



MILWEE

Middle School

Spartans

**2016-2017
Band Handbook**

*Joshua Autrey,
Director of Bands*

*James Kubis,
Principal*

Dear Parents and Students,

Welcome to the Milwee Band program! This handbook has been written to familiarize you with the many aspects of the program, and to ensure an enjoyable and educationally rewarding musical experience. I realize you may be overwhelmed with reading material from the school at the beginning of the year, but *please take the time to read ALL of the handbook!!* After you have read this handbook, sign the last page, detach the form, and return it to me. Band students will be held accountable for the information contained herein, so please keep the rest of the handbook for future reference.

Band is an elective and selective course. It differs any other elective course offered at Milwee – we seek to develop and put to a team exclusive SKILL. It involves learning math concepts and applying them (rhythm), learning, reading, and applying a new system of notation, developing fine motor skills, developing our ability to really hear, while becoming sensitive: to the sounds we make, to the sounds others make, to the musical demands of the piece. It requires cooperation with a large team of musicians, working together toward a common goal. And of course it also requires extra practice at home, occasional after school rehearsals and performances, and investment in an instrument. Band involves the responsibility to the group. Each student contributes the sounds that they make to the overall sound of the group. In order for the entire group to be successful everyone must focus and concentrate on doing their best.

While it may sound like band is not for everyone, it can be an enjoyable experience for someone who is dedicated and has to the desire to improve. In my years of teaching, I have encountered very few students who lacked the pmusical and mental skills necessary to do a component job in one of our bands. On the other hand, I have encountered dozens who lacked the desire to do what was required of them to succeed. If you have heard bands from this school perform, you probably realized that you were listening to a very special group of people. Those students have developed skills and have had learning experiences that will be useful in any endeavor they pursue. They will also have acquired a very enjoyable leisure time activity, performing in amateur or semi-professional groups.

I hope your membership in the Milwee band will be a rewarding and productive musical experience. Have a great year!

Sincerely,

Joshua Autrey
Director of Bands

Band Program Procedures and Information

The following information is very important. Read carefully!

1. Students are expected to enter the band room in an orderly manner, and to be in their seats and quiet **3 minutes** after the tardy bell. Students should not talk or leave their seats without permission after the tardy bell.
2. There will be no playing of instruments at anytime unless instructed to do so.
3. Students will play only their own instrument or one assigned to them.
4. Students are required to have an instrument and mouthpiece that are of a brand and size approved by the director. Equipment must be maintained in good playing condition. Parents should see that their child handles his or her instrument with care to avoid repairs. When repairs become necessary, parents should take the instrument to the repair shop promptly. Your child will not be able to participate fully in class until his or her instrument is repaired, and will lose valuable practice time.
5. Reed players are expected to have a proper reed keeper and at least three (3) good reeds at all times.
6. Band students are expected to practice at home on a regular basis; I recommend a minimum of 30 minutes per day.
7. Students are expected to attend any rehearsals or performances that are scheduled for their group. Students are expected to be early – “To be on time, is to be late!”
8. Mr. Autrey reserves the right to move and place students who do not make adequate progress in their class to a lower level band, or to another elective after parent notification. Students must usually wait for the beginning of a 9-week period to transfer.
9. A student who cannot conform to the rules outlined in this handbook and in class will not be allowed to remain in band
 - a. Classroom Rules:
 - i. There is to be no talking in rehearsal. Students with questions should raise their hands.
 - ii. Students must have a pencil, 3-ring binder, music, instrument, and band books at class every day.
 - iii. No horseplay, and no eating food, gum, or drink (other than water) in the band room.
 - iv. ***Do not touch anything that does not belong to you!***
10. The band room will be a safe haven for growing, making musical mistakes, and having “wrong answers” – bullying, negative comments about the music or other students, will not be tolerated.

Course Descriptions

Beginning Band

Beginning Band is open to ALL students during the 1st 9 weeks of each year with parent permission. Previous musical training and music reading is of course helpful, but not necessary.

Curriculum

Instrument Selection

Beginning Band students will have an opportunity to try out several instruments. Selection of instruments is based upon student interest, physical characteristics (formation of lips and teeth), rhythmic coordination (percussion instruments), and instrumentation requirements (the number of students playing each instrument must be kept within reasonable limits in order to be able to perform the music written for the modern band).

