

# CENTRAL BUCKS HIGH SCHOOL EAST MARCHING PATRIOTS HANDBOOK

(May 2019)



CENTRAL BUCKS HIGH SCHOOL EAST MARCHING PATRIOTS  
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# **CENTRAL BUCKS HIGH SCHOOL EAST MARCHING PATRIOTS MISSION STATEMENT**

**AS MEMBERS OF THE CENTRAL BUCKS HIGH SCHOOL EAST MARCHING  
PATRIOTS, WE WILL:**

- **DEDICATE OURSELVES TO EACH OTHER AND THE ENSEMBLE**
- **UNITE UNDER THE PRINCIPLES OF RESPECT, RESPONSIBILITY, PRIDE,  
AND EXCELLENCE**
- **FORGE RELATIONSHIPS BUILT UPON SHARED EXPERIENCES,**
- **STRIVE TO DO OUR VERY BEST AS MUSICIANS, PERFORMERS,  
STUDENTS, AND COMMUNITY MEMBERS**

Central Bucks High School East

**PATRIOT**

2804 Holicong Road, Doylestown PA 18902  
phone: 267-893-2300



**BANDS**



Jason Morehouse  
Band Director

**Symphonic Band ■ Concert Band ■ Marching Band ■ Jazz Ensemble**

Dear students and families,

Welcome to the Central Bucks High School East Bands! Our program is strongly committed to a tradition of excellence and meaningful educational experiences. We look forward to many, many great rehearsals and performances together. While the performances are important public exhibitions of our hard work together, the real takeaways from the band experience are the life lessons and friendships built upon our shared experiences.

Performing with our ensembles requires dedication and perseverance. The challenges of executing the physical, intellectual, and emotional challenges presented in our literature and experiences will push every member of the band program to grow in ways they never thought possible.

Performing with our ensembles requires commitment to an idea bigger than the individual. Successful ensemble performance requires the individual to remain incessantly vigilant and create art collaboratively. Not only does successful ensemble performance require humility, it requires trustworthiness, responsibility and accountability. When it is time to play the accompaniment, we submit to the melody and do our very best to show that the support they need is unquestionably present. When it is time to play the melody or most important lines, and everyone gets that turn, it is essential that every individual rise to the top, own their role, and make a meaningful statement.

The benefits of music performance are often considered intangible or difficult to put into words. But the experience of performing in our bands goes far beyond the physical skill of playing the instrument or spinning a flag, and it goes far beyond the challenges of decoding the musical notation on a page. Performing in our bands will develop the character traits considered most necessary in the modern world. Determination, cooperation, collaboration, responsibility, accountability, and good old grit. Mistakes will be made, and they are the best lessons from which we learn.

Most importantly, these lessons are learