

ARROWHEAD UNION HIGH SCHOOL INSTRUMENTAL MUSIC DEPARTMENT



2011-2012 HANDBOOK

***Welcome to the Arrowhead High School
2011-2012 Instrumental Music Department!***

This handbook is designed to provide you and your parents with an awareness and understanding of the policies, organizational structure, and general functioning of the Arrowhead High School Instrumental Music Department. It should be read in its entirety and bookmarked for future reference.

The Arrowhead Union High School Instrumental Music Department is comprised of four curricular concert bands (Wind Ensemble, Symphonic Band, Wind Symphony, and Concert Band), one curricular orchestra ensemble (Chamber Strings), two jazz ensembles (North Jazz Band and South Jazz), a voluntary 100-member marching band, and various pep bands. The AHS Instrumental Music department provides opportunities for all students at all ability levels. Members continue to participate in various festivals, performances, and WSMA State Honors ensembles, solo and ensemble opportunities at an extremely high level. Students of the Instrumental music department also excel in academics, athletics, and other activities within the Arrowhead High School community. In support of the Arrowhead High School tradition, the instrumental program strives for excellence through its quality of performance and high standards.

If you have any questions or concerns, please contact Mr. Polancich or Mrs. Zwirlein during the school day via email at polancich@ahs.k12.wi.us and zwirlein@ahs.k12.wi.us. Due to our teaching schedule, we are rarely in the office during the daytime and can promptly answer emails between periods. If you do not have access to email, please feel free to call our office phone. (262) 369-3612, ext. 4842.

Sincerely,

Jacob Polancich
Director of Bands
Music Department Coordinator

Stacey Zwirlein
Associate Director of Bands
Director of Orchestra

ARROWHEAD HIGH SCHOOL **INSTRUMENTAL MUSIC CURRICULUM**

The Arrowhead High School Instrumental Music Curricular Program is comprised of five band classes and one orchestra class. Placement into these ensembles is based upon individual performance level, audition results, instrumentation needs, and the directors' recommendation. Parents and students must understand that both part placement and ensemble auditions are essential in providing the best possible music-making environment for all students. It does not matter what chair a student sits in. It matters what that student does in the chair!

Wind Ensemble

Mr. Polancich, Conductor

Course Description:

The Wind Ensemble is a performance-oriented class and is the most advanced group of wind and percussion students in Arrowhead's Instrumental Music Program. Each student will work on general music skills and specific technical aspects of his or her instrument. This class will help prepare each student and the class as a whole for concerts, festivals, small ensemble work, and solo playing opportunities. Students are expected to fully prepare all parts before the first in-depth rehearsals may begin on that particular piece. Students are only accepted into this class upon completion of a successful audition for the directors.

Course Objectives:

- ❑ Exhibit a thorough knowledge of performance practices by showing continuing improvement in tone production, intonation, balance and blend, articulation, technique, interpretation, scales and scale patterns, and ensemble awareness.
- ❑ Become proficient in sight-reading difficult materials through continued practice.
- ❑ Exhibit a thorough knowledge of musical construction, including musical terms, key signatures, interval construction, types of scales, musical style periods and composers, and compositional techniques.
- ❑ Prepare and perform advanced literature at a professional level.
- ❑ Full band rehearsals, sectional rehearsals, concerts, and festivals are considered an extension of the classroom and a part of the Wind Ensemble curriculum. Any after school rehearsals will be scheduled at least two weeks prior to the set date.

Symphonic Band

Mrs. Zwirlein, Conductor

Course Description:

The Symphonic Band is a performance-oriented class consisting of grades 9-12. Each student will work on general music skills and specific technical aspects of his or her instrument. This class will help prepare each student and the class as a whole for concerts, festivals, small ensemble work, and solo playing opportunities.

Course Objectives:

- ❑ Correctly perform challenging music representing major compositional style periods and quality composers.
- ❑ Become proficient in sight-reading difficult materials through continued practice.
- ❑ Exhibit a thorough knowledge of performance practices by showing continuing improvement in tone production, intonation, balance and blend, articulation, technique, interpretation, scales and scale patterns, and ensemble awareness.
- ❑ Full band rehearsals, sectional rehearsals, concerts, and festivals are considered an extension of the classroom and a part of the Symphonic Band curriculum. Any after school rehearsals will be scheduled at least two weeks prior to the set date.

