

**SOUTH** BANDS  
EST. 1989



## *2024-2025 Handbook*

EXPECTED EDITS TO THIS DOCUMENT TO COME  
Updated as of July 30, 2024

## Band Students & Parents:

Welcome to one of the most exciting experiences in which you can be a part, the Band at South Forsyth! The ultimate goal of the band program is to provide our students with a lifelong understanding and appreciation for quality music and music making. In addition, we get to use the medium of music to teach some wonderful life lessons as part of our comprehensive program here at South Forsyth.

What we hope you read below in this handbook is both informative and inspirational. The advocacy articles within the handbook are designed to help gain more understanding about music and help give guidance to parents.

We will continue to provide a well-rounded, comprehensive experience for our students. For the upcoming year we are excited about our concert programs performing at Disney, our marching band performing in their first Music for All event, our winter programs continuing to perform at a high level. We will also welcome nationally renowned conductors, clinicians, instructors, and composers throughout the school year. In addition, we plan on building up our chamber and jazz programs through GMEA and regional events.

We have included a list of private instructors in this edition of the band handbook. **There is no better way for your child to improve their musical experience than to be involved in private lessons.** We are very fortunate to have high quality professional musicians in our area. As the band program continues to improve, the most committed students (*those who practice*) will have the most positive experience. In addition to making private instruction and our large ensembles a priority, we have a commitment to instill positive leadership qualities in **all** our students. These are the “teachable moments” that develop important life skills.

This handbook is designed to answer any questions you might have concerning the band program. We are honored to be your band directors and are looking forward to a great year!

Reggie Humphrey  
Director of Bands

Eric Brown  
Assistant Director of Bands

Joseph Tribble  
Director of Colorguards

**“EXCELLENCE IN ALL WE DO”**

**“CONSISTENCY COMPOUNDS”**

## ***Private Lesson Instructors***

Private lessons will help elevate your students' performance level and personalize their learning. With the rigor that is placed on our students, we believe that private lessons should not be mandatory, but we do **highly recommend** private lessons. Students that take privately do have a greater opportunity to make ensembles that are exclusive, such as All-State, District Honor Band, Atlanta Youth Wind Symphony, Atlanta Symphony Youth Orchestra, and other select honor bands.

**Any teacher with (VO Virtual Only) next to their name is only offering virtual lessons. Some of these teachers are located around the country and are outstanding teachers.** Some teachers without VO may also be offering virtual lessons as well as in-person lessons. \*The instructors are listed down below by instrument.

*Contact information has been listed, please contact them on your own if you wish to begin taking lessons\**

### Flute

Katherine Emenenth		<a href="mailto:katherine@gaflute.com">katherine@gaflute.com</a>
Nathalie Simper		<a href="mailto:simpermusicstudio@gmail.com">simpermusicstudio@gmail.com</a>
Emily Elmore	770-671-0517	<a href="mailto:emilyelmore13@yahoo.com">emilyelmore13@yahoo.com</a>
Kathy Farmer	770-888-7248	<a href="mailto:kathyfarmer@mindspring.com">kathyfarmer@mindspring.com</a>
Kelly Via	770-935-1379	<a href="mailto:atlantamusicacademy@gmail.com">atlantamusicacademy@gmail.com</a>
Jeanne Carere	770-671-0517	<a href="mailto:careremusic@careremusic.com">careremusic@careremusic.com</a>
Sara Kim	770-614-8221	<a href="mailto:surprise0202@gmail.com">surprise0202@gmail.com</a>
Nicole Chamberlain	404-797-7743	<a href="mailto:nikki@nikkinotes.com">nikki@nikkinotes.com</a>

### Oboe

Rachel Landers	678-227-8348	<a href="mailto:rachel.landiers@gmail.com">rachel.landiers@gmail.com</a>
Alexandra Shatalov	845-901-0201	<a href="mailto:alexandra.shatalov@gmail.com">alexandra.shatalov@gmail.com</a>
Natalie Beckenbaugh	<a href="#">Natalie Beckenbaugh   Oboe Player   Atlanta Music Academy</a>	
Lisa Sayre	404-358-7707	<a href="mailto:lsayre@mindspring.com">lsayre@mindspring.com</a>
Katherine Dobson	770-362-8683	<a href="mailto:katbdobson@gmail.com">katbdobson@gmail.com</a>
Emily Lee		<a href="mailto:eoboemaster@gmail.com">eoboemaster@gmail.com</a>
Felisha Jones		<a href="mailto:jonesf13@gmail.com">jonesf13@gmail.com</a>