Instrument Assembly, Care, and Maintenance

Proper assembly and care are necessary to minimize repairs and frustration caused by a malfunctioning instrument.

Tone Production

This includes all of the elements necessary to produce a musical sound on a wind or percussion instrument. Embouchure (the way the lips and facial muscles are used and applied to the mouthpiece), use of wind, and concept of correct sound for a given instrument are learned.

Articulation

Articulation involves the correct use of the tongue in playing an instrument. It is similar to pronunciation in speech.

Music Reading

After students can demonstrate basic tone production and articulation concepts, music reading is introduced. Students are introduced to notes and rhythms gradually. Students only learn note and rhythms they are able to read and apply. New notes and rhythms are added as control improves. Music reading involves learning the name of the note, the sound of the note (pitch), the duration of the note (rhythm), and the fingering of the note on the instrument. It is essential that students practice daily to avoid getting behind. Each skill builds on the last skill, so progress depends on keeping up.

Ear Training

The ability to discriminate pitch, to play in tune with others, and to hear a musical line is a skill that can and must be developed by music students. Students can learn to play in tune, understand and appreciate good tone quality, and learn to blend and balance their sound with fellow musicians. Most students have good natural pitch perception. Musicians develop an above average awareness of the sounds around them by learning to listen.

Scales

Students will memorize 7 major scales in Beginning Band by the end of the year. Students will also be able to write and label each of their scales. Almost all music is based upon some kind of scale. Knowledge of scales is essential in learning to play an instrument. Percussion students learn scales on the mallet instruments, and in addition learn rudiments, which are exercises that build coordination and control, necessary to play percussion parts.

Concert Band

Concert band is open to students at an intermediate level of development. Students should be proficient in music reading, scales, tone production, and articulation. All of the basic techniques that were introduced in Beginning Band are further developed in Concert Band. Greater emphasis is placed upon performing band music of an intermediate level. Private lessons are a great help at this level since class size and performance commitments limit the amount of individual instruction a student receives.

Symphonic Band

Symphonic Band is open to only the most proficient students who have demonstrated the ability to perform more difficult music. Instrumentation is a consideration when selecting students for Symphonic Band. In addition, a student must have a proven record of reliability and good conduct in order to be considered for Symphonic Band. The skills learned in Beginning and Concert Band are further refined, as well as additional scales and more difficult exercises are to be learned. **Private lessons are highly recommended.** The Symphonic Band performs at the FBA Concert Band MPA and Solo and Ensemble MPA in the spring. Students will rehearse after school when necessary to prepare for a performance.

Jazz Ensemble

The Milwee Jazz Ensemble consists of members of the Symphonic Band who are interested in performing Jazz, Big Band, and Rock music with an emphasis in improvisation. Instrumentation is limited and only the top musicians in the school are considered for participation.

Grading Policy Overview

All students will be graded fairly based on their own individual accomplishments. Students, in general, are evaluated as follows:

Daily Participation/Class Preparation

The student has his or her instrument (in working order), music, pencil, and participates in all phases of the band class activities with appropriate discipline.

Playing Exams/Written Quizzes

Students will be told in advance of any playing exam they may have. For this year, the MLMS band will be using a Pass/Fail system for all performance exams and quizzes. Students will receive either a 0% if they fail to participate in the exam/quiz, a 50% if they do not perform the benchmarks for each quiz, or a 100% if they pass all benchmarks for each quiz. Students may retake each exam/quiz as many times as needed **during each semester** until the benchmark is demonstrated in order to increase their grade.

Rehearsals/Performances

Band is a performance-based class. All students involved must perform in order to meet the criteria set forth by the State of Florida DOE and SCPS Curriculum. Please see *Rehearsal and Performances* for more information on rehearsal attendance policies.

Practice Logs

All band students may be required to submit practice logs weekly that are signed by their parents showing that they have practiced the required amount of time for that week. Please see *Practice Logs* for more detailed information.