Wind Symphony

Mr. Polancich, Conductor

Course Description:

Wind Symphony is a performance-oriented class. Each student will work on general music skills and specific technical aspects of his or her instrument. This class will help prepare each student and the class as a whole for concerts, festivals, small ensemble work, and solo playing opportunities. Students are only accepted into this class upon completion of a successful audition for the directors.

Course Objectives:

- ❑ Correctly perform challenging music representing major compositional style periods and quality composers.
- ❑ Become proficient in sight-reading difficult materials through continued practice.
- ❑ Exhibit a thorough knowledge of performance practices by showing continuing improvement in tone production, intonation, balance and blend, articulation, technique, interpretation, scales and scale patterns, and ensemble awareness.
- ❑ Full band rehearsals, sectional rehearsals, concerts, and festivals are considered an extension of the classroom and a part of the Wind Symphony curriculum. Any after school rehearsals will be scheduled at least two weeks prior to the set date.

Concert Band

Mrs. Zwirlein, Conductor

Course Description:

Concert Band is a skills-oriented class comprised of wind and percussion players who have demonstrated a developmental level of ability on their instruments. Each student will work on general music skills and specific technical aspects of his or her instrument. This class will help prepare each student and the class as a whole for concerts, small ensemble work, and solo playing opportunities.

Course Objectives:

- ❑ Exhibit a thorough knowledge of performance practices by showing continuing improvement in tone production, intonation, balance and blend, articulation, technique, interpretation, scales and scale patterns, rhythms, and ensemble awareness.

- ❑ Correctly perform challenging music representing major compositional style periods and quality composers.
- ❑ Work on proficiency in sight-reading difficult materials through continued practice.
- ❑ Exhibit a thorough knowledge of musical construction, including musical terms, key signatures, interval construction, types of scales, musical style periods and composers', compositional techniques.
- ❑ Full band rehearsals, sectional rehearsals, concerts, and festivals are considered an extension of the classroom and a part of the Concert Band curriculum. Any after school rehearsals will be scheduled at least two weeks prior to the set date.

North Jazz Ensemble

Mrs. Zwirlein/Mr. Polancich, conductors

Course Description:

North Jazz Ensemble is a skills-oriented class comprised of select wind, percussion, and guitar, bass, and piano players who have demonstrated a developmental level of ability on their instruments. The ensemble membership is determined by an audition prior to the school year. Each student will work on advanced music skills with an emphasis on jazz theory, soloing, and chart construction. This class will perform on a regular basis and participate in various recording projects and festivals.

Course Objectives:

- ❑ Exhibit a thorough knowledge of performance practices by illustrating continuing improvement in tone production, intonation, balance and blend, bowing techniques, interpretation, scales and scale patterns, technique, and ensemble awareness.
- ❑ Correctly perform challenging music representing major compositional style periods and quality composers.
- ❑ Become proficient in sight-reading difficult materials through continued practice.
- ❑ Exhibit a thorough knowledge of musical construction, including musical terms, key signatures, interval construction, types of scales, musical style periods and composers, and compositional techniques.
- ❑ Full North Jazz Ensemble rehearsals, sectional rehearsals, concerts, and festivals are considered an extension of the classroom and a part of the North Jazz Ensemble curriculum. Any after school rehearsals will be scheduled at least two weeks prior to the set date.

Chamber Strings

Mrs. Zwirlein, Conductor

Course Description:

The Chamber Orchestra is a performance-oriented class consisting of freshman through seniors. Each student will work on general music skills and specific technical aspects of his or her instrument. This class will help prepare each student and the class as a whole for concerts, festivals, small ensemble work, and solo playing opportunities.

Course Objectives:

- ❑ Exhibit a thorough knowledge of performance practices by illustrating continuing improvement in

tone production, intonation, balance and blend, bowing techniques, interpretation, scales and scale patterns, technique, and ensemble awareness.

- Correctly perform challenging music representing major compositional style periods and quality composers.
- Become proficient in sight-reading difficult materials through continued practice.
- Exhibit a thorough knowledge of musical construction, including musical terms, key signatures, interval construction, types of scales, musical style periods and composers, and compositional techniques.
- Full Orchestra rehearsals, sectional rehearsals, concerts, and festivals are considered an extension of the classroom and a part of the Chamber Orchestra curriculum. Any after school rehearsals will be scheduled at least two weeks prior to the set date.

