution or the growth and assessment of a positive learning environment. All other intentions for communication are considered unconstructive or unnecessary, such as social gossip, rumors, bullying, or harassment of any kind.

Respect - Students will treat one another with kindness and respect by learning to be accountable for inevitable mistakes, giving considerable effort to the ensemble, and communicating with peers and directors proactively instead of reactively. It is not the aim of the TSMS Band to force every student to be best friends with one another, but to encourage behaviors that foster mutual respect between all members with the recognition that we all must acknowledge each other's time, effort, and contributions to the program.

Responsibility - Students will be able to name and execute all the responsibilities they are expected to fulfill as a member of their ensemble and as a growing musician. This means contributing to the success of each ensemble through completing one's individual workload and consistently looking for more ways to better meet the standards of one's peers, directors, lesson teachers, and oneself.

Expectations and Objectives

Expectations

Students are expected to:

- Follow all communication expectations and procedures as outlined on Page *insert number* of the TSMS Band Handbook.
 - Follow all procedures and rules as outlined on Page *insert number* of the TSMS Band Handbook.
 - Follow all dress code expectations as outlined on Page *insert number* of the TSMS Band Handbook.
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Learning Objectives

Important Note: Each section below outlines several potential objectives for students in each of the TSMS ensembles. Because we seek to create well-rounded musicians through several different performance mediums and opportunities, there is no completely comprehensive list of every possible learning objective for students at every level. However, the lists below include some of the most important objectives we aim to achieve by the end of a student's time in each ensemble. Each list of objectives is flexible and may be shorter or longer depending on each student, the resources of the band program in a given year, and compliance with the official TEKS (Texas Essential Knowledge and Skills) and NAfME (National Association for Music Education) standards.

Beginning 6th Grade Band

Wind Students - By the end of their sixth grade year, students will be able to:

- Assemble and safely care and maintain their primary instrument.
- Define and demonstrate a characteristic tone on their instrument during fundamental drills such as long tones, basic articulation exercises, and two to three one-octave scales.
- Demonstrate how to count/clap/play rhythms (on at least one consistent note) containing sixteenth, eighth, quarter, and whole notes (and their dotted variations), as both notes and rests, with both simple and common compound meters.

- Demonstrate how to notename and produce pitches on their instrument corresponding with notes on a five-line staff with a clef associated with their primary instrument.
- Demonstrate how to match pitch while learning songs by rote and singing with either a demonstration on their primary instrument or on a piano/Harmony Director.
- Identify the melody, countermelody, and accompaniment in Beginning 6th Grade Band repertoire for the annual Winter and Spring concerts.
- List at least one consistent individual and one consistent ensemble listening responsibility during ensemble fundamental drills and ensemble repertoire.
- Define various dynamics through words and execute said dynamics through playing on their primary instruments.
- Define various style and articulation markings through words and execute said markings through playing on their primary instruments.
- Identify 4- and 8-bar phrases in a given piece of music.
- Complete a simple melody by composing individual bars based creative decision-making.
- List at least three professional musicians that can serve as appropriate aural models for their primary instrument.
- Play through simple unison melodies within their primary instrument section and recognize their own pitch and/or rhythm inaccuracies.
- Identify the difference between unison pitch and non-unison pitches.
- Identify when a pitch is in or out of tune and execute making a given pitch flatter or sharper on their primary instrument in an effort to make a pitch in tune.
- Demonstrate proper concert performance and audience etiquette at all band performance functions.
- Play by themselves in front of their director(s) and/or peers on prepared material.

Percussion Students - By the end of their sixth grade year, students will be able to:

- Move and safely care and maintain all beginning band percussion instruments.
- Define and demonstrate a characteristic sound on both mallet percussion and other beginning band percussion instrument during fundamental drills such as rudiments and two to three full octave scales and their respective scale patterns.
- Demonstrate how to count/clap/play rhythms (on at least one consistent note) containing sixteenth, eighth, quarter, and whole notes (and their dotted variations), as both notes and rests, with both simple and common compound meters.
- Demonstrate how to notename and produce pitches on their instrument corresponding with notes on a five-line staff with a clef associated with their primary instrument.
- Demonstrate how to match pitch while learning songs by rote and singing with either a demonstration on their primary instrument or on a piano/Harmony Director.
- Identify the melody, countermelody, and accompaniment in Beginning 6th Grade Band repertoire for the annual Winter and Spring concerts.

- List at least one consistent individual and one consistent ensemble listening responsibility during ensemble fundamental drills and ensemble repertoire.
- Define various dynamics through words and execute said dynamics through playing on their primary instruments.
- Define various style and articulation markings through words and execute said markings through playing on their primary instruments.
- Identify 4- and 8-bar phrases in a given piece of music.
- Complete a simple melody by composing individual bars based creative decision-making.
- List at least three professional musicians that can serve as appropriate aural models for their primary instrument.
- Play through simple unison melodies within their primary instrument section and recognize their own pitch and/or rhythm inaccuracies.
- Identify the difference between unison pitch and non-unison pitches.
- Demonstrate proper concert performance and audience etiquette at all band performance functions.
- Play by themselves in front of their director(s) and/or peers on prepared material.