Please note the following grading policies:

It is expected that each student will have his/her instrument for class at each rehearsal. If it should become necessary for the instrument to be repaired, please send a parent/guardian signed note to class notifying Mr. Autrey with the date you expect to pick it up. Students who forget their instruments will have their nine-weeks grade lowered by one full letter grade, each time they accumulate THREE missed class rehearsals.

Practice Logs

While each student will play their instrument during class time, it is very important for them to also practice outside of class. Whether it is to prepare for a playing test, improve on MPA/Concert music or just to keep improving, students must maintain a good practice routine. Should the need arise (a majority of students are not meeting benchmarks), Mr. Autrey may assign students to complete a practice log. For each practice log assigned, students will document how many minutes they have practiced for each day in the week. Parents must sign practice logs in order for students to receive a grade.

Suggested Practice Procedures:

The following is a suggested 30 to 40 minute routine for practice. Parents are encouraged to monitor the progress made by students!

Warm-Up – 10 to 15 Minutes

This should consist of long tones, followed by scales and exercises. This is the MOST important part of a student's practice, and yet it is almost always the most overlooked by young musicians, everywhere! Most professional players consider this the most important part of their practice.

Long, sustained tones, in a variety of ranges and dynamics, combined with a deep concentration on the part of the student on the quality of sound will improve every aspect of a student's playing in a remarkable way. Such practice takes much self-discipline and patience, which is why young students often neglect it.

Scales are another essential practice item that must be addressed every day by the young student. All music is based upon scales and arpeggios. If we can play a scale, we can easily learn to play any song based on that scale or key. Scales should be practiced very slowly at first, with emphasis on perfect rhythm and even fingers. After time, students will be able to increase the speed and add additional octaves to increase our playing range.

Band Music or Test Material – 10 to 15 minutes

Work on music to be performed and exercises assigned as test material.

Song Practice – 5 to 10 minutes

Students should spend this part of their practice time playing songs they like such as songbooks found at a local music store that contain modern, popular music. This would also be a great time to work on Solo and Ensemble music for advanced students, or a solo for a private lesson teacher!

Chair Placement

Students are seated within their sections according to playing proficiency. The principal purpose of chair placement is to provide students with models of good playing. The subjective nature of music requires that we actually hear examples of good sound, technique, musical expression, scale proficiency, etc., in order to establish musical values and set appropriate goals for students. Just like *Iron Sharpens Iron*, musicians too will learn from each other and grow by pushing their fellow peers – chair placement will also encourage students to strive continually to improve. **Chair placement does not determine a student's band grade**, it is only one indicator of how a given student ranks compared to the other students in the section.

Students may move up or down within their section based upon their performance on playing tests in class. Students who do not fully participate in class (without a written excuse) may be moved down a chair for each day they do not participate in class, or for each day they come to class unprepared. *A student who forgets to bring his or her mouthpiece, music folder, or does not have an acceptable reed is unprepared and subject to losing their chair.*

Rehearsals and Performances

Attendance Policy

Rehearsals

Rehearsals are necessary and are scheduled only for the improvement of the band to meet performance demands. These rehearsals (including sectional rehearsals) may take place before and after school. The times and dates will be determined by Mr. Autrey and be posted via email/Skyward AT LEAST two months in advance of the rehearsal. These are graded events and all attendance policies apply. They are not called for the “fun of it”. The band is not in the “excuse” business when it comes to absences. The following policies are in effect regarding rehearsals:

1. All rehearsals are mandatory!
2. Be early! Set up *before* downbeat – “To be on time, is to be late”
3. Any missed rehearsals, which are excused, must be made up.
4. Excused absences include previously scheduled school activities, illness from school, and an unforeseen major family crisis. In any case, a written excuse from the parent/guardian is required. Mr. Autrey has final say in this matter.
5. Three unexcused absences will result in a failing grade and possible dismissal from the program.

Performances

All performances are mandatory, and there are very few – if any – excuses for missing a performance. Every student is a vital member of the team effort and absences not only affect the person missing, but also every other member of the ensemble. The following policies are in effect regarding performances.

1. An unexcused absence may result in a failing grade for the performance/rehearsal grading category. The student may be subject to dismissal from the band.
2. There is NO make up for a missed performance – it is either excused or unexcused.

