

Charlotte High School ***Bands***

Student/Parent Handbook 2024-2025



378 State Street
Charlotte, MI 48813
(517) 541-5693
szekelj@charlottenet.org

The reputation and tradition of the Charlotte Bands has been earned over many years through high standards of individual preparation, quality performance, and dignified conduct. It is the duty of every staff member, student, parent, and volunteer involved with our organization to uphold these standards. The pride and feeling of success that we share as we work hard and perform together with quality can be a far more fulfilling reward than any trophy, rating, or ovation that we might receive from an adjudicator or audience.

Objectives for Participation

1. To provide the student with a sound education in the fundamentals of musical technique and expression.
2. To broaden the musical experience of the student through the performance of quality literature from many different musical periods and styles.
3. To encourage the application of the creative and critical thinking processes developed in music to other activities in the life of the student.
4. To encourage the development of self-discipline, responsibility, leadership, and communication skills through the application of these attributes to band activities.
5. To provide positive experiences that will promote lifelong musical participation.
6. To provide a focal point for school and community pride and spirit.

Band Organizations

The High School Symphony Band -- is the premiere instrumental performing ensemble at Charlotte High School, and enrollment is by audition. The Symphony Band is dedicated to the performance of the finest traditional and contemporary literature for wind band, and presents numerous performances throughout the year for concerts, conferences, festivals, and tours. Students who achieve Symphony Band membership are held to a very high level of expectation for quality individual preparation, musical expression, and personal maturity in all aspects of participation.

The High School Concert Band -- is open to any Charlotte band student who has continuously participated in the band program, as well as any student moving into the district with a record of continuous participation in band at his/her previous school. The Concert Band is dedicated to the performance of challenging band literature at a very high level of quality, and presents three or more concerts per year as well as performing at MSBOA band festivals. All students are required to perform an audition for placement purposes. Students who participate in the Concert Band gain valuable experience in technique, expression, and independence needed to continue on to the Symphony Band.

The Oriole Marching Band -- includes all high school band members in grades 9 - 12, and is most active during the first nine weeks of the school year. The band performs at all home football games, and also participates in various marching festivals, parades, and other civic events. The marching band rehearses daily as a unit during the football season and when necessary through the rest of the school year. All members of the marching band must also perform as enrolled members of the Concert or Symphony band, and all members are required to perform an audition for placement purposes. The *Oriole Drumline* and *Oriole Color Guard* are units within the marching band and are open to audition only to students enrolled as full-year students in the Concert or Symphony band. Color guard eligibility is limited to students whose primary band instrument falls within the woodwind instrument family.

The CHS Jazz Ensemble -- is open by audition and invitation to all high school instrumentalists interested in playing and learning about jazz. Because of the unique format of the jazz ensemble, instrumentation is limited. Students may audition on secondary instruments where appropriate with director approval. The Jazz Ensemble meets after school during the first semester.

CHS Bands Enrollment Policy

Participation in the band program at Charlotte is an ongoing full-year commitment. The sequential development of each individual player and the entire ensemble depends on consistent attendance and participation throughout the year. Students moving to the Charlotte district who have participated continuously in band at their previous school will be accepted into the Charlotte bands, but will be asked to play informally for the director for placement purposes. Charlotte students who leave the band program or students moving to the Charlotte district who have not been continuously enrolled in band will be allowed to re-enroll provided they pass a formal audition.

The Charlotte band program strongly supports the academic efforts of its members. Any student whose academic situation requires special consideration is encouraged to meet with the band director to work out a plan to accommodate his/her needs.

Band Facilities and Equipment

Because of the number of students in our program and the limited space available, special care must be taken to keep our room organized, clean, and safe. **All band members share the responsibility for the care of the band area. If you see something wrong, broken, or out of place, please take care of it or notify a member of the band staff.**