GRADING POLICIES AND POWER STANDARDS

Rehearsal Etiquette: (10 points/week) 20%

- Execute proper rehearsal/performance etiquette, responsibility, team-membership, and active rehearsal involvement. (Standard B)

Rehearsal Content: (10 points/week) 35%

- Perform ensemble repertoire at a high level in daily rehearsal and play tests through individual preparation and practice. (Standard B, E, G)

Concert Performances: (100 points each) 40%

- Performance attendance with proper uniform, materials and preparation (Standard B, E, G, I)

Reading and Writing Skills: 5%

- Synthesize musical concepts, theory, and history and write responses utilizing musical knowledge. (Standard F, G, H, I)
- *Patron of the Arts:* To receive full credit, each student must attend **one artistic event per semester** in which he/she does not perform and fill out the Patron of the Arts Response worksheet. This review worksheet should be submitted within two weeks of the attended performance.

Weighting: 85% semester grade, 15% semester exam

Wisconsin Music Standards (extracted from the Wisconsin Department of Public Instruction)

Music Students in Wisconsin will:

- A. Sing, alone and with others, a varied repertoire of music.
- B. Play, alone and with others, a varied repertoire of music.
- C. Improvise music.
- D. Compose and arrange music.
- E. Read and notate music.
- F. Analyze and describe music.
- G. Evaluate music and music performances.
- H. Relate music to the other arts and disciplines outside the arts.
- I. Relate music to history and culture.

Semester Exams:

Each 6-week grading period will consist of pass-off assignments on musical material, written material and performance concepts. The semester exam (at the end of the third period) is worth 15% of a student's final grade. All performance tests will have a concept-specific rubric (similar to the WSMA Solo rubric):

Tone	Expression	Tempo
Intonation	Technique	
Accuracy	Balance	

Students in each class will be graded on an individual basis, equally and fairly, regardless of their involvement in other band or school-related activities (marching band, jazz band, athletics, academic organizations, etc.).

Homework:

Students in each ensemble will be expected to practice their concert music and pass-off material outside of daily rehearsals. It is not possible to accomplish personal performance goals simply through the 40-minute band period each day.

If students are absent (excused or unexcused) for one to three days, they will have 3 school days to make up missed work. Students with absences from 6-10 days will have five school days available for making up work. Make-up timelines for absences exceeding ten days, or extenuating circumstances, will be determined through a teacher/student plan with administrative approval. Credit for make-up work may be reduced for those students that exceed the guidelines. All missed work must be completed. Parents and students are responsible for making arrangements for all missed work. In the event that an absence is unexcused, credit for makeup work may be reduced (0-50%) at the discretion of the teacher.

Attendance Policy:

Performances are an extension of the classroom and are graded, culminating events. Performances are mandatory for all students involved in the performing class. The success of our instrumental program is in direct relationship to students' attendance and effort during rehearsals and performances. As a member of the AHS Instrumental Music Department, students are expected to:

Place attendance at all band performances as of equal, if not greater, priority to any other activities in which you are involved

Show a sense of responsibility by informing your parents of rehearsal and performance dates.

Show a sense of responsibility by informing a director of potential conflicts well in advance.

An absence from a scheduled performance shall be considered excused if the absence is due to serious illness or accident. Family emergencies for health reasons will also be excused if the student's **parent** notifies the director of the emergency situation as soon as possible. An absence from a scheduled performance shall be considered unexcused if the absence is for any reason other than those mentioned, or the absence has not been discussed with the director prior to the performance.

A request for an excused absence from a performance for reasons other than those stated above must be discussed with the director no less than 10 school days prior to the performance. Any request, regardless of reason, received after that time can be listed as unexcused. Specific arrangements must be made in advance with the director in the event of conflicts with other school, community, or family activities. If a possible schedule conflict can be foreseen, a note should be given to the director when the conflict is discovered. Very few conditions merit an excused absence. Giving advanced notice does not guarantee the absence will be excused.

Excused absence requests as a result of conflicts between performance events and part-time jobs will not be accepted. No student will be required to perform in any annually scheduled performance for which the director could not provide a minimum of 11 school days notice.

Performance attendance with proper uniform, materials and preparation = A

Musicians who are tardy for the call time, display improper concert etiquette or attire, or leave before the time stipulated by a director will have performance grades lowered one letter.

Excused absence from a performance requires an alternative assignment.

A request for an alternative assignment must be made by the student within 1 week of the performance absence. The director will determine the make-up assignment and the due date. Unexcused absence from performance = 0 Credit Points

Listed below are examples of both excused and unexcused absences.