Excused Absences

If a band activity is to be missed, an excused absence may be obtained only for the following reasons:

1. Death in the immediate family.
2. Extreme personal illness – The student is generally expected to have a doctor’s note stating the student’s inability to perform.
3. Situations involving extenuating circumstances, situations of a one time only nature, or circumstances related to personal/family emergencies may be excused at the discretion of the director.
4. In case of students involved in sports activities, if the student has an athletic performance when the band has a rehearsal, the student can file for an excused absence. When the band has a performance and the student has an athletic practice, the student will be expected to be at the performance.

5. All absences, except for illness, must be approved before the scheduled rehearsal or performance. If you ask for an excused absence after the rehearsal or performance, it will be denied.

Music Performance Assessment

The Florida Bandmaster's Association (FBA) sponsors the District Solo and Ensemble Music Performance Assessments (MPA) and the District Concert Band MPA. At these events, individual students, small groups of students, and entire bands are adjudicated by professional musicians in order to provide positive feedback on growth and progress. Adjudicators use an evaluation form, which is made available to the director and students who participate, to give written comments on various criterion as well as assign a final rating that range from 1 (Superior) to 5 (Poor). **All Symphonic Band (BAND 3) Students are required to participate in Solo and Ensemble MPA and Concert Band MPA. ALL CONCERT BAND (BAND 2) STUDENTS ARE REQUIRED TO PARTICIPATE IN CONCERT BAND MPA.** Other students are HIGHLY ENCOURAGED to participate in Solo and Ensemble MPA and should see Mr. Autrey in November for help in choosing music of an appropriate level. All soloists MUST have a piano accompanist, which will be paid for by the parents/guardians of that student.

These festivals require Assessment Fees to FBA by the participating band. Fortunately, Milwee Middle School has a \$20-25 participation fee and participates in fundraising activities that help cover many of these costs. Students who sign up for Solo and Ensemble and/or participate in Concert Band MPA and fail to attend, will be responsible for paying MLMS Band their entry assessment fees as a penalty.

Festival dates are:

Solo and Ensemble MPA: February 24-25 @ Haggerty High School

Jazz Band MPA : February 23 @ TBD

Concert Band MPA: April 6-8 @ TBD

Please keep these dates in your calendars OPEN!!!!!!!

A NOTE CONCERNING JUDGES, FEEDBACK, and FESTIVAL RATINGS:

As stated before, Music Performance Assessments are an amazing opportunity for all participants in the Milwee Middle School Band Program to grow musically, learn from their mistakes, and receive valuable feedback on how to improve for the next performance. Students will also receive a **rating** from these judges as part of the festival -- because of the competitive nature of our society, "**the ratings**" that we receive for our performance can, unfortunately, turn into the focal point of the festival itself.

This is a practice that I highly discourage because we are engaging in a **musical art**, the benefits of which are *aesthetic* and *intrinsic* by nature. Yearly, I remind students that our ratings are just a "snapshot display" of what we practice day in, and day out in our band room -- **YES**, we wish to perform our best every time, but these ratings are not the "end-all-be-all".

As both a professional musician and professional educator, I have two goals in performance, I wish to imprint on our program:

- My musical performance goal for our program is to foster a passion in all students to love performing instrumental music, for the purpose of expressing our deepest emotions, connecting with the musical themes and ideas the of the music's composer, and sharing our love and passion with an engaged and appreciative audience.
- As an educational performance goal, I want to teach all students that teamwork, responsibility, respect, and 100% effort for each other and for the music will ultimately provide a successful and fun performance regardless of the ratings. No matter where we perform, I want every student to walk away from the performance with only positive feelings due to our hard work and growth as a team.

Therefore with these goals in mind, it may be best that I have time to listen to the judges' feedback tapes, have time to digest the ratings and make an educational plan to frame the ratings and judges' comments in order to allow for students to feel successful and to allow our program to grow in the right direction. Simply put, as the professional educator and musician, I reserve the right to make an educational plan that may not allow for students to find out their ratings the same day as the festival.

Thanks so much for all of your understanding, love, and support! I am so blessed to be your child's teacher – they're all **SUPERIOR** in my book.