Concert Band

After a year as a member of the Concert Band, students will be able to:

- Demonstrate how to begin looking at a new piece of music in both the ensemble and solo setting.
- Demonstrate how to sightread music practically and through the UIL Sightreading Contest.
- Demonstrate various practice techniques on their primary instrument when working on a technically challenging part of the music.
- Define “balance” and demonstrate balancing to a specified group in a band ensemble.
- Identify what other sections or individual players have the same or similar part to their own in an ensemble piece.
- Read and interpret time from a conductor’s 4/4, 3/4, 2/4, cut time, or 6/8 pattern without a metronome click.
- Consistently take a 2-count breath before all entrances unless otherwise specified.
- Start and release with the rest of the ensemble and identify when starts and releases are not together.
- Execute ensemble dynamics while maintaining both a characteristic individual tone quality and ensemble transparency of sound.
- Play a total of 6-10 intermediate middle school band ensemble pieces at concerts and contests with proper balance to the melody, accurate pitches and rhythms, and concert performance etiquette.

- Perform the year's TMEA All-Region/District etude excerpts and scales both individually and with their section, in front of directors and the rest of the ensemble.
- Perform UIL Solo and Ensemble Repertoire (if applicable) in front of the directors and the rest of the ensemble.

Symphonic Band

After a year as a member of the Symphonic Band, students will be able to:

- Demonstrate how to begin looking at a new piece of music in both the ensemble and solo setting.
- Demonstrate how to sightread music practically and through the UIL Sightreading Contest.
- Demonstrate various practice techniques on their primary instrument when working on a technically challenging part of the music.
- Match sounds to specified principal players in their given section in terms of tuning, tone quality, and volume.
- Define “balance” and “blend” and demonstrate balancing and/or blending to a specified group in a band ensemble.
- Identify what other sections or individual players have the same or similar part to their own in an ensemble piece.
- Identify what voice is the most important for the audience to hear in a given portion of an ensemble piece.
- Read and interpret time from a conductor's 4/4, 3/4, 2/4, cut time, or 6/8 pattern without a metronome click.
- Consistently take a 2-count breath before all entrances unless otherwise specified.
- Start and release with the rest of the ensemble and identify when starts and releases are not together.
- Execute ensemble dynamics while maintaining both a characteristic individual tone quality and ensemble transparency of sound.
- Play a total of 6-10 advanced middle school band ensemble pieces at concerts and contests with proper balance to the melody, accurate pitches and rhythms, transparent ensemble sound, clear ensemble dynamics and style, and concert performance etiquette.
- Perform the year's TMEA All-Region/District etude excerpts and scales both individually and with their section, in front of directors and the rest of the ensemble.
- Perform UIL Solo and Ensemble Repertoire (if applicable) in front of the directors and the rest of the ensemble.

Grading Policy

Below is a breakdown of the expectations for TSMS Band students as it pertains to academic grades. Grades will be calculated based on achievement in the following categories:

Active Participation (25%)

Active participation in rehearsals, masterclasses, lessons, performances, and all other band-related activities is essential to growing and shaping musicianship in various settings. To be considered an active participant in band, students must consistently come to band events with all school and band program-provided materials. Additionally, the organization of these materials is crucial to accessing resources and supplies with efficiency in band activities. The list below provides several specific examples of how the instructor may observe active participation:

Displaying active participation can include, but is not limited to:

- Being ready to rehearse/perform at the downbeat (start) of every rehearsal/concert/audition.
- Playing fundamentals, exercises, reps, etc. when prompted.
- Coming to rehearsal with all required materials, such as marked (and taped, when applicable) music, a pencil, instrument parts/accessories, warmup packet, etc.
- Responding to questions and discussions in class when prompted.
- Marking music and taking notes during rehearsals and masterclasses.
- Keeping all materials in the appropriate storage space, such as keeping your instrument either with you or in your assigned cubby, or keeping your warmup packet in your band binder at all times. (Assessed via weekly binder checks)
- Caring and maintaining for your instrument, such as reaching out to the instructor when there is an issue in order to get help, or scheduling an appointment with a repair technician to ensure everything is in working order.

Musical Skills (25%)

To achieve progressively higher goals in music, students must be assessed on various aspects of musicianship, such as musical literacy, fundamentals/facility on the instrument, accuracy of pitch and rhythm, intonation, expression, creativity (composition or improvisation), solo and ensemble playing, etc. Improving these skills over time provides for a greater variety of possibilities in band and music as it pertains to repertoire options, solo and ensemble experiences, and performance opportunities. The list below provides several specific examples of how the instructor may observe musical skills:

Displaying musical skills can include, but is not limited to:

- Achievement with SmartMusic assignments over short excerpts of ensemble repertoire.*

- Achievement with live pass-offs on etude excerpts, scales and technique patterns, fundamental exercises, etc. *
- Performing in and giving peer feedback for “Solo Spotlights”. (P/F)
 - Throughout the course of a semester, each student is expected to play an excerpt or exercise by themselves in front of their section and instructor while in sectionals for solo performance practice and further opportunity for feedback. “Down-the-line” assessments do not count as “Solo Spotlights”, as the latter is meant to be treated as though it is a performance for the class. In addition to performing a “Solo Spotlight” at least once in the semester, each student is expected to give brief feedback to each of their peers following a “Solo Spotlight” performance.
- Improvising when prompted with the appropriate parameters given. (P/F)
- Quality completion of short weekly composition tasks. (P/F)
- Fulfillment of weekly practice journal expectations and corresponding practice videos.*
 - Practice journals are worksheets that students fill out daily. These worksheets will ask the students to fill out what material they are working on, what skill(s) they are focusing on while working on specific materials, and how they feel they improved or became aware of more areas of improvement by the end of the week. A brief video recording (2-3 minutes) of the student practicing different material mentioned in the corresponding journal 5 days out of the week must be turned in with the journal the following Monday, by the start of the student’s class.