Excused Absences:

Personal illness

Religious holidays

Funerals

Any extenuating emergency circumstances

Unexcused Absences:

Doctor/dentist appointments (non-emergency)

Work scheduling conflict

School club/sport meetings – without prior approval from the director

Driving tests

Honors Music Concerts (MYSO, UWAY, etc.)

Private lessons

Birthday parties

Dinner Reservations

Great America Trip

Brewers Games

RULES OF CONDUCT

All school policies of conduct and behavior apply to all instrumental music functions. The penalties resulting from the abuse of the regulations will be consistent with school board policies. Please refer to your AHS handbook for details on situations, infractions, and penalties of improper behavior. In the AHS instrumental program, the following rules are also enforced:

1. Respect classmates, parents, chaperones, faculty, guest clinicians, and directors at all times.
2. The use of obscene language, gestures and public displays of affection will not be tolerated.
3. Food, drink, and gum are not allowed in the band facilities at any time.
4. Your band locker should be used for musical purposes only. Use your school-assigned locker for textbooks, etc.
5. North campus students wishing to be in the band room during free time or study hall must have the approval of a director and the administration. South Campus students may come up to North to practice, but only with the consent of a director and the administration.
6. Students are not allowed to handle an instrument other than their own or the instrument assigned to them.
7. **Cell phone, WED and iPod use is not permitted in the band room during rehearsals.** The telephone in the directors' office is to be used for school or band and orchestra business only.
8. Only authorized personnel are allowed in the band office, music library, and storage room. Students may only use those rooms with the consent of the directors.
9. All students must have the necessary materials to perform correctly (extra reeds, valve oil, mutes, pencils, sticks, mallets, etc.). Each member is responsible for all assigned music and materials. When not in use, please keep your music folder in the folio cabinet or your assigned music locker. It is your responsibility to make sure that the music is not lost or damaged. Any music missing or damaged will result in a replacement fee by the student.
10. For the safety of all students, all musicians are required to ride the buses to and from performances. In the event that a band or orchestra member will **not** be riding back on the bus, the directors must have a completed transportation release form signed by a parent or guardian 24 hours prior to that event. Forms are available in the Activities Office and on the Arrowhead Website. **In accordance with the Activities Office policies, students MAY NOT drive themselves to and from official functions.**
11. While in the classroom, all talking and playing will cease when the director steps onto the podium. **After the bell rings, students will have 3 minutes to have their instrument, music, and stand.** Any student not ready after that time will be considered tardy.
12. Students are responsible for their own instrument and its care on a daily basis. All school-owned instruments must be registered on our Instrumental Music Website using the "AHS Instrument Contract" interactive form. Students must provide a combination lock for his or her locker. **The Arrowhead High School Instrumental Music Dept. is not responsible for any instruments left out or unattended at any time.**

DISCIPLINARY PROCEDURES

Tardies: If a student is tardy, the school policy will be enforced. The first offense will be a warning. The second offense will be a brief meeting with the student after class. The third offense will result in a call home to parents. The fourth offense will be a referral for a Saturday detention.

Cell phones/WED/iPods: If a student is using any electric devices during class or rehearsal without permission from the director, the device will be taken.

Chewing Gum or Food: FOOD/GUM IS NOT ALLOWED IN REHEARSAL OR PERFORMANCE SPACES!!! The first offense for gum will be a warning. The second offense will result in a zero in their participation grade. The third offense (and every offense hereafter) will result in a Saturday detention and a zero in their participation grade.

DAILY EQUIPMENT LIST

Woodwinds:

Reeds (at least 2 extras)
Instrument
Pencil
Music
Cleaning supplies (swabs, etc.)

Strings:

Instrument & Bow
Music
Pencil
Rosin
Chin rest/rock stop
Tuner

Brass:

Mouthpiece
Valve oil/slide grease
Instrument
Pencil
Music

Percussion (Sticks and mallets not provided by school):

Stick bag
1 pair of Vic Firth SD1 General snare sticks
1 set of marimba mallets
1 set of timpani mallets
1 set of xylophone mallets
Pencil

RECOMMENDED INSTRUMENT EQUIPMENT LIST

Woodwinds:

Reeds

Clarinet: Vandoren (blue box) 2.5-3.5

Bass Clarinet: Vandoren (blue box) 2.5-3

Alto Saxophone: Vandoren (blue box) 2.5-3.5

Tenor Saxophone: Vandoren (blue box) 2.5-3.5

Bari Saxophone: Vandoren (blue box) 2.5-3.5

Ligatures (for all woodwinds)