Seminole All-County Middle School Honors Band

Students in the Symphonic and Concert bands are encouraged to audition for All-County Band. These students are picked by audition from all of the middle school bands in Seminole County. The director will announce the dates for audition, rehearsal, and performance as soon as they are available. The audition consists of scales, a prepared piece or exercise, and sight-reading. The All-County Middle School and High School Bands rehearse with outstanding guest conductors and perform in a concert at the conclusion of the festival.

All-State Band

The Florida All-State Middle School Band and Orchestra consists of the state's finest students musicians in grades 7 and 8. These students are selected from taped auditions. Auditions are held in September, and the students perform the second week of January in Tampa at the Florida Music Educator's Convention.

Instruments

While some instruments are available to loan to interested students, it is financially impossible for the school to provide instruments for every student. Members are expected to acquire their own instrument whenever possible, either by purchase or lease/rent-to-own programs.

High quality instruments are a must. Please **AVOID** eBay and the very inexpensive brand instruments manufactured in Asia and found at wholesale centers and discount chains. Not only are they impossible to play in tune, but also, once something breaks, they **cannot be repaired**. A used high-quality instrument is much better than a poorly manufactured brand new one.

Each student is expected to have his or her own instrument for class and at each rehearsal. IF it should become necessary for the instrument to be repaired, please send a note to class notifying the teacher of it with the date you expect to pick it up. Students who forget their instrument will have their nine-weeks grade lowered by one letter grade each time they accumulate three missed rehearsals.

Approved Instruments, Mouthpieces and Accessories

Instrument	Brands	Mouthpieces
Flute	Yamaha, Gemeinhardt, Buffet, Pearl, Selmer, Artley	N/A
Oboe	Yamaha, Fox	Jones medium soft reeds
Clarinet	Buffet, Vito, Selmer, Yamaha	B45 Mouthpiece, Wansley Dolce, Premier by Hite, Strength 2 ½ - 3 reeds (Vandorren)
Saxophone	Yamaha, Vito, Selmer	C-Star Mouthpiece, Rovner Ligature, Strength 2 ½ - 3 reeds (Vandorren)
Trumpet	Yamaha, Besson, King, Holton, Bach	Bach 3C
Trombone	Yamaha, Besson, King, Conn, Holton, Bach	Bach 6 ½ AL mouthpiece
Bassoon	School Owned	Jones medium soft reeds
French Horn	School Owned	Giardinelli or Holton Farkas Mouthpiece
Baritone	School Owned	Bach 6 ½ AL mouthpiece
Tuba	School Owned	Bach or Hellenburg 18 Mouthpiece
Percussion	Innovative Percussion Vic Firth Ludwig, Bruno, Pearl	Standard Bell Kit, Snare Drum, Kit Bag with mallets and sticks

See next page!

Accessories - All Students are expected to have all accessories either at home, or in class daily.

Folding Music Stand – All students should own a folding music stand for home practice and occasional concert use outside school

Flute - Cleaning rod, lint free soft cotton cloth, handheld mirror (at least 4" x 6")

Clarinets, Saxophones – Reed Case, swab, mouthpiece cleaning brush, three reeds at all times, cork grease

Oboes, Bassoons – Reed Case, swab, two reeds at all times, container to soak reed in

Brass instruments - Valve oil, tuning slide grease, slide cream, mouthpiece cleaning brush, cleaning snake

Percussion - Drum Sticks, bell mallets, and xylophone mallets

Instrument Care

Flutes

Flutes require little maintenance other than wiping out the excess moisture with a cloth on the cleaning rod, and whipping the body of the flute with a soft lint free cloth that is meant for use on silver.

Do not use liquid or paste type polish. Do not use water on any part of the flute except the head joint (mouthpiece section), and do not use any type of oil or grease. Do not attempt to adjust any of the adjustment screws. If the flute will not go together easily, try cleaning the head and foot joints where they go into the body with a piece of clean, white paper. If this does not help, the joint is probably bent and should be repaired by a qualified repairman. Do not put anything in the case that will press against the flute when the case is closed! Many flutes are damaged when students put a folded polishing cloth over the flute before closing the case. Always leave the flute in the case, with the latches secured, when the flute is to be left unattended. Music stands are not for holding flutes!