**Assessments that measure the quality of performance and practice will be used in tandem with achievement in active participation to decide chair placement in ensembles per concert cycle. However, chair placement will not directly affect grades. Additionally, students will be able to redo and make up any missing or failing (below 70%) achievement grades (with the exception of practice journals and videos), so long as all make-up attempts occur before the corresponding performance for the repertoire assessed in the original failed assessment.*

Supplemental Knowledge (25%)

To become well-rounded and sensitive musicians, students need to engage in discussion and reflection about music, their own performance, and their musical aspirations. Listening actively and developing a personal opinion about various kinds of music helps greatly in practicing and performing at a high level. The list below provides several specific examples of how the instructor may observe supplemental knowledge:

Displaying supplemental knowledge can include, but is not limited to:

- Quality completion of occasional and brief personal reflections about areas of musical improvement for solo and ensemble playing. (P/F)

- Quality completion of the semester “Aural Model Project”. (Assessed via rubric)
 - Students will be asked to find two aural models on their primary instrument and write a brief statement about each, discussing desirable qualities, unique abilities/demonstrations, and other considerations.
- Quality completion of the semester “Music Critiques”.
 - Students will be given two ensemble works to listen to, write a brief history summary for, and express their opinion on.
- Extra Credit: “Music History Article Summary”
 - Students will pick from a list of short credible musicology/music history-related articles/papers and write a summary of what they learned.
- Extra Credit: “Music in My Culture - Personal Narrative”
 - Students will write a personal narrative about music in their own culture, and how music has helped them explore or find identity as it pertains to their personal life.
- Extra Credit: Providing proof of a ticket to a live music event where one or more of the performers played on the student’s primary instrument, attached with a brief summary and reflection of the experience.

Performance and Reflection (25%)

Performing is at the heart of making music and is considered an appropriate summative assessment of the progress students have made *between* performance opportunities. Not only is participation and achievement a part of performance, but reflection of these experiences helps set students up for growth in the aftermath of a concert, audition, or recital. The list below provides several specific examples of how the instructor may observe performance and reflection:

- Quality completion of a brief “Performance Reflection Form” for at least one solo performance and one ensemble performance each semester. (P/F)
- Participating in all parts of required audition processes while following the correct procedures, attire, and decorum.
- Participating in all parts of required concert performances while following the correct procedures, attire, and decorum.
- Participating in all parts of required solo performances (such as the UIL Solo Competition) while following the correct procedures, attire, and decorum.
- Participating in all parts of required chamber group performances (such as the UIL Ensemble Process) while following the correct procedures, attire, and decorum.

If, for whatever reason and at any point in time, there are extenuating circumstances limiting the student’s ability to reasonably accomplish the expectations as outlined above, the student and/or guardian(s) of the student must communicate these circumstances to the instructor or other administration to find an alternative solution.

Classroom Procedures

Below is a list of classroom procedures for TSMS Band classes. These procedures are to help us all feel safe and organized so that we can make music together!

Before School

The main band hall will be closed for sectionals, private lessons, and/or pass-offs, so students need to enter through the back entrance to access practice rooms.

Start of Class/Sectionals/Rehearsals (Wind Players)

- Upon entering the band hall, students will drop off their backpacks and other non-band-related materials in the area sectioned/taped off on the band hall floor.
 - Bags should be placed down carefully and in a noticeably organized fashion.
 - Students' materials and bags will be watched carefully by the band director(s) throughout rehearsal and class to ensure they are kept safe.
 - Only the group being rehearsed in the band hall may put their bags in the sectioned-off area. All other band students may keep their belongings neatly lined up in the hallway outside of the band hall, on themselves, or with them in a practice room.
 - Cell phones and other electronic devices are to be silenced and kept in students' backpacks prior to students placing their bags in the designated area.
- After placing down non-band-related belongings in the appropriate area, students will walk to their respective lockers.
 - All lockers will have personal locks on them before being checked out to students to ensure the safety of all instruments and property.
 - Only band-related materials and belongings should be in a student's band locker.
- Students will unlock their locks, open their lockers, and take out their instrument cases.
- Students will carefully place their instrument cases on the floor (in the appropriate orientation) before opening the case for wind instrument assembly.
- Students will assemble their instruments, and return their closed instrument cases to their lockers.
- Students will retrieve any instrument accessories, music, and materials needed for class.
 - All materials that are required for class are those that have been provided by the band director(s).