### Bassoon

Rachel Landers	678-227-8348	<a href="mailto:rachel.landiers@gmail.com">rachel.landiers@gmail.com</a>
Warren Stokes	678-849-6425	<a href="mailto:bassoonlessons@yahoo.com">bassoonlessons@yahoo.com</a>
Felisha Jones		<a href="mailto:jonesf13@gmail.com">jonesf13@gmail.com</a>
Erin Anderson	404-452-0303	<a href="mailto:abassoonie@gmail.com">abassoonie@gmail.com</a>
Kimberly Cook	678-302-3400	<a href="mailto:kcook@themusicalcorner.com">kcook@themusicalcorner.com</a>

### Clarinet

Melissa Saylor	717-377-2777	<a href="mailto:psusaylor98@icloud.com">psusaylor98@icloud.com</a>
David Wilkes	678-842-9714	<a href="mailto:davidrwilkes@aim.com">davidrwilkes@aim.com</a>
Charles Lee		<a href="mailto:charlesleedma@gmail.com">charlesleedma@gmail.com</a>
Megan Williams	404-966-6906	<a href="mailto:Megjones83@gmail.com">Megjones83@gmail.com</a>
Tim Fitzgerald	469-236-2660	<a href="mailto:timfitzgeraldclarinet@gmail.com">timfitzgeraldclarinet@gmail.com</a>
Barbaraann Bongiovanni	678-622-6182	<a href="mailto:babsmusicnotes@gmail.com">babsmusicnotes@gmail.com</a>
Mikhail Boguslavsky		<a href="mailto:mikhail.boguslavskiy@hies.org">mikhail.boguslavskiy@hies.org</a>

### Saxophone

Bryant Le	678-617-9270	
Brandyn Taylor	678-644-6752	<a href="mailto:taylor.brandyn@gmail.com">taylor.brandyn@gmail.com</a>
Gary Paulo		<a href="mailto:gpaulo.saxophone@yahoo.com">gpaulo.saxophone@yahoo.com</a>
Bill Carty	404-992-5780	<a href="mailto:ytrac2@gmail.com">ytrac2@gmail.com</a>
Bart Walters	770-614-8221	<a href="mailto:atlantamusicacademy@gmail.com">atlantamusicacademy@gmail.com</a>

### Trumpet

Vince Bingham	678-472-0208	<a href="mailto:vincebingham@gmail.com">vincebingham@gmail.com</a>
Tim Otis	757-705-5494	<a href="mailto:otistw@gmail.com">otistw@gmail.com</a>
Blake Roach	407-276-2314	
Kay Fairchild	678-665-5913	<a href="mailto:tisiddk@gmail.com">tisiddk@gmail.com</a>
Greg Holland	770-310-9494	<a href="mailto:tootloot@aol.com">tootloot@aol.com</a>
Craig Stephens	770-614-8221	<a href="mailto:atlantamusicacademy@gmail.com">atlantamusicacademy@gmail.com</a>

### French Horn

Achim Reus	706-461-1470	<a href="mailto:achimreus59@gmail.com">achimreus59@gmail.com</a>
Aakash Patel	561-386-0136	<a href="mailto:aakashpatelmusic@gmail.com">aakashpatelmusic@gmail.com</a>
Helen Werling	323-605-3114	<a href="mailto:hwerling@aol.com">hwerling@aol.com</a>
Richard Williams	423-779-6990	<a href="mailto:richw1023@gmail.com">richw1023@gmail.com</a>

### Trombone

Garrett Coscolluela	925-381-3335	<a href="mailto:garrettcoscolluela@gmail.com">garrettcoscolluela@gmail.com</a>
Dave Heinsen	631-433-3282	<a href="mailto:dheinsen85@gmail.com">dheinsen85@gmail.com</a>
Marc Boehm	678-617-9928	<a href="mailto:mrboehm@gmail.com">mrboehm@gmail.com</a>
Eric Bubacz		<a href="mailto:bubatuba71@aol.com">bubatuba71@aol.com</a>
Hollie Pritchard		<a href="mailto:hollielawing@gmail.com">hollielawing@gmail.com</a>
Phil Truex		<a href="mailto:phillip.truex@ung.edu">phillip.truex@ung.edu</a>