1. **No Food, Drinks, or Gum** are allowed in the band room, storage rooms, or practice rooms without specific permission. This includes before and after school and also applies to evening activities. Students using the band area at lunch time should eat in the cafeteria and then come to the band area- DO NOT bring your lunch to the band room.
2. Please knock or ask permission to enter the band office if the door is closed, and be patient in waiting your turn for attention.
3. Treat the music stands carefully and gently. If you need to use a music stand to take a test, take notes, etc., please do not lean on it or otherwise place your weight on it. This contributes greatly to the "wobble" effect.
4. All instruments are to be stored in their cases with all of the latches fastened after every rehearsal. Store your instrument in the locker or area assigned by Mr. Szekely . Instruments, flags and other personal equipment must never be left out in the band room.
5. Band lockers are for daytime instrument storage. Keep your locker clean, and take your instrument home to practice every day. Lockers must be latched and locked during and after each rehearsal or performance.
6. The Percussion/Tuba storage room is for school equipment only, and is not a social gathering place. Personal items may be stored only in designated areas. Students may not enter this room once rehearsal has begun except to retrieve a specific piece of equipment needed and return immediately to the band room. The Percussion/Tuba room may be used as a practice room only with specific prior approval from one of the band directors.
7. Do not store personal belongings unrelated to band class in the band area. They will be sent to the lost and found or disposed of as deemed appropriate by the band staff.
8. Use of the band facility outside of class time is allowed only with the presence or permission of Mr. Szekely or another band staff member. *Student leaders should check with Mr. Szekely before scheduling a sectional or other activity.*
9. Practice rooms (including the ensemble room) are intended for music practice and *are not to be used as social gathering places*. These rooms are strictly off-limits unless Mr. Szekely, Mr. Everly, or another staff member is in the music area to supervise their use or has given you specific permission to be there.
10. Students not enrolled in band are not allowed in the band area without prior permission from Mr. Szekely or another band staff member.

Music

You will be responsible for any music assigned to you. If you need a piece of music, please consult The Table of Responsibility in the front of the room. **If at all possible, wait until after rehearsal to take care of your music problems or take care of them BEFORE rehearsal.** Individual band parts are costly and time-consuming to replace when lost. If you lose original music, you will be expected to pay the entire cost of re-ordering the individual parts needed. Mark on your music lightly in **pencil only** -- you may also be charged if you mark on your music in pen or deface it so that it can't be used again.

Instruments

Students who check out school instruments will be required to sign out those instruments with Mr. Szekely. If you use a school instrument, you are expected to keep it **clean** and in good working order. Any damage, other than normal wear, is your responsibility and you will be required to pay for it. Please do not let anyone else play your instrument. Don't take instruments without permission. **Only percussion players are allowed to use the percussion equipment!**

Each student is required to properly store and maintain the instrument that he or she plays, regardless of whether it is owned by the student or by the school. *If your instrument is broken or not working properly, the overall performance of the group is adversely affected.* Your instrument should be cleaned and lubricated at proper intervals, and should always be stored in a case. If your instrument does need to go into the shop for repairs, a representative from at least one music repair shop visits us each week to pick up and drop off repairs. Payment is always handled directly with the repair shop- we do not collect any money for repair of personal instruments, but we are happy to send them in for you. Just be sure the instrument is tagged with your current address, telephone number, and parent name. Please keep your mouthpiece, reeds, music, and any other necessary equipment with you. We can usually lend you an instrument to use in class.

Supplies and Accessories

All students are expected to supply their own instrument accessories, including reeds, oil, swabs, grease, basic mutes, etc. The band office will keep some of the most common supplies and accessories on hand, and less-common items can be special-ordered when paid for in advance. Please plan ahead! **Supplies will not be sold in the band office.** Some specialty mutes are supplied by the school on an as-needed basis. Section leaders will assume responsibility for the checkout and return of specialty mutes.

Extra Rehearsals and Sectionals

During the school year, additional sectional rehearsals will be scheduled as needed both during marching and concert seasons. Students will have input into scheduling sectionals before or after school to accommodate sports and work schedules, but will be required to attend once they have committed to a time. In cases of disruption of the rehearsal schedule due to weather, changes in the school schedule, or other unseen circumstances, additional full band rehearsals may be scheduled outside of the class day. Details of time, date, and location will be communicated to the students and parents in writing as far in advance as possible. Conflicts or potential attendance issues should be brought to the attention of the director immediately.

Band Camp

Marching band camp is held each summer during the last week of July, with pre-camp rehearsals scheduled at Charlotte High School during the previous week. **Attendance at pre-camp and band camp are required of all high school band members.** An exception is made for Varsity Football players if practice is scheduled at CHS during band camp week.