Clarinets, Oboes, Bassoons, and Saxophones

Water is the enemy of woodwind instruments. Use the swab to remove moisture from the bore after playing. Keep the mouthpiece clean by using mild soap, warm (not hot) water, and a proper mouthpiece brush, at least once a week. Always remove the reed from the mouthpiece when you are finished playing, and keep the reed in a proper reed keeper. All corks should be greased with cork grease when they are new. You may need to grease them several times when they are new. **Never use key oil without Mr. Autrey present!** He will happily help you apply key oil once a month before or after school – it only takes 2 minutes! Wooden clarinets should have the bore (inside) of the instrument oiled occasionally with a few drops of bore oil on a cloth swab. Mr. Autrey will be happy to help any student who asks! DO not put books or heavy cloths in the case that will put pressure on the keys when the case is closed. Do not leave wooden clarinets where they will suffer extreme temperatures. Extreme heat or cold can cause the wood to crack.

Brass Instruments

Brass instruments should be kept clean by flushing them with mild liquid hand soap and water at least once a month. After flushing, all slides should be pulled and greased with tuning slide grease. The valves on trumpets, baritones, and tubas should be carefully removed, wiped with a paper towel, oiled with valve oil and replaced. Valve oil can be used by pulling a valve slide and putting a few drops of oil down the slides.

French horns (and some tubas!) have rotary valves, which should **never** be removed except by a repairman or Mr. Autrey. The bearings of French Horn valves (and rotary tubas!) should be oiled with rotary valve oil – please **DO NOT** use blue juice, or normal valve oil on these instruments as it could cause the rotors to freeze. Please ask Mr. Autrey to assist in oiling all rotor based instruments, once a month.

Trombone slides should be wiped with a soft, lint free cloth or paper towel, and then slide cream should be applied. Only a VERY SMALL amount is needed. After the slide cream has been applied, spray water on the slide and work the slide several times.

Cleaning snakes are available for the different instruments. They should be used to clean out all of the slides while you are flushing the instrument. Please be careful when handling brass instruments. Brass is a very soft metal, which dents easily. Dents are very expensive to remove! If your mouthpiece gets stuck, do not attempt to remove it yourself, bring the instrument to Mr. Autrey and he will remove it with his Mouthpiece Remover Tool!

Percussion

All equipment will be placed neatly in the cabinet or in its appropriate place at the end of rehearsal. An inventory of all equipment will be taken periodically with the section being financially responsible for any that is lost or damaged.

School Instrument Rental

In order to rent a school instrument, the student and parent must fill out a School Band Instrument Rental Agreement. There will be a non-refundable rental fee for all school-owned equipment. This fee will be \$50 per semester (\$100 per school year!). Each student who uses a school-owned instrument is completely responsible for the care of that instrument or piece of equipment. Lost or damaged items shall be replaced at the student's expense. Before school-owned instruments are checked out, a checkout form must be filled out and filed with the director. Students must return any item checked out at the director's request. Normal wear and tear repairs are not the responsibility of the student.

Students who rent an instrument from the school are required to purchase their own mouthpiece for brass instruments, and reeds for woodwind instruments. Students own and keep all equipment purchased on their own.

Cubbies

Each student will be assigned a cubby for their instrument to be stored while it is at school and not being used. The director will have a record of which cubby belongs to which student in case any situation arises. Cubbies are for INSTRUMENTS ONLY. Any other objects placed in the cubbies are at risk of being stolen and are not the responsibility of the school or the director. The instrument storage room is equipped with a security camera if any situation arises. Any student found stealing from cubbies or even touching other people's property will be dealt with in a severe manner, which may include dismissal from the band program.