Rovner 1R Dark

Rovner C-1R Mark III

Mouthpieces

Clarinet (including bass)

-minimum step-up is the Yamaha 4C

-next step is Vandoren 2RV, 5RV, AT45, and M13

All Saxophones

-minimum step-up is Yamaha 4C

-next step is Selmer C*

Jazz Saxophones

-Peter Ponzol mouthpiece, M2 facing

-Eugene Rousseau (3R, 4R, or 5R)

Swabs (for flute, clarinet, oboe, bassoon, and alto)

any silk swab will do

Please do not purchase the “pad saver” fuzzy swabs that you insert and leave inside your horn. They actually retain the moisture inside the instrument and deposit lint onto the pads.

Brass:

Mouthpieces

Trumpets: 3C, 1 ½ C

Trombone/Euphonium: 6 ½ AL

French Horn: Holton Farkas; MDC

Mutes

Tom Crown Straight Mutes with copper bottoms

Valve Oil

Any type is fine—just make sure that you consistently use the same type.

Slide Cream

Trombotine or Super Slick with water spray bottle. Use regular slide grease for all tuning slides, please.

Strings:

Rosin

Dry white cloth

Chin rest (violin and viola)

Rock stop (cello and bass)

Tuner (small enough to fit in case)

Metronome (digital is preferable)

DRESS REQUIREMENTS

MARCHING BAND DRESS REQUIREMENTS

- Bandsmen:** Bibbers – black w/ t-shirt and athletic shorts underneath
Marching Jacket – black w/show shirt underneath
Coat – AHS Rain jacket
Marching hat – black (long hair must be tied above collar)
Shoes – black “Dinkles” (to be purchased)
Socks – black (no exceptions)
Accessories – black gloves, black plume, red AHS baseball cap (no other substitute will be accepted)
- Guard:** Uniforms are TBA according to our marching theme and weather
Shoes – black dance shoes

WIND SYMPHONY, CONCERT BAND AND CHAMBER STRINGS DRESS REQUIREMENTS

- Boys:** Solid Black pants
Black socks
Solid black shoes
White, long-sleeved, button-down collared shirts
**no ties or jackets, please*
- Girls:** Loose-fitting solid black pants. Skirts and/or dresses are not acceptable
White or black dress top (shoulders, midriiffs, and undergarments must be covered, no patterns, stripes, polka dots, or sparkles, no exceptions)

SYMPHONIC BAND AND WIND ENSEMBLE DRESS REQUIREMENTS

- Boys:** Tuxedo shirt
Black Bow-tie (no patterns please)
Black socks
Black shoes
Black pants/jacket (if possible, please find a tuxedo jacket and pants)
Prices vary for all items. Please keep in mind that some stores sell used
Tuxedo jackets/pants/etc.
- Girls:** Loose-fitting solid black pants. Skirts and/or dresses are not acceptable
Solid white or black dress top. Shoulders, midriiffs, and undergarments must be covered, no patterns, stripes, polka dots, or sparkles, no exceptions)

AWARD REQUIREMENTS

- | | |
|--|-------------------|
| Participate in a band/strings class for one full year with at least 95% prep./part.: | Numerals |
| Participate in a band/strings class for two full years with at least 95% prep./part.: | Band Letter |
| Participate in marching band for a full season: | Marching Band Pin |
| Participate in pep band for a full season (at least 5 games) | Pep Band Pin |
| Participate in North Campus Jazz Band for a full year with at least 95% prep/part.: | Jazz Band Pin |
| Participate in South Campus Jazz Band for two full years with at least 80% attendance: | Jazz Band Pin |
| Participate in orchestra for a full year with at least 95% preparation/participation | Strings Letter |
| Participate in Band/Strings for a full year after receiving a letter: | Music Bar |
- Medals will be awarded for participation in District Solo and Ensemble and State Solo and Ensemble for all students that earn a 3, 2, or 1 rating. Any students that earn medals are responsible for purchasing them.

PATRON OF THE ARTS

Name: _____

Event Title: _____

Event Date: _____

This form, write-up, and scan/copy of ticket stub must be turned in via email or paper copy

Purpose: The patronage of artistic events is an experience that may be enjoyed throughout your entire life. No matter what your future occupation may be, a life-long appreciation for the arts should be enjoyed. This Patron of the Arts assignment is designed for Arrowhead instrumental students to experience and appreciate an artistic event.

Goal: To witness an artistic event and think critically about the experience.