Information and details specific to band camp are printed in a separate **Band Camp Student Handbook**, which is distributed to band students each spring before camp. *Students who do not attend band camp and those students moving into the Charlotte Public Schools after camp are assigned **alternate status** in the marching band, and may not march in all Charlotte Marching Band performances.* Students moving to the Charlotte school district are encouraged to enroll early and communicate with the director in order to be included in band camp.

Uniforms

Uniforms play a very important part in the public perception and pride of the community, the band, and each of its individual students. If each band member exhibits pride and self-discipline in uniform presentation, it will rarely be necessary for a staff member to take corrective action regarding their use. However, proper wear and care of the uniform are considered to be part of the Professionalism Standard in the band grade. Keeping track of all uniform items, wearing the uniform correctly, and proper storage following performances will all be considered as part of the affective standard.

The school supplies marching coat, concert coat, uniform pants, shako (hat), plumes, flag corps uniforms, drum major uniforms. Students must purchase black band shoes, black bow tie, black socks, white wing-tip tuxedo shirts (for concert uniform), and black gloves (for marching). *Members of the color guard and drum line may be required to purchase additional items unique to the needs of their section.* Shoes, bow ties and tux shirts are ordered at uniform fitting during pre-camp week and delivered before the first performance needed. **Payment is expected upon delivery.** Black gloves are available for sale in the band uniform room before each marching performance.

All students will be issued a uniform that has been through the dry cleaning process. The care and cleaning of the uniform during the school year is the responsibility of the band student. A fee is collected before band camp each year to pay the cost of the final cleaning of the uniform after collection on Memorial Day.

Uniform Code of Conduct

Cell Phone usage while in uniform is prohibited unless in cases of emergency or with express permission of the director. While in uniform, we are PERFORMING!!!!

The use of inappropriate language while in uniform is STRICTLY PROHIBITED!! This includes but is not limited to curse words, sexual topics, slurs, and/or discussion of drug or alcohol abuse.

The use of Please and Thank You are REQUIRED while in uniform for any request made by the musician.

All Parts of the Uniform must be worn at all times that the musician is supposed to be in uniform, unless otherwise directed.

The use of vapes, tobacco, alcohol, or any other illicit substance is STRICTLY PROHIBITED and may result in removal from the program.

Rehearsal Procedures

1. Rehearsal will begin on time. You will be considered tardy if you are not in your chair and prepared to play when rehearsal begins- generally 5 minutes after the bell rings. *Get there early!*
2. Rehearsal begins when the director steps in front of the ensemble and raises their arms. All playing and talking stops *immediately*.
3. Bring a pencil to every rehearsal, and have it readily available. DO NOT use pen or marker on any band-issued music.
4. Leave all books, backpacks, and unnecessary objects in your locker. Only you, your instrument, and your music should be in the rehearsal set-up. Leave your case in your locker or at the side of the room.
5. Check the whiteboard for the rehearsal order before rehearsal begins, and put your music in order.
6. Proper warm-up and tuning of your instrument is required. However, unnecessary noise and loud playing will not be tolerated.
7. Percussionists should set up their section *before* rehearsal. Be sure that everything needed for the entire rehearsal is ready. All percussion equipment, including stands and mallets, should be put away at the end of the daily band classes. They must also be in the rehearsal space throughout rehearsal even when not playing.
8. You must be aware of what takes place during rehearsal. Do not read or do homework during class unless you have been given specific permission to do so.
9. You must ask permission before leaving your seat in rehearsal for any reason. It is permissible to bring a bottle of plain water to rehearsal if needed. If you have a cold or allergies, bring a small package of tissue with you or get a few from the band office before class. Students will not be allowed to leave the rehearsal set-up to get a tissue during rehearsal.

Please remember that when a director or staff member corrects you, we are only trying to help you to improve. If you disagree with something that is done or said, we would be happy to discuss it after class, between other classes, or after school. **It is important that you do not voice your disagreement in a negative way during class.**

Cell Phones may be used as tuners, metronomes, or to look up information for the purpose of Performing, but may not be used for other purposes during the rehearsal. When the director says put it away - PUT IT AWAY!