- Students will close and lock their lockers before walking carefully into their assigned seats in the ensemble setup.
 - All stands will have student paper nameplates on them prior to class to help with getting students to the right seat.
 - All classroom setups will be arranged prior to class by the band director(s) and students should not edit the band setup without first consulting the band director(s).
- Students will place their music and writing utensils on the stands.
- Students will place all other instrument accessories or auxiliary materials completely under their seats in order to keep the aisles and spaces in between chairs clear of obstacles.
- After all supplies are in the right place and the student is in the right seat, they may sit down and begin warming up. Warming up should include the following sequence.
 - Partial instrument or “no-sound” warmup. EX:
 - Slow, relaxed, paced breathing exercise.
 - Standing, slow, physical stretch.
 - For brass: Buzzing fundamental long tones on the mouthpiece.
 - For woodwinds: Crowing (double reeds), mouthpiece and barrel (clarinet), headjoint (flute), mouthpiece and neck (saxophone)
 - Long tones and slurs on the full instrument. EX:
 - For woodwinds: slow octave/register slurs, slow and slurred scales
 - For brass: slow Remington ascending/descending, lip slurs
 - Articulation EX:
 - Add different kinds of articulation to the long tone exercises you just finished.
 - Practice increasingly faster rhythms.
 - Return to the mouthpiece/reed/headjoint and practice articulations there before putting it on the full instrument.
 - Technique EX:
 - Scales
 - Scale patterns
 - Short excerpts from solo repertoire

Start of Class/Sectionals/Rehearsals (Percussionists)

- Upon entering the band hall, students will drop off their backpacks and other non-band-related materials in the area sectioned/taped off on the band hall floor.
 - Bags should be placed down carefully and in a noticeably organized fashion.

- Students' materials and bags will be watched carefully by the band director(s) throughout rehearsal and class to ensure they are kept safe.
- Only the group being rehearsed in the band hall may put their bags in the sectioned-off area. All other band students may keep their belongings neatly lined up in the hallway outside of the band hall, on themselves, or with them in a practice room.
- Cell phones and other electronic devices are to be silenced and kept in students' backpacks prior to students placing their bags in the designated area.
- After placing down non-band-related belongings in the appropriate area, percussionists will walk to the percussion equipment cabinet and begin carefully setting up for the first piece and rehearsal order, which will be listed on the board in front of the band hall.
- Students will walk to their respective lockers.
 - All lockers will have personal locks on them before being checked out to students to ensure the safety of all instruments and property.
 - Only band-related materials and belongings should be in a student's band locker.
- Students will unlock their locks, open their lockers, and take out their music and implements.
- Once the materials are obtained and the setup is ready, percussionists should begin warming up on both keyboard and non-keyboard instruments. Below is a list of potential warmup exercises for percussionists prior to the start of rehearsal.
 - Keyboard warmups: chromatic octaves, scales in thirds, scales, triplet and quintuplet exercises
 - Snare drum exercises: rudiments and grids

During Rehearsal

- Rehearsal will always begin with announcements from the band director(s).
- If a student has a question, they must raise their hand and wait to be called on by the band director to pose the question. This may include:
 - Questions about logistics or announcements
 - Requests to go to the bathroom
 - Questions about music
- If a student is experiencing extreme discomfort emotionally or physically and considers it an emergency, they may raise their hand for assistance or find another band director (in the hall or in the band office) to find a solution and get help.
- Students will be quiet in rehearsal unless prompted to play or answer/ask questions.
- Students will treat each other with respect. This can look like the following behaviors:

- Students will listen attentively to the band director(s), student(s), clinician(s) that are prompted to speak in rehearsal while they are speaking and giving instruction (opinions).
 - Students will keep their bodies to themselves before, during, and after rehearsal.
 - Students will only discuss rehearsal-related topics in class when allowed to talk.
-

After Class/Sectionals/Rehearsals

- Once students are dismissed by the band director(s), they may warm down using appropriate long tones and low notes. During this time, percussionists may begin to break down the percussion setup and put away equipment in the percussionist cabinet.
 - Students will pick up all their supplies from around their chairs and stand and return to their lockers.
 - Students will pack up their instruments and supplies in their locker and lock their things afterward.
 - Students can pick up their backpacks after their band materials are put away completely.
 - Students will exit the band hall walking calmly to their next class.
-

After School

- Students may come into the band hall after school to grab their instruments and music before going home.
 - Students may also come to the band hall after school for scheduled private lessons.
 - Previously specified sectionals and rehearsals will take place after school and students coming into the band hall who are not in these events should be quiet and courteous of those rehearsing.
 - Students will only use the band hall and practice rooms for class, practice, rehearsal, sectionals, and lessons.
 - Students may use the band hallways to socialize and do homework.
-

Miscellaneous

- Only one student is allowed in each practice room unless a band director has given clear permission for multiple students to use a practice room.

- Only band faculty and band students are allowed in band facilities unless cleared by the band director(s) for specific purposes.

Classroom Management

Below is the Classroom Management Plan for TSMS band classes. Consistency, fairness, and follow-through characterize an effective discipline policy. Classroom management takes on more of a business-like approach and reduces wasted time in the classroom. Students very quickly learn what is expected of them and the consequences of their actions, thereby reducing behavior problems in the classroom.