### Euphonium

Garrett Coscolluela	925-381-3335	<a href="mailto:garrettcoscolluela@gmail.com">garrettcoscolluela@gmail.com</a>
Marshall Gagne	864-337-2106	<a href="mailto:gagne.marshall@gmail.com">gagne.marshall@gmail.com</a>
Eric Bubacz		<a href="mailto:bubatuba71@aol.com">bubatuba71@aol.com</a>
Dave Heinsen	631-433-3282	<a href="mailto:dheinsen85@gmail.com">dheinsen85@gmail.com</a>
Adam Frey	770-241-9119	<a href="mailto:adam@euphonium.com">adam@euphonium.com</a>

### Tuba

Garrett Coscolluela	925-381-3335	<a href="mailto:garrettcoscolluela@gmail.com">garrettcoscolluela@gmail.com</a>
Marshall Gagne	864-337-2106	<a href="mailto:gagne.marshall@gmail.com">gagne.marshall@gmail.com</a>
Bill Pritchard	404-234-5139	<a href="mailto:williampaulpritchard@yahoo.com">williampaulpritchard@yahoo.com</a>
Eric Bubacz		<a href="mailto:bubatuba71@aol.com">bubatuba71@aol.com</a>

### Percussion

Tonya Mashburn	404-683-0056	<a href="mailto:tonyamashburn@gmail.com">tonyamashburn@gmail.com</a>
Brandon Kunka		<a href="mailto:bkunka@gmail.com">bkunka@gmail.com</a>
Aaron Savage	470-628-0639	
Caroline Buckner	678-787-2565	<a href="mailto:caroline.percussion@gmail.com">caroline.percussion@gmail.com</a>
Tim Howard N/A		<a href="mailto:timhoward@westminster.net">timhoward@westminster.net</a>
Jeff Macko	770-614-8221	<a href="mailto:atlantamusicacademy@yahoo.com">atlantamusicacademy@yahoo.com</a>

## ***Benefits of Studying Music***

### ***The Aesthetic/Artistic Benefits***

- Music reinforces your confidence in the ability to create an essential 21st-Century skill.
- Music engages both the logical/rational and the affective/emotional sides of the brain.
- Brain scans of people making music show most of the brain is engaged. No other human activity provides the same type of neurological engagement.
- Music is a uniquely human experience. Anthropologists have yet to discover a human culture that does not make music.
- Music has a powerful emotional quality and has served as an important means of bonding cultures and communities. “Music begins where words fail.”
- Music pushes you to look beyond what currently exists and express yourself in a new way.
- Music enhances the ability to connect disparate or even contradictory ideas.
- Music connects people of different cultures through the universality of music.
- Classical antiquity felt music was so important to complete education, it was considered one of the seven core subjects.
- Music has a strong connection with math, which is embedded in the patterns of the music, physics of sound, scales, key signatures, and rhythm. These patterns were what fascinated Albert Einstein so much about music. ***“I often think in music. I live my daydreams in music.”*** -Albert Einstein
- Music provides an emotional release that promotes the release of healthy endorphins and helps to reduce stress hormones, which can be elevated in adolescents. Students often say, “Music is my escape and makes me feel good.”

### ***The Social-Emotional Learning Benefits of Studying Music***

**Disclaimer:** There are other activities which also offer these same benefits, like athletics and drama.

However, we feel music ensembles offer more opportunities for inclusion no of students of all abilities and offer more leadership opportunities for students.

#### ***Here are some articles to consider:***

- <https://nafme.org/advocacy/what-to-know/music-education-and-social-emotional-development/>
- <https://www.musical-u.com/learn/about-the-non-musical-benefits-of-music/>
- <http://www.musicparentsguide.com/2015/02/17/students-really-quit-musical-instrument-parents-can-prevent/>
- <https://nafme.org/social-emotional-learning-performing-arts-classroom/>
  - o Cited from the above article:
    - *“Five Competencies in Social-Emotional Learning are:*
      - self-awareness
      - self-management
      - social awareness
      - relationship management
      - responsible decision making
    - *Let’s take a look at some other ways that “Social-Emotional Learning might be embedded in the music classroom.*
      - Helping students to understand and manage stage fright.
      - Teaching our students ways to cope with feelings of disappointment when a performance doesn’t live up to expectations.
      - Guiding students toward behavior that is gracious and humble after a successful audition, especially when peers may be feeling disappointed about their own results.
      - Using the music that we perform as a vehicle to celebrate diversity, learn about other cultures and be accepting of those who may be different from us.