Grading Policy Information for Band Students

Charlotte High School uses a system of standards-based grading. The final letter grade for each marking period will be computed based on the two *CHS Standards and Scales for Musical Performing Ensembles* listed below, with Standard #1 (Performance) equalling 80% of the grade, Standard #2 (Analysis and Evaluation) 10%, and Standard #3 (Professionalism) equalling 10%

Standard #1 (Performance) – All students will perform with characteristic tone, technical fluency, and artistic expression.

| Level | Description |
|----------|---|
| A | Demonstrates comfortable mastery of all technical aspects of the performance, with exemplary tone and additional expressive interpretation that indicates a high degree of personal artistry. |
| B | Performs notes, rhythms, and expressive markings accurately as written with characteristic tone quality. |
| C | Performs notes, rhythms, and expressive markings as written with minor errors and/or inconsistent tone quality. |
| D | Demonstrates an understanding of the musical concepts involved in the selected material (notes, rhythms, expression) but with significant errors and/or poor tone quality. |
| E | Does not try, shows little understanding of the musical concepts involved in the performance, or is not able to produce acceptable tone. |

Performance Standard #1A – All students will perform with characteristic tone quality.

| Level | Points | Description |
|----------|--------|---|
| A | 10 | Demonstrates exemplary tone quality at all dynamic levels and in all registers. Intensity, depth of tone, and vibrato (where appropriate) are adjusted to integrate the stylistic and expressive demands of the musical material. |
| B | 8-9 | Demonstrates characteristic tone quality- pure and dark throughout the range of the instrument at all dynamic levels, employing vibrato where appropriate. |
| C | 5-7 | Demonstrates characteristic tone quality at times, but is not consistent in certain ranges of the instrument and/or at all dynamic levels. Inconsistent use of vibrato (if appropriate). |
| D | 1-4 | Demonstrates development of basic tone, but is inconsistent or lacking in quality. |
| E | 0 | Inability or serious difficulty in tone production. May be due to embouchure, insufficient breath support, or issues of personal equipment maintenance. |

Performance Standard #1B – All students will perform with musical expression.

| Level | Points | Description |
|-------|--------|--|
| A | 10 | Performs phrases and melodic lines with expressive personal interpretation that indicates a high degree of artistry. |
| B | 8-9 | Performs in the correct style, with dynamic contrast and attention to the phrasing and contour of the melodic line. |
| C | 5-7 | Performs the selected material as written, with some inconsistency in dynamic contrast, phrasing, and/or style. |
| D | 1-4 | Performs with some dynamic contrast, but with inattention to phrasing or style. |

| | | |
|---|---|---|
| E | 0 | Performs without attempting dynamic contrast or phrasing. |
|---|---|---|

Standard #1C – All students will perform with technical fluency.

| Level | Points | Description |
|-------|--------|---|
| A | 10 | Performs confidently, accurately, and fluently. Demonstrates comfortable mastery of all technical aspects of the performance, including exemplary intonation. |
| B | 8-9 | Performs with a high level of note accuracy, correct articulation, and responsive adjustment of intonation. |
| C | 5-7 | Performs with some note errors, inconsistent articulation, and/or flaws in intonation. |
| D | 1-4 | Demonstrates understanding of the material and some technical development, but performs with significant note errors, incorrect articulation, and/or flawed intonation. |
| E | 0 | Demonstrates a lack of preparation or understanding necessary to meet the basic technical demands of the selected material. |

Standard #1D – All students will read and accurately perform notated musical rhythm.

| Level | Points | Description |
|-------|--------|---|
| A | 10 | Performs rhythms confidently and accurately, using tempo variance and/or rhythmic inflection as artistic tools when appropriate. |
| B | 8-9 | Performs with a high level of rhythmic accuracy, correct tempo, and strong internal pulse. |
| C | 5-7 | Performs with some rhythmic errors, inconsistent tempi, or rushing/dragging internal pulse. |
| D | 1-4 | Demonstrates rhythmic understanding and some sense of internal pulse, but performs with significant rhythmic errors, incorrect tempi, or pauses in musical pulse. |
| E | 0 | Performs “note-to-note.” Does not attempt to maintain steady tempo or relative value of duration within rhythmic figures/phrases. |

Standard #1E – All students will perform using fundamental physical techniques that support overall musicianship.