Uniforms

The band students perform at several different events during the school year. In order to present our best appearance at these functions, every band member needs to look their best. These are the needed items:

Beginning Band

Milwee Band t-shirt
Black dress pants w/ black belt
Black dress shoes w/ black socks
(shoes must be closed toe, no flip flops, flats are OK)

Concert Band

Milwee White Polo
Black dress pants w/ black belt
Black dress shoes w/ black socks
(shoes must be closed toe, no flip flops, flats are OK)

Symphonic Band

Hunter green (OR BLACK) vest**
Hunter green (OR BLACK) bow-tie**
White button down tux shirt**
BLACK ONLY dress pants**
Black dress shoes (shoes must be closed toe, no flip flops, flats are OK)
Black socks

Jazz Band

Milwee Band t-shirt
BLACK ONLY dress pants
Black dress shoes (shoes must be closed toe, no flip flops, flats are OK)
Black socks

* All students are required to purchase the Milwee Band shirt for purposes of concerts and picture day and are required for any field trips they may attend with the band.

Band t-shirts are \$10 and are available for order by the MLMS band boosters.
Band polo shirts are \$17 and are available for order by the MLMS band boosters.

** These items will be ordered and purchased through the band. More information will be given at a later date.

Band Boosters

The Milwee Band Boosters is a parent organization that helps in fundraising, providing chaperones, handling uniforms, and providing support to the Milwee Band through various other means. The band booster board is made up of President, Vice-President, Secretary, Treasurer, and Band Director. The booster board meets in the beginning of the year to address goals and issues that might arise. A general booster meeting open to all band parents will be held during the month of October.

Parent involvement with this band program is welcome and encouraged. Any parent wishing to volunteer their time to help the band must be a registered SCPS Dividend for the current school year. While it is understood that most of us have busy schedules and several obligations in place, any help that you could give is always greatly appreciated.

The school does not provide the necessary funds to purchase large instruments, buy sheet music, pay for transportation, repair and maintain school instruments, and pay fees associated with participation in FBA sponsored events. The Band Boosters help raise money in the following ways:

Fall and Spring Fundraisers – These are our only major fundraisers and our largest income source. In order to ensure a successful event, a parent liaison is requested to work with the fundraising company. The fall fundraiser is usually held in late September or early October and the spring fundraiser in March/April.

School Instrument Rental - Students using school instruments must pay a \$100, non-refundable fee each year. This fee helps offset, but does not fully cover, the cost of maintaining our school instruments. If this will be a financial hardship for you, the fee may be paid in installments throughout the school year. Please contact Mr. Autrey if you need to set up an installment payment plan!

Donations – We do accept donations (on top of band fees!) and are very appreciative of your generous gifts to help the students in this fine program. As well as cash donations, we are also looking for donations of:

- Reams of 8 ½ by 11 copy paper
- Kleenex (lots of students, lots of sniffles)
- AA Batteries and 9-volt batteries
- Instruments (in any condition!)
- Office Supplies
- Tools (screwdrivers, wrenches, pliers, ect.)

THANKS BAND PARENTS FOR ALL YOUR SUPPORT!!!!!!

MILWEE MIDDLE SCHOOL BAND HANDBOOK CONTRACT

I, _____, have read band handbook thoroughly with my parent/guardian and understand the course requirements. I agree to attend all **required** rehearsal and concert dates, when given at least two months of advance notice. I understand that as part of the course requirements, I am required perform in concert performances that may take place either at Milwee MS, Lyman HS, or other sanctioned FBA District 10 events. I understand that performing in all concerts and rehearsals are a part of my overall class grade. I agree to, and understand that in order to perform at the formal concerts, I must come in the appropriate concert dress code that has been outlined in the band handbook. I agree to work hard every day, perform when prompted to play in class, and to not be a distraction to others in the classroom and to not be a disruption while Mr. Autrey is teaching the class.

OVERVIEW OF COSTS:

- Fairshare Fee (All Students) -- \$20 (BAND 1) -- \$25 (BAND 2&3)
- Band T-Shirt (All Students) -- \$10
- Band Polo Shirt (BAND 2 and Jazz Band ONLY) -- \$17
- Band Tuxedo Uniform (BAND 3 and Jazz Band) -- Prices set by Absolutely Fitting in Winter Park (About \$70-75)

- Instrument rental from MLMS (Large Instruments Only) -- \$100 per year (\$50/semester)

Student Name & Class Period _____

Student Signature _____ Date: _____

Parent/Guardian Name _____

Parent/Guardian Signature _____ Date: _____