General Principles

1. Always treat each other with dignity & respect.
 - a. This can mean speaking to one another with kind/encouraging words or constructive criticism.
 - b. This can also mean avoiding insulting, violent, or demeaning language towards others.
 - c. This also means keeping hands to oneself.
 2. Responsibility is more important than obedience.
 - a. Students need to understand their responsibility to themselves, their peers, and their teacher(s) in order to guide their behaviors.
 - b. Uniformity in behavior can make things more efficient, but it is more important that students are active thinkers about how they treat their spaces and those around them.
 3. We choose our behaviors.
 - a. When a student's behaviors are disrespectful or distracting to others, the student has chosen to prioritize something else other than making music, treating their space and peers with dignity, or helping contribute to a positive learning environment.
 - b. When a student's behaviors are in line with previously communicated procedures and come from a place of respect for others, the student has chosen to prioritize the well-being of themselves and their peers in order to efficiently make music.
-

Consequences

- Repetitive failure to follow classroom procedures may result in one or several of the following disciplinary actions, depending on the procedure violated, the degree of

distraction of the student's behavior, or the potential of the student to cause harm to others in the classroom environment by not following classroom procedures:

- A reminder from the band director(s) about what behaviors are desired when following classroom procedures
 - Dismissal from rehearsal to the band office for a discussion with the band director(s) about behavioral expectations
 - Adjustments in seating arrangement, means of communication, or modification in procedures for the specific student to ensure the efficiency and safety of rehearsal for all
 - Meeting with the student's guardian(s) to discuss history of behavior and past, present, and future expectations
 - School administrator (Assistant Principal or Principal) meeting with band director(s) and student's guardian(s) to discuss history of behavior and potential consequences if undesired behavior continues
 - Removal of privileges in the band program, such as participation in music games, band trips, or social events
- Peer conflicts that repeatedly distract others in the classroom may result in one or several of the following disciplinary actions in the name of mediation, conflict resolution, and upholding a positive learning environment for all.
 - Redirection of distracting behavior to the classroom objectives and goals in the rehearsal
 - Dismissal from rehearsal to the band office for a discussion with the band director(s) about behavioral expectations
 - Adjustments in seating arrangement, means of communication, or modification in procedures for the specific students to ensure the efficiency and safety of rehearsal for all
 - Guided conflict mediation conference between the band director(s) and the students involved in the conflict
 - Meeting with the students' guardians to discuss the history of the conflict and past, present, and future expectations
 - School administrator (Assistant Principal or Principal) meeting with band director(s) and students' guardian(s) to discuss history of behavior and potential consequences if undesired behavior continues
 - Removal of privileges in the band program, such as participation in music games, band trips, or social events
- There are certain student behaviors that will necessitate ***direct and immediate referral to an administrator***. These behaviors are usually severe in nature and excessively disruptive to the class environment. The following are some behaviors that fall into this category:
 - Profanity
 - Fighting

- Possession of drugs, alcohol, tobacco, inhalants
 - Possession of weapons or dangerous objects
 - Blatant insubordination
 - Destruction & damage of school or personal property
 - Theft
 - Truancy
 - ***The following warrants the immediate contact of a Principal/Assistant Principal; the student will need to be escorted to Assistant Principal's office immediately.***
 - Drug-related misconduct on campus
 - Weapons reported on campus
 - Gang-related misconduct/activity on campus
 - Major behavioral problems disrupting the entire classroom learning environment
-

Teacher Expectations and Principles

- In disciplining students and managing student behaviors, the teacher will demonstrate warmth and empathy.
- The teacher will set clearly defined boundaries, routines, and procedures for the students so that there is structure and safety in the learning environment.
- The teacher will provide a democratic atmosphere and encourage students to make good choices.
- The teacher's goal is to always instill a sense of accomplishment and success in students.
- The teacher aims to help students recognize and effectively resolve conflicts.
- The teacher will praise notable positive behavior when witnessed to communicate which behaviors are desired by the students in the classroom.
- The teacher will document all notable behavioral offenses and follow-through of aforementioned consequences for the sake of transparency between the teacher, student, guardian(s), and administration.
- The teacher will explore all appropriate means of disciplinary action as outlined in this document possible before dismissing the student from the band program indefinitely/permanently.

If a student has an extenuating circumstance or status that keeps them from following classroom procedures, fulfill behavioral expectations, or accept the disciplinary consequences for poor behavior as outlined in this document -- and therefore cannot commit to its contents via signature -- it is the duty of the student and/or student's guardian(s) to schedule a meeting with Ms. Le immediately to discuss accommodations, modifications, and/or clarifications.

Communication Policy

Below is the Communication Policy for TSMS band classes. As one of our core values, communication is crucial to the success and efficiency of all students in our program. Setting clear boundaries and expectations is for the benefit of students, parents, and teachers alike in managing the responsibilities of all parties involved in growing our band community!

How to Communicate and to Who?