Assignment: One Patron of the Arts write-up will be due each semester, and the write-up will be due within 2 calendar weeks after patronage of the event. The assignment includes the following:

1. Attend an artistic event where one of the fine arts are performed or represented. (A concert featuring music, a dramatic production, or a visit to an art gallery or museum.) The event may be a professional event, or it may be an amateur event like the ones provided by the AHS Music Department. The concert experience or artistic event should allow you at least an hour to experience the event. Experiences other than those mentioned should be approved before attending to ensure full credit. Students may only use one AHS event PER YEAR for the POA assignment.
2. Attach your type-written responses to the following three questions:
 - a. Describe the physical aspects of the experience. Was it a traditional concert set-up, was the brass section placed in a particular way, how was the art work arranged, was special lighting used, etc...
 - b. Describe some of the feelings you experienced while listening to the music or experiencing the event. What artistic elements contributed to those feelings (and how did they do so)?
 - c. How has this experience impacted your artistic life? Do you realize the effort required for this event, does it seem possible to reach the level of artistic expression you witnessed, has the experience made you realize anything, etc.

Your Patron of the Arts write-up should be typed and attached to this form.

Assessment Rubric for Patron of the Arts:

20 ~ appropriate event ~typed ~ all 3 questions are answered clearly with evidence of thought	19 ~ appropriate event ~ typed ~ all three questions are answered with some degree of clarity and thought	18 ~ appropriate event ~ typed ~ all three questions are answered with some degree of clarity and thought	17 ~ appropriate event ~ typed ~ one or two questions are answered with some degree of clarity and thought	16 ~ appropriate event ~ typed ~ answers to the questions are vague and have little clarity of thought	15 ~ inappropriate event or responses not typed ~ answers to the questions are vague and have little clarity of thought	14 ~ inappropriate event or responses not typed ~ answers are not in complete sentences	13 ~ inappropriate event or responses not typed ~ answers are not in complete sentences	12 or less ~ inappropriate event or responses not typed ~ answers are not in complete sentences
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BBOP (BOOSTER BAND AND ORCHESTRA PARENTS) ORGANIZATION

B-BOP's mission is to promote and support the instrumental music programs at Arrowhead High School by helping to recognize student accomplishments and to provide the directors with assistance as needed.

In keeping with this mission, there are ample opportunities for parents to become involved. In August, B-BOP provides refreshments to students in marching band camp. During the fall, parents are needed to manage the marching band uniforms – fitting new members and keeping the uniforms in good condition. Marching band members are usually given snacks or dinner also, and that support carries over to the pep band as it plays for basketball and hockey games.

Larger BBOP activities include coordinating the Hot Chili Cool Jazz scholarship concert in February and the Lock-In at the end of the year. Volunteer opportunities are listed on the instrumental music website and you can sign up for events that fit your schedule.

If you are interested in becoming more involved, please visit our website or contact one of the current executive officers below:

President: Susan Weiss	syweiss@sbcglobal.net
Vice-President: Mary Smaglick	msmaglick@wi.rr.com
Treasurer: Pam Schmitt	jpschmitt84@gmail.com
Secretary: Tracy Auton	momotn3@att.net
Member At-Large: Margaret Hollister	hollisters4940@sbcglobal.net

2011-2012 Family Meetings (6:00 in the NC Band Room)

September 12

February 6

April 23

May 14

BBOP Individual Student Accounts

Every student involved in the instrumental music department is provided with an individual account to raise funds. Students' accounts are started with a zero balance and money accumulated in these accounts may be used for trips, summer camp tuition, instrument accessories (i.e. reeds, mouthpieces, sticks, mallets), sheet music or any other musical purpose the directors approve. Students/Parents may not use these funds as a separate "bank account." Unused money accumulated by the end of a student's AHS instrumental music career may only be used in the following ways:

1. Donate to the BBOP Organization and/or Instrumental Music Department
2. Donate to the Gib Weigel Scholarship Fund
3. Donate to a younger sibling

ARROWHEAD HIGH SCHOOL INSTRUMENTAL MUSIC
PARENT/STUDENT AGREEMENT
2011-2012

Please read the statement below, fill out the required information, and RETURN THE ENTIRE PAGE.

DUE Friday, September 9

I have reviewed and will abide by the policies of the Arrowhead High School Instrumental Department.

<hr/> Parent Name (please print)	<hr/> Parent signature Date
<hr/> Student Name (please print)	<hr/> Student signature Date