- Getting to know our students on a more personal level so that they feel connected, supported, and valued.
- Working with students to develop leadership skills that they can then practice as part of your ensemble (drum majors, section leaders, etc...)

## ***Learning Resources/Textbooks***

All learning resources, both print and digital, are meant to support and enhance the student learning experience of this class. Below are the names of the textbooks and websites that will be used in this course. Some of the web-based resources require parent permission per federal regulations. Federal laws that guide parent permission requirements are as follows:

- Children's Internet Protection Act (CIPA): The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. Any harmful content contained within inappropriate sites will be blocked. <http://fcc.gov/cgb/consumerfacts/cipa.html>
- Children's Online Privacy Protection Act (COPPA): COPPA applies to commercial companies and limits their ability to collect personal information from children under 13 years of age. No personal student information is collected for commercial purposes. <https://www.ftc.gov/tips/advice/business-center/guidance/complying-coppa-frequently-asked-questions-0>
- Family Educational Rights and Privacy Act (FERPA): FERPA protects the privacy of student education records and gives parents the right to review records. Under FERPA, schools may disclose directory information in certain circumstances. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

Please review the resource list. Each website related to the curriculum resources is provided along with their privacy policies. Should you have any questions regarding these resources immediately contact the course teacher via email or phone.

NAME OF RESOURCE	WEBSITE	PRIVACY POLICY
Sight Reading Factory	<a href="#">SRF Website</a>	<a href="#">SRF Privacy Policy</a>
CutTime	<a href="#">CutTime</a>	<a href="#">CutTime Privacy Policy</a>

*\*\* The following resources are web-based resources that require parent permission. By signing the acknowledgement form, the parent is approving these resources. Should you have any questions regarding any of these classroom resources, please contact your student's teacher via email. See bottom of page for written out links.*

## ***Statement of Policy***

To assist band members and parents in understanding areas of responsibility, a statement of band policy is herein set forth. Becoming familiar with this policy will enable each individual to make the most of this great opportunity to be a member of the South Forsyth High School band program, become a better person and a better musician.

We firmly believe that the student should improve through consistent practice. We utilize the phrase “consistency compounds” because the best musicians, athletes, CEOs, and more are not consistently great (*they are humans*), but they are the best at being consistent. The happiest student is the one that consistently works to improve themselves, which then elevates the collective group. They must not only know right from wrong but must be able to stand for principles. They must develop a high sense of purpose toward which they are willing to work. Responsibility and effort are the focus behind any level of achievement within this program and many aspects of life. We intend to conduct ourselves in a manner that will facilitate all students in learning and bettering themselves.

## ***Further Objectives of the Band Program***

- To teach music through actual performances
- To develop performance skills of the various wind, percussion, and colorguard visually and musical
- To provide the musical needs of the school and community
- To acquaint the students with Music Theory and History and how history and music composition relate to students’ current life and musical experiences
- To provide all students with the opportunity for worth use of their time, a means of self-expression, and a healthy social life
- To develop the ability to function as a responsible member of a group and to enhance interaction with others
- To foster leadership within all students
- To have excellence in all we do

## ***Band Calendar***

**[IMPORTANT]** Please subscribe to this calendar and check frequently. Your student participation in our rehearsals and performances are important to the overall group's success. Without them, we do not have a group.

Having your student miss rehearsal or a performance makes the group have to change parts and balance.

[\*\*BAND CALENDAR LINK\*\*](#)

## ***Band Curriculum***

### **Wind Ensemble**

The South Forsyth Wind Ensemble is the top concert ensemble at South Forsyth High School and comes with the prestige of playing at state and national festivals. The South Forsyth Wind Ensemble plays masterworks, GA level VI music, and commissions and is expected to set the pace for bands in the state of Georgia. Because of this, the SFWE rehearses outside of school time and has routine video assignments. Admission to the SFWE is by audition and director selection only. Members of this ensemble are highly encouraged to audition for GMEA All-State Band and take private lessons. The Wind Ensemble class is an accelerated level ensemble that satisfies state and national standards.

### **Wind Symphony**

The South Forsyth Wind Symphony is the second band at South Forsyth High School and plays grade V/VI music for concerts and assessments. Admission to the SFWS is by audition and director selection only. Members of this ensemble are highly encouraged to audition for GMEA All-State Band and take private lessons. The Wind Symphony class is an advanced ensemble that satisfies state and national standards.