General Inquiries

- Band Office Phone: *insert band office phone number*
- School Front Office Phone: *insert school front office phone number*
- Band FAQ email: *insert band FAQ email*

Parent-Teacher Conferences

- All Director Emails
 - *insert all director emails
- Fine Arts Administrator: *insert FAA email*
- Principal: *insert principal email*
- Assistant Principal: *insert assistant principal email*

Registration

All counselor's emails and office phones:

- *insert all counselor's emails and office phones*

Finances (e.g. lesson payments, scholarships, band trip fees, fundraising, student accounts, etc.)

Head Band Director - *insert head band director email address*

Scheduling and Attendance (e.g. conflicts, excuse notes, date and time clarifications, make-up events, transportation)

Associate Band Director - *insert associate band director email address*

Instrument Inventory (e.g. instrument repairs, rental questions, turning in and checking out instruments)

Associate Band Director - *insert associate band director email address*

Emergencies

- Band Office Phone: *insert band office phone number*
 - School Front Office Phone: *insert school front office phone number*
 - Police and Fire: 911
-

When to Communicate

Important Note: Response times for contacts outside of the band-specific facilities and faculty can be found on the school and district website.

Band Office Phone

- Calls are accepted and returned during school hours only.
- Any voicemails left outside of school hours are listened to and returned by the end of the next school day.

Head Band Director's Hours

- *insert conference period specification*
- *insert email response time period*

Associate Band Director's Hours

- *insert conference period specification*
- *insert email response time period*

Ms. Le's Hours

- *insert conference period specification*
 - Emails sent between the start of school to 7:00 P.M. CT each day will be responded to before 8:00 P.M. CT the same day. Any emails sent outside of this time frame will be responded to by the end of the next school day.
 - Responses for emails sent after Friday's default response period and/or during the weekend will be responded to some time between 8:00 A.M. to 12:00 P.M. CT on the following Saturday or Sunday, or on the following Monday during default response hours.
-

Dissemination of Information

Important Documents

- By June 1st of each year, the annual *Summer Band Schedule, Handbook, and General Information Packet* will be sent out to all physical and email addresses of band students enrolled for TSMS Band the following fall semester. This packet will have information about setting up and/or updating the below points of contact.
- By July 1st of each year, a comprehensive *School Year Academic Band Calendar* will be sent out via physical and email addresses of band students still enrolled in TSMS Band the following fall semester. This will also be posted on the band website on the same date. This calendar will include all TMEA All-Region/District dates, UIL Concert and Sightreading dates, Winter and Spring Concert dates, and all official full band rehearsals scheduled to take place outside of school hours. After- and before-school sectionals will be scheduled during Winter Break for the following Spring Semester and will be made official on via email and the band website calendar once said dates are set.
- Via the Band Boosters for the TSMS Band, there will be information sent out throughout or right before the school year regarding fundraising and volunteer opportunities.
- Every six weeks, students will be sent home with a progress/grade report containing information regarding their grades between and at the end of each grading period. If a student is receiving a C (70 - 79) or is failing (F, 69 or below) their band class by the time of these reports, the band directors will email the student's parents in lieu of the school's progress/grade report to schedule a potential parent-teacher conference or virtual call to help the student in question improve their grades.

Forms of Communication

- CHARMS Office Assistant
 - Hosts each student and corresponding parent's important contact information
- Remind 101
 - Used to send out important reminders about rehearsals, payment deadlines, concert call times, etc.
- Email
 - Using the emails put into CHARMS Office Assistant, band directors will send out mass emails for band-wide announcements and monthly newsletters containing important information about the month's events.
 - Using the emails put into CHARMS Office Assistant, band directors may individually email parents/guardians about student-specific matters to schedule parent-teacher conferences, follow up on missing paperwork or payments, or various other student updates, both positive and constructive.
 - Any emails sent to students will always include parents/gaurdians in the addressed.
- Phone Call

- Using the phone numbers put into CHARMS Office Assistant, band directors may call parents/guardians to respond to missed calls or to follow up on unanswered emails.

Communicating About Schedule Conflicts

Both parents/guardians and students are expected to communicate about potential schedule conflicts as soon as events are sent out via physical and email address and band website. Conflicts should always be officially communicated via written email and/or band office phone call. *Any communication of conflicts through only verbal means with the band director(s) will not be considered an official scheduling conflict notice until followed-up with an email or phone call from parents/guardians.*

Refer to the following steps when dealing with a potential schedule conflict:

Step 1: Double-check with both the student and parent(s) present that there is a required band event (designated on the band calendar with an asterisk) at the same time and/or date as another potential conflict.

Step 2: If there is in fact a potential conflict, refer to the chart under the Attendance Policy on Page *insert page number* to determine whether or not the conflict warrants excusal or if it is not excused.

Step 3a: If the potential conflict is with an unexcused event, the parent(s) (and the student, if possible) should email the director in charge of schedule conflicts immediately to discuss alternative times to reschedule the unexcused event. In these instances, the required band event will not be moved or be offered to make up to accommodate the unexcused event.

Step 3b: If the potential conflict is with an excused event, the parent(s) (and the student, if possible) should email the director in charge of schedule conflicts as soon as the family is able so that the director may mark the student's absence as excused. In these instances, the student, parents, and directors will discuss possibilities of making up the missed event at a later, more convenient time, or excusing the work altogether.