| Level | Points | Description |
|--------------|---------------|--|
| A | 5 | Performs consistently using correct posture and hand position that aid technique by minimizing tension. Breath support is assertive and intentionally planned to maximize tone, phrasing, expression, and technical fluency. |
| B | 4 | Performs using correct posture and hand position. Breath support is consistent and assertive as evidenced by good tone quality and phrasing. |
| C | 3 | Occasional lapses in posture, tension in hand position, or problems with tone/phrasing due to inconsistent breath support. |
| D | 1-2 | Demonstrates an understanding of appropriate physical techniques, but performs with inconsistent posture, tense or incorrect hand position, or insufficient breath support. |
| E | 0 | Tone, expression, and/or technical fluency are severely affected by inappropriate posture, incorrect hand position, or insufficient breath support. |

Assessments within the Performance Standard will be reported Weekly based on classroom participation (4 points per caption), For Performances (40 points per caption), and for Playing Tests (points assigned as necessary).

Standard #2 (Analysis and Evaluation - -10% of overall grade - All students will demonstrate proper musical terminology (academic language) while giving thoughtful evaluations of performances, the ability to identify and analyze musical concepts, employing appropriate notation, and terminology, and the ability to create music in given parameters

| Level | Description |
|----------|--|
| A | Routinely identifies Music Theory Concepts (Intervals, chords, scales, etc) correctly, Routinely Uses proper musical terminology, Routinely creates inventive musical compositions within given parameters, and Routinely employs proper musical notation. |
| B | Often identifies Music Theory Concepts (Intervals, chords, scales, etc) correctly, Often uses proper musical terminology, Often creates inventive musical compositions within given parameters, and often employs proper music notation. |
| C | Sometimes identifies Music Theory Concepts (Intervals, chords, scales, etc) correctly, Sometimes uses proper musical terminology, Sometimes creates inventive musical compositions within given parameters, and Sometimes employs proper music notation. |

- D** Rarely identifies Music Theory concepts (Intervals, chords, scales, etc) correctly, Rarely uses proper musical terminology, Rarely creates inventive musical compositions within given parameters, and Rarely employs proper music notation.
- E** Does not provide enough evidence to receive feedback in this standard.

Assessments within the Analysis Standard will be reported Weekly based on classroom participation (4 points per caption), and for Assignments (points assigned as necessary).

Standard #3 (Professionalism) - 10% of overall grade – All students will demonstrate responsibility, organization, self-discipline, and personal preparation necessary for positive contribution to the overall ensemble.

| Level | Description |
|-------|---|
| A | Attends all scheduled rehearsals and performances. Self-directed in consistent practice and quality preparation of musical material. Leads by example and by organizing sectionals and/or other peer rehearsal activities. Exemplary cooperation, dedication and professionalism as a musician and ensemble member. |
| B | Attends all scheduled rehearsals and performances. Requested excerpts are consistently practiced and prepared for rehearsals. Behavior consistently in keeping with the cooperation, dedication, and professionalism expected of musicians at Charlotte High School. |
| C | Attends most scheduled rehearsals and all scheduled performances. Practice and preparation are evident but not always consistent or thorough. Behavior is generally in keeping with the cooperation, dedication and professionalism expected of musicians at Charlotte High School, but there are occasional lapses. |
| D | Attends a majority of scheduled rehearsals, with unexcused absence from no more than one scheduled performance. Practice and preparation are minimal outside of class. Behavior sometimes lacks cooperation, dedication, and professionalism expected of musicians at Charlotte High School. |
| E | Significant absence from scheduled rehearsals and/or more than one unexcused absence from a scheduled performance. Practice and individual preparation are not evident in classroom performance. Behavior consistently lacks cooperation, dedication, and professionalism expected of musicians at Charlotte High School. |

Assessments within the Professionalism Standard will be reported Weekly based on classroom participation (4 points per caption), and for Performances (4 points per performance).