### **Symphonic Band**

The South Forsyth Symphonic Band is the on-level band at South Forsyth High School and regularly plays grade IV/V music at concerts and assessment. Admission to the SFSB is by audition and director selection only. The Symphonic Band class is an ensemble skills-based course that satisfies state and national standards.

### **Concert Band**

The South Forsyth Concert Band is the intermediate band at South Forsyth High School and plays grade III/IV music at concerts and assessments. This ensemble will focus on development of core individual fundamentals as well as developing ensemble skills.

### **Marching Band**

Marching band is an extra-curricular ensemble that features marching winds, percussion, and the colorguard. This ensemble offers the most performance opportunities throughout the fall semester. Marching band students will participate in pre and/or post game, halftime, parades, local, regional, and national competitions. Students participating in school activities will look at the possibilities to see what works best between participation or splitting time. We encourage a well-rounded student at South Forsyth while also having a nationally competitive band program.

### **Percussion Ensemble**

All percussionists in the band program are enrolled in a Percussion Ensemble Class. Students learn the basics through advanced concepts on all the percussion instruments.

### **Jazz Band**

This ensemble will explore jazz and improvisation while giving students hands-on skills to understand and perform jazz literature. The jazz band will hold auditions after the marching season and meet weekly after school. The jazz band will play at local functions and at the Spring Concert. Membership is contingent based upon current membership in the band program (any concert band).

### **Chamber Ensembles**

During the Fall and Spring semester, chamber ensembles will be formed as part of our curriculum. ALL band members are required to perform in a chamber ensemble. Possible groups will be Woodwind Quintet,



Brass Quintet, Saxophone Quartet, Horn Ensemble, Trombone Quartet, Low Brass Ensemble, Flute Choir, Clarinet Choir, and more. Some Chamber Ensembles will perform at all school related concerts.

### **Fall Guard**

Students who are interested in dance, choreography, and movement may choose to audition for our marching band colorguard. Students are also eligible to audition for our Winterguard program. Auditions are usually held in April.

### **Winter Guard**

Students who are interested in furthering their interest in dance, choreography, and movement may choose to audition for our Varsity, JV, or Winterguard programs. The winter guards meet December through April and perform both regionally and nationally.

### **Leadership Workshop (Optional)**

The leadership workshop prepares students to become more effective leaders within the band program. Students may elect to attend the Leadership Workshop in the Spring. This workshop is required for all students who wish to be considered for leadership.

### **Summer Instruction (Optional)**

There are many nationally known summer institutes for instrumental instruction. Some of the best are Brevard Music Center, Interlochen Arts Camp, Aspen Summer Music Program, Sewanee and Tanglewood. There are also many regional camps like the University of Georgia Summer Music Camp and more.

### **Private Instruction (Optional)**

Private lessons on a musical instrument are the best way to improve performance skills. The one-on-one approach allows the student to benefit from individual attention as opposed to a teacher monitoring a class of over sixty. A recent survey of students in the GMEA All-State Band revealed that approximately 85% of the students took private lessons. If your student is interested in private lessons the SFHS Band Directors are happy to assist your student find one.

### **All-State/District Honor Band/JanFest/etc (Optional)**

Members of the South Forsyth band program are eligible to audition for the GMEA All-State and District Honor Bands. And other honor ensembles.

## **Grading Policy**

Our classes are performance-based music classes. Daily class instruction will emphasize the development of both individual and ensemble music performance skills along with the necessary musical knowledge to perform the assigned repertoire. All requirements and expectations for the course are aligned with the State of Georgia and Forsyth County School System curriculum standards for music. This year-long course is designed to teach students the fundamentals of music and the fundamentals of playing a wind or percussion equipment.

Interim reports will be available every 4 ½-weeks via Parent Portal. Grades will be reported in the form of progress reports every 9-weeks throughout the academic year.

Student grades will be based on the following:

### **Summative-75%**

- Performance and Written Assessments
- Performances
- Performance Mastery Project (Pass-off Assignments)

### **Formative-25%**

- Daily rehearsal skills grade
- Theory assignments

Summative assessments that are missed due to student absence will be rescheduled on an individual basis, but the Performance Mastery projects are a self-guided project which students complete at their own pace. Most summative assessments can also be submitted in-person or via YouTube unlisted links if a pass-off.