Step 3c: If it is unclear if the potential conflict is with an excused or unexcused event, the parent(s) (and the student, if possible) should email the director in charge of schedule conflicts immediately to clarify whether the absence for the event in question is excused or not. From this

decision, the directors, students, and parents should refer to Steps 3a and 3b to further resolve the conflict.

What is Considered an “Emergency”?

An emergency is “a serious, unexpected, and often dangerous situation requiring immediate action.”¹ If a student is absent for any kind of personal, family, or medical emergency and communication is not able to be provided prior to 24 hours of the absence, corroborating documentation of the absence is expected to be emailed to the TSMS directors by the end of the seventh school day following the absence.

Communicating Non-Emergency Conflicts

If there is a potential schedule conflict with an excused *or* unexcused event, there is an expectation that the TSMS band directors are made aware of this conflict (officially, via email or phone call) either as soon as the non-band event is made official, or at least one month prior to the potential absence at the required band event. If the non-emergency conflict is not communicated via email or phone call to the directors within this time frame, there is no guarantee that the potential band event absence will be excused, as the procedure for communication was not followed appropriately.

If a student has an extenuating circumstance or status that keeps them from attending required band events and/or communicating through the above steps and specifications, and therefore cannot commit to its contents via signature -- it is the duty of the student and/or student’s guardian(s) to schedule a meeting with Ms. Le immediately to discuss accommodations, modifications, and/or clarifications.

¹ Definition from the Oxford Dictionary

Attendance Policy

Students are expected to be on time for and present through the duration of all classes the students are registered for during school hours. Students are also expected to be on time for and present through the duration of all required outside of school activities and rehearsals, which can include, but is not limited to: Summer Band Camp, Winter and Spring Concert Dress rehearsals, UIL Concert and Sightreading Dress Rehearsal, Winter and Spring Concerts, UIL Concert and Sightreading Contest, etc.

Though attendance is not directly a part of our official grading policy, increasing numbers of unexcused absences may result in parent-teacher conferences regarding a review of communication and attendance policies, a reconsideration of ensemble and chair placements, and/or an adjustment of playing and social privileges offered to students in band membership.

Additionally, several grades may be affected by not being able to attend all required band events, such as performance reflections, or performance of material, performance procedures, and/or demonstration musicianship. This makes consistent attendance and communication about attendance issues incredibly essential to the success of every student in the TSMS Band. Our Attendance Policy is also curated with consideration of the time and effort of all the members of the band program and maintaining our core value of “respect” in regards to the contributions of every band member and the overall success of the program.

General Guidelines for Excused/Unexcused Absences/Tardies

To show respect to all bandmates, each member is expected to adhere to this attendance policy and to recognize how the TSMS Band categorizes excused and unexcused absences as presented below*:

Excused with Prior Communication	Not Excused Regardless of Prior Communication
Mandatory school event, either academic or elective (corroborated by corresponding teacher(s)' email and any forwarded emails/documentation of the event in question)	Vacations not associated with family or health emergencies
Death in the family or other family emergency (corroborated by parent(s)' email and one	Doctor's appointments (of any kind) not associated with immediate or imminent health

other official documentation of emergency)	risk prevention/treatment
Medical emergency (corroborated by doctor's note and parent(s)' email)	Family or other significant personal life figures visiting the student and student's family
Sickness (corroborated by doctor's note and parent(s)' email)	Non-mandatory school events such as dances, volunteer opportunities, other voluntary clubs, etc.
Religious holidays and services (corroborated by an email from a religious leader at the function in question and an email from the parent(s))	Oversleeping, forgetting about, or having the wrong location of an event

**After the band directors are officially made aware of any scheduling conflicts via email or phone call and partake in correspondence with all parties involved, it is the band directors' discretion to make the final call on whether an absence will be considered excused or unexcused. Any events or conflicts not outlined in this handbook will be addressed and categorized on a case-by-case basis and will be considered excused or unexcused at the band directors' discretion.*

Actions for Absences and Tardies

1-2 unexcused tardies	Verbal warnings for each infraction, email home to document the tardiness and discuss reason for tardiness
3 unexcused tardies	Parent-Teacher Conference with student present to find correction for consistent tardiness
4 or more unexcused tardies	Parent-Teacher Conference with student and Assistant Principal present to discuss potential accommodations and review school- and band-wide attendance policies
1 unexcused absence	Verbal warning to student and email home to document the absence and discuss reason for absence
2 unexcused absences	After-class discussion with student and call home to parent(s)/guardian(s) to clarify reason for absence and inform of attendance infraction

3 or more unexcused absences	Parent-Teacher Conference with student and Assistant Principal/Principal present to discuss potential accommodations and review school- and band-wide attendance policies
Frequent excused tardies or absences	Handled on a case-by-case basis with the wellbeing and progress of the student consistently at the forefront of all conversations regarding excused absences/tardies. Conversations with parents about consistently excused absences/tardies may be guided in the direction of more permanent documentation of the student's potentially longterm attendance obstacles.

Dress Code

School Hours and After/Before School Rehearsals

Students are expected to follow all dress code guidelines as set forth by the general school handbook and rules as enforced by schoolwide administrators. Consequences for not following the school dress code will be addressed using the general school procedures and disciplinary actions.