Important Notes on Grading

For more formal individual assessments such as semester auditions, Standard #1 (Integrated Performance) is separated into performance standards that address specific aspects of each student's playing. These assessments are generally scored on a point system rather than levels, but the standards are included to provide more specific evaluation criteria for the instructor as well as more specific feedback for the student. *It is important to note, however, that the assessment grade in these cases is computed by points (not levels), and is reported using the levels contained in the school-wide conversion chart (See below).*

- Standard #1 (Performance) will include all playing assignments, auditions, marching grades, daily rehearsal performance, and any other activities involving musical performance. Performance is 80% of the final grade.
- Standard #2 (Analysis and Evaluation) will include Music Theory Assignments, Concert reflections, student compositions. Analysis and Evaluation is 10% of the overall grade.
- Standard #3 (Professionalism) will include attendance at required performances, COMMUNICATION of ABSENCES, individual preparation of assigned material, professionalism in rehearsal and performance, and responsibility for materials, uniforms, and equipment. Professionalism is 10% of the overall grade.

Alternate Assignments

Alternate Assignments may be given AT THE DIRECTOR'S DISCRETION in some cases to compensate for excused performance absences or performance assignments that cannot be completed due to illness or injury. Please note that these situations are rare- see the Attendance Policy listed below for more detail. **Alternate Assignments will NOT be given to make up for Unexcused absences from performances.** Granting of Alternate Assignments is solely at the **discretion of the director**, and should be **arranged in advance** of any excused absence or other situation in which it may be needed. Alternate assignments may be selected from but are not limited to the following:

Solo & Ensemble Participation (Concert Band Only- Required for Symphony Band)

Private Lesson Participation (based on teacher evaluation)

Jazz Band (responsible participation for the whole season)

Pep Band (responsible participation for the whole season)

Small ensemble/chamber music activity

Performance at church or other outside activity

Attendance at an approved concert or recital (with written critique)

Short research paper on your instrument

Other projects (check w/ director to approve your idea)

Attendance Policy for Rehearsals and Performances

1. School policies regarding absence from class can be found in the Attendance policy listed in the Charlotte High School Student Handbook.
2. Excessive absence (excused or unexcused) from class during any performance cycle may adversely affect the ability of the student to contribute to the ensemble, and may result in exclusion from performances or chair reassignment at the discretion of the band director. *Please do not schedule medical appointments or other meetings during band rehearsal time.*
3. Tardiness negatively affects the whole ensemble. School policies regarding tardies and referrals (listed in the CHS Student Handbook) will be applied for tardiness to class. Excessive tardiness or late arrival to performances will also be considered part of the affective grading standard.
4. Very few excuses will be accepted for missing any band activity. Because each band member depends on all of the others as a part of the overall performance, **there really is “no substitute for being there.”** Please realize that the further ahead of the event that we are informed of a conflict, the more time we have to compensate for the possible absence of the student. Absences from performances or any required activities outside of class time will be classified as follows:
 - o **EMERGENCY-** Serious student illness, death in the family, auto accidents, and other unavoidable emergencies are automatically excused. The score is “dropped” from grading, and no makeup is necessary. A phone call would be appreciated if possible- even a few minutes of prior notice can allow the ensemble and director to compensate more efficiently for a student’s absence. Please make notify the director of an Emergency absence as soon as possible.
 - o **EXCUSED-** Absences that are discussed with the director well in advance of the activity in question may be classified as excused, depending on the reason for the absence. ***Excused absences are still listed as zeros from a grading standpoint, but are subject to makeup through alternate assignments.*** No disciplinary action beyond the grading policy will result. Classification of absences as excused is **solely at the discretion of the director.**
 - o **UNEXCUSED-** Non-emergency absences without prior notice or absences not approved as excused will result in substantial reduction of the Professionalism portion of the band grade (see Standard #3- Professionalism) as well as loss of points within the Performance Standards for that performance. **Work is NOT an excuse to miss performances.** Please clear all dates with your supervisors. Instances of skipping or deceit may result in additional disciplinary action at the discretion of the director. **Excuses after the fact (except for legitimate emergencies) will not be accepted.**

In the event that a student is excused from performing because of illness or injury, he/she must dress in full uniform if attending the performance. These students should report at the same time as the rest of the band and will be given direction concerning their role and seating. Failure to comply with this rule may result in the absence being changed to “unexcused.” Any exceptions should be discussed with the director well in advance of the performance in question.

A calendar of band events for the entire school year can be found below. Please transfer all applicable dates to your family calendar. If you discover a conflict, contact the director as soon as possible. Decisions concerning classification of absences will be made at the discretion of the director, with administrative consultation when necessary. Every effort will be made to resolve conflicts with other school activities before they occur.