Formative assignments that are missed should be completed within five days of the absence. Students may submit using in-person time during IF or an unlisted YouTube link, or come in before school/during IF to perform directly for the director(s). If the missed assignment was written, students should submit the completed work within the five days of the absence as well. It is expected that all students will complete all assignments.

Rather than giving a grade of zero for work that has not been completed, students will be assigned morning or afternoon detention to complete the missing assignment(s). If the assignment has still not been completed, the student will receive an Administrative Referral and will be assigned to ISS for a final opportunity to complete outstanding work. Not doing the work is not an option at South Forsyth High School.

## ***Attendance Policy***

### ***Performances***

Students are expected to attend all performances. In addition, there is an expectation that students remain for the entire concert/performance. Part of a student's education is listening to the performances of others.

### ***Tardies to Band Class***

Multiple tardies (more than one) will lead to a spot, chair, or part reassignment.

### ***Missing Materials During Class***

If a student has missing materials or does not bring their instrument to class, the first offense will lead to gaining understanding as to why they are missing their belongings. The second offense will lead to communication with the parent or guardian. The third offense will be taken in for a disciplinary referral.

### ***Missed Performances***

A student should not miss a performance unless a serious issue arises. It is why we practice. If a student misses a performance without prior written communication, they will receive a grade as "Missing" in IC. It will need to be made up before school or during IF for the duration of the entire performance.

### ***Missed After School Rehearsals***

This only affects members in the *Wind Ensemble* and *Wind Symphony*, but a missed after school rehearsal without prior communication, will result in a grade marked as a "Missing" in IC and the student is expected to make up the rehearsal before school or during IF for the duration of the rehearsal. This could also affect the student's placement in the ensemble or part assignment. It is essential for the balancing of the group that all members of those ensembles are at after school rehearsal for the level of music expected to perform.

### ***Conflicts***

We are more than happy to share time with other activities if there is a conflict, but the student or parent must communicate two weeks in advance in writing to justify why they are missing. We will have our calendar made in advance to minimize these conflicts. We ask for the student to speak with the directors about the conflict (if one occurs) so we can help find alternative solutions. It is wise for your student to have a calendar book (or google calendar/phone) and track all dates for their activities.

### ***For ALL Band absences, the following procedure must be followed:***

- Directors must be notified by parent via email two weeks in advance.
- An absentee request form must be filled out and on file.
  - This form can be found in the BAND App
- Follow-up is a responsibility of the student

## ***Disciplinary Measures***

Every time the South Forsyth HS Band performs, it is representing not only the band program of South Forsyth HS, but also our entire school district and community. Because we are a very visible organization, it is essential that all students and parents understand that mature, proper behavior is of paramount importance. Many people from outside of Forsyth County will see the South Forsyth Band only once. The impression that they receive has a great deal to do with the spirit, pride, and reputation of the band. The South Forsyth Band and general student body reflect an image of South Forsyth HS. We insist that our image is a favorable one at all times.

- In the event of a discipline problem, consequences will be prescribed in accordance with the FCS Student Code of Conducts.
- If a student receives a referral from SFHS, the student will be suspended from outside of school time performances or rehearsals for the duration from the point the referral is given until after the most near performance.
- Given the severity of the disciplinary problem, the student may be suspended from the band program indefinitely based upon the director and administration request.

## ***Additional Materials/Resources Useful for Class***

[Korg Tuner/Metronome Combo with Clip](#) - \$59.99

This is expected for your student to have if in the Wind Ensemble or Wind Symphony.

[MakeMusic Subscription \(formally known as SmartMusic\)](#) – Prices Vary

We may utilize this platform for student assignment completion.

[Tonal Energy Tuner](#) - \$3.99

This app includes a tuner, metronome, practice charts, visualization of sound waves, and more. This is the most encompassing app and just a few years ago all the individual components would cost more than \$1000.

[Bandmate Tuner](#) – Free

This app is a tuner and is great for bassoon and french horn students.

[Fingering & Tuning Chart App](#) - \$0.99 (per instrument)

This app provides fingerings/alternative fingerings for notes that are inherently out of tune on the specific instrument.

[InTune App](#) - \$0.99

This app is a game that the students can play that develops their ability to hear notes that would be in tune or out.

[Smart Metronome & Tuner](#) – Free

### ***Social Media***

It is the obligation of every student to use social media in a responsible way. Students observed using social media in an irresponsible manner will be dealt with according to FCSS and school discipline policies. This could mean removal from the band program.