Social Events

Students are expected to dress appropriately enough for the activities anticipated at a given event, and/or in compliance with general school dress code guidelines if during school hours. E.g. For the annual Halloween Party, students are encouraged and welcome to wear Halloween costumes, but must wear costumes that would be considered appropriate under general school dress code guidelines; for the post-Summer Band Camp Pool Party, students are welcome to wear swimsuits and other water-appropriate attire in order to feel comfortable to participate in the desired chaperone- and teacher-monitored pool party activities.

Concert Attire

Concerts include all public or contest performances of a student's respective ensemble. By default, all students should wear "concert black" attire, meaning that all clothing items should be black and considered "business casual" as is defined through visual examples in this [link](#).

Additionally, only jewelery in silver, gold, or bronze tones with minimal neutral-colored* gemstones are allowed to be visible during performance.

Pep/Spirit Gig Attire

All students in the TSMS Pep Band will be given a TSMS Band T-shirt that they are expected to wear at every TSMS Pep Band event, unless otherwise specified. At these events, students should wear any black bottoms compliant with general school dress code guidelines with their given T-shirt. Shoes need to be of neutral* color(s).

Students may be asked to change their attire or appearance for required band events if the student is presenting themselves in a manner not compliant with or not addressed explicitly in the guidelines above, at the directors' discretion.

Student Leadership

Texas State Middle School Leadership Definition and Summary

It is our strong belief that leadership, in its purest form, is simply *influence*. Because of this, we feel adamantly that *every* student and community member involved in the TSMS Band is a leader, as every person associated with our program has a given amount of influence, simply by participating in our band. However, we believe that using one's influence for *good* is a choice, meaning that -- though being a leader is not a choice -- being a *good leader* is a choice. With these definitions and concepts in mind, we encourage all students to recognize their individual influence, understand that it translates into leadership, and use their leadership for the betterment of themselves and others in the TSMS Band.

Leadership Opportunities

At the middle school level, we aim to offer several opportunities for all our students to demonstrate their leadership in visible and accessible ways. Some of these visible leadership opportunities may include (but are not limited to):

- Principal Player of the Section
 - Decided based on consistent playing ability, participation and attendance in all rehearsals, and communication ability amongst other sectionmates
 - May be asked to meet with the band director(s) and other Principal Players for case-by-case planning and rehearsing for ensemble performance opportunities
- Band Ambassadors
 - Decided based on commitment to, exemplification of, and articulation of the TSMS Band Core Values and participation in band events (both required and social)
 - May be asked to speak at feeder school Band Tours, help at Instrument Petting Zoos, visit the feeder schools with the band director(s) to encourage recruitment and provide information, etc.
- Band Aids
 - Decided based on schedule availability and consistency in work ethic and time management skills
 - May be asked to help the band director(s) with library responsibilities (such as copying, printing, marking, etc.), cleaning and organizing the band facilities, etc.

All the above leadership opportunities will be awarded to individuals who apply for their desired positions using the Leadership Application sent out and updated near the end of each academic year. If a student is offered a leadership position after applying for the role, a Leadership Contract will be sent to them and their parent(s)/guardian(s) confirming the student's acknowledgement of the position's specific responsibilities and expectations. If, at any point, a student leader is no longer able to fulfill their leadership responsibilities or has failed to fulfill their leadership responsibilities multiple times, the band director(s) may schedule a Student-Teacher or Parent-Teacher Conference to address the issue and look for another way the student in question can positively contribute to the band program.

Texas State Middle School Band Handbook Acknowledgement Form

Student First Name _____

Student Last Name _____

Expected Band Class Next Fall _____

Please initial next to each of the items below to indicate your understanding of each item. In addition to paper copies sent out June 1st of each year, the Texas State Middle School Band Handbook and Band Calendar are also available online at www.charmsoffice.com and the official TSMS Band website (*insert band website*) under the Handouts icon; or, copies are available upon request from the parent.

Student Initials	Parent/Guardian Initials	Expectation of Policy
		I have seen or printed a TSMS Band Calendar of Events.
		I understand that it is my responsibility to inform my director of any conflicts that may prevent me from attending a required event.
		I understand the difference between an excused and unexcused absence from a required activity.
		I understand that consistent, quality practice is necessary to develop my skills as a musician and to honor my commitment to my peers within the band.
		I understand and have read the TSMS Band Mission and Vision Statements, and our

		Core Values and aim to exhibit these culture directives everyday as a TSMS Band student.
		I am aware of the TSMS Band Private Lesson Program and my opportunity to enroll in private instruction.
		I understand the requirements for proper concert attire as defined in the TSMS Handbook.
		I understand the expectations of behavior during any rehearsal, performance, or trip with the TSMS Band.
		I have read and understand the TSMS Band Handbook and am aware of and acknowledge all the responsibilities, expectations, policies, and procedures as outlined in this handbook.

Student Signature _____

Date _____

As a parent, I have read and understand the Texas State Middle School Band Handbook and am aware of my child's responsibilities as a member of the TSMS Band. Also, (please circle one of the following):

I DO / I DO NOT give permission to have my child's photograph to be used on the TSMS band or TSMS website.

Parent Signature _____

Date _____