When time or date conflicts occur, **COMMUNICATION** is the key to resolving them in a way that will avoid the punitive measures included in the Attendance Policy. Think of the following when you encounter a calendar conflict:

Communicate with Mr. Szekely as soon as you know that there is a conflict. Waiting until the last minute causes many more problems.

If the conflict involves a school-sponsored athletic activity, please carefully review the policies regarding *Band and Athletics* listed below.

Provide Mr. Szekely with as much information as you can about the conflicting activity. Many times the conflict can be resolved or minimized by adjusting your report times, creating an efficient transportation plan, or working out other compromises with the activity leader.

If you have an emergency but are still able to communicate, be sure to do so. Even if we don't get your message until after the performance, your communication could mean the difference between an excused or unexcused absence.

Contact information is listed on the last page of this handbook. Please communicate by phone or email. **Informal messages on Facebook, Twitter, and other such sites will not be considered appropriate notification under the band attendance policy.**

Band and Athletics

Although every effort is made in the coordination of the school schedule to accommodate student participation in both band and athletics, occasional conflicts do occur. In these cases, it is important that the student and/or family communicate with the band director AND the coach or athletic director to avoid misunderstanding. It is our goal never to have the student "caught in the middle" between adult activity leaders. The band and athletic departments work together to resolve conflicts as soon as they occur. The details of each individual situation are taken into account, but the process to resolve these conflicts follows these general guidelines:

1. Band performances and athletic contests (games, matches, etc.) take precedence over athletic practices or band rehearsals.
2. In the event that an athletic contest and a band performance are scheduled on the same day, but not exactly the same time, efforts are made to adjust student report times, warm-ups, and transportation arrangements. In many cases these compromises make it possible for the student to participate in both activities, particularly if parents are willing to be involved in transporting the student directly from one event to the other.
3. In the event that the band performance and athletic contest are scheduled at exactly the same time, the athletic director and band director make a joint decision (with administrative input if needed) concerning which activity the student is to attend. This is not a student decision, and is based on the relative importance of each activity and the potential contribution of the student as a member.
4. If a band rehearsal and athletic practice are at the same time or overlap, the band and team in question will split the amount of time that is in direct conflict.

We are fortunate that our school has strong traditions of quality in both band and athletics. It is important that we maintain an environment of mutual support, respect, and cooperation to ensure that both programs remain strong and continue to create great opportunities for students in years to come.

“Remind” System Information

Beginning with the 2020-21 school year, the Charlotte High School Bands began using electronic communication via text messaging, email, and Google Classroom. Students, please make sure that you are signed up to the proper Google Classroom accounts during the first week of school. As our text messaging service, we are using “Remind” which is a free service for educational entities and families. To sign up for the CHS Bands Remind Account, please follow these instructions:

Text the message @jszek to the number 81010.

If you’re having trouble with 81010, try texting @jszek to (765) 273-4187.

* Standard text message rates apply.

Go to rmd.at/jszek on a desktop computer to sign up for email notifications.

Contact Information

Mr. Jeff Szekely- Director of Bands

517-541-5693 (Office)

517-398-2437 (Mobile)

szekelj@charlottenet.org

Please use the band office phone or email rather than my mobile phone whenever possible. If you have an issue relating to the attendance policy, please be sure to leave a voice message to document your situation. ***Please remember that Facebook messages, text messages, and other informal/indirect means of electronic communication are not accepted as valid means of notification pertaining to student absence. These situations should be handled by email, voice phone call, or in writing.***

Questions concerning band uniforms and uniform checkout should be addressed to the Uniform Chairperson, **Mrs. Erika Rickerd at (517) 231-4991**

Correspondence with the band boosters should be sent to **Charlotte Band Boosters, P.O. Box 496, Charlotte, MI 48813** or email Booster President Wendy Wildern at:

wendeegale@yahoo.com

Proof of Receipt

Please sign and return this sheet by **September 2nd, 2024** as proof that you have received, read, and understand the policies contained within this hand book. If you have any questions, please feel free to contact Mr. Szekely.

Parent/Guardian Signature

Date

Student Signature

Date

Failure to return this form will result in a grade of "E" for the Professionalism Standard.