### ***Video Policy***

Rehearsal and/or performance videos are never to be posted online without specific approval from Mr. Humphrey or Mr. Brown. Failure to acquire written approval may result in copyright infringement. All copyright/sync infringement penalties occurring from individuals posting South Forsyth Band performance videos will be the responsibility of the individual that posted the unapproved video.

## ***Duties of the Band Member***

Students are expected to:

- **Be on-time:** You should be ready to play with all needed materials within 1 minute of the bell or sooner. Our daily rehearsals are filled with activities essential to the growth and development of the individual as well as the ensemble and we will only be able to complete these activities if we start in a timely manner.
- **Be prepared:** Students should have their instrument, music, pencil, and all needed supplies (reeds, valve oil, and mallets) to participate every day. As assigned, students should come to rehearsal with the music fully prepared.
- **Work cooperatively with one another, the directors, and instructors:** Music ensembles are the ultimate team. There is no second string! The group counts on all members to equally contribute to the success of the ensemble. This can only be done if we cooperate with one another.
- **Be attentive:** Ensemble rehearsals are a time for the exchange of a great deal of information. Students must listen closely to the directors and their fellow students for us to succeed as an ensemble. Following directions, the first time and making the needed adjustments/corrections, ensures an efficient rehearsal environment.
- Leave food and drink—except water—out of the band room.
- **Only play your instrument when appropriate:** this includes before and after class.
- **Only play your own/assigned instrument:** This includes all percussion equipment.
- **Excellence is our expectation for everything we do:** You should strive to always become a better musician and a valuable member of our team.
- **Every single day in band is an audition:** Character matters, and to be considered for our top ensembles, we are looking for excellent musicians and outstanding citizens of our school and community. With many students in our band classes, we must work together so that everyone can have a safe and enjoyable experience in band.
- **Small details matter:** including leaving cases, putting away equipment, respecting each other, being prepared for class and being respectful during instruction.

### ***The Importance of Attitude***

The greatest single factor that will determine the success of any individual or organization is attitude. The kind of person that you are is an individual choice and how we feel about something, which involves attitude, is one of the few actual independent choices that we have in life. It takes intense dedication to reach goals. Students should learn to discipline themselves to consistent practice on fundamentals. The “right attitude” must be present along with sincerity, concentration, and dedication as the foundation. Such an attitude makes performance inevitable and is the difference between a successful organization and a mediocre one.

### ***The Importance of Focus***

Focus is a skill and focus is a choice, so to improve focus you must actively choose to focus. Your focus drives your effort, your effort drives your decision making, your decision making drives your growth, and your growth drives your individual performance. Without your focus our group will have static improvement, which means the band will become less fun because the improvement stops.

### ***Parent Responsibilities to the Band***

It is the responsibility of every parent and guardian to see that the policies outlined in the handbook are followed and that the form on the last page is completed. This states that you understand the policies set within, and that any questions are to be addressed with a band director via e-mail, phone call, or appointment. Each parent is responsible for the attendance of their child at all band functions. It is the responsibility of each parent to help their child practice their instrument with consistency. The hands of the directors are tied without the help of the parents.

### ***How Parents Can Help***

- **Volunteer!** It is a good way to meet your child’s friends and meet some new friends for yourself.
- **Provide private instruction for your student.** (Single most effective way for success and satisfaction)
- Show an interest in the music study of your child.
- Find a quiet place for your student to practice.
  - o Yes, it will sound bad at times if they are practicing correctly!
- Help your student keep a daily record of practicing.
- Keep your student’s instrument in good repair and stock up on reeds, valve oil, and slide cream.
- Teach your child to be prepared and on time for each rehearsal or lesson.
- Make faithful attendance at all band activities.
- Get your student a personal planner for marking important dates.
- Be aware of the Master Calendar and avoid any conflicts, if possible.
- Notify the directors if the student will be absent from rehearsal.
- Communicate any missed rehearsal two weeks in advance.
- Visit rehearsals! Even concert rehearsals.
- Attend booster meetings, concerts, games, and contests.
- Understanding band is a commitment and the student will get out of it what they put in. The more you invest into band, the greater the return. This could mean scholarship money, improved self-esteem, or even better, improved family relationships.

## ***Student Responsibilities to the Band***

As a member of this organization, you have a great deal of responsibility. It is essential to any program that if certain expectations are to be met that they coordinate with the privileges, rewards, and duties of the band program.

### ***To Ourselves***

You have the primary responsibility of developing your own abilities. The benefits of a good instrument and private instruction can never be underestimated. What you put into it is what you get out of it. The directors are ALWAYS available for guidance and encouragement – just ask!

### ***To The School***

The Forsyth County School System provides us with resources for rehearsals, performances, and some equipment. The Band Boosters also provides a support network, both financially and philosophically. We have the responsibility to provide the best possible service to our community.

### ***To Each Other***

We must always do what is best for the welfare of the group. There can be no selfish acts solely for the benefit of the individual, but for all. Respect each other. If there are conflicts, find a way to resolve them. Never insult another person's integrity. The word "band" means that we are banded together and that there is no separation or discourse. Sometimes, *the needs of many outweigh the needs of the few.*

## ***Travel Expectations for Students & Chaperones***

### **While on a bus**

- If a conversation can be heard in the front of the bus, it is too loud.
- There will be no hanging off or talking out of bus windows.
- Students must remain seated while the bus is in motion.
- Please lower the volume while crossing railroad tracks, entering towns, or stadiums. This is for your safety and courteousness of the driver.
- Please keep the bus clean; clean up after yourself and thank the driver and chaperones.

### **Hotel Situations**

- Parents and students will be responsible for paying any unexpected incurred charges.
- There will be no one of the opposite sex in your room, unless accompanied by a director or chaperone.
- Please refrain from playing your instrument while in your room
- All school rules will be enforced on trips.
- All students should realize that any personal desires or uniqueness may have to be put aside for the duration of the trip in order to facilitate large group control and management.
- No one is to leave the hotel alone. Any student leaving the premises without permission will be dealt with severely.
- Profanity is not a part of our organization. Make sure your language is not offensive.

### **Chaperones**

- You are an extension of FCSS employees while on clock, which means throughout the duration of the trip any use of alcohol or drugs is prohibited.
- Our goal of the trip is to keep the students safe and give them a great experience, please treat all students as an extension of your family.
- While on the bus, we will distribute ourselves evenly and manage the volume of the students while on the trip.
- If in a hotel situation, we will tape doors before “lights out,” which will be communicated prior to the end of the day.

***Please remember while on a trip you represent something larger than yourself. You not only represent the South Forsyth Band Program, but the entire South Forsyth community and Forsyth County Schools.***



### **Handbook Student and Parent Sign-off Form:**

Please click [HERE](#) to complete the form. The form is due by **August 9, 2024** for a Formative Grade by All Band students

### **Director Contact Information**

<b>Directors</b>	<b>E-Mail</b>	<b>Phone</b>
Reggie Humphrey	<a href="mailto:ehumphrey@forsyth.k12.ga.us">ehumphrey@forsyth.k12.ga.us</a>	770-781-2264 ext. 100720
Eric Brown	<a href="mailto:ebrown@forsyth.k12.ga.us">ebrown@forsyth.k12.ga.us</a>	770-781-2264 ext. 100720
Joseph Tribble	<a href="mailto:jtribble@sfhsbands.net">jtribble@sfhsbands.net</a>	N/A

### **Booster Officer Contact Information**

<b>Role</b>	<b>Name</b>	<b>E-Mail</b>
President	Amanda Hosni	<a href="mailto:amandahosni@sfhsbands.org">amandahosni@sfhsbands.org</a>
VP of Operations	Marcia Englefield	<a href="mailto:marciaenglefield@sfhsbands.org">marciaenglefield@sfhsbands.org</a>
VP of Band Support	Jennifer Mitchell	<a href="mailto:jennifermitchell@sfhsbands.org">jennifermitchell@sfhsbands.org</a>
VP of Ways & Means	Stephani Satterfield	<a href="mailto:stephanisatterfield@sfhsbands.org">stephanisatterfield@sfhsbands.org</a>
Secretary	Cathy Cooper	<a href="mailto:cathycooper@sfhsbands.org">cathycooper@sfhsbands.org</a>
Treasurer	Peter Yoo	<a href="mailto:peterwoo@sfhsbands.org">peterwoo@sfhsbands.org</a>
Treasurer	Paul Hosni	<a href="mailto:paulhosni@sfhsbands.org">paulhosni@sfhsbands.org</a>
Treasurer	Melissa Greeley	<a href="mailto:melissagreeley@sfhsbands.org">melissagreeley@sfhsbands.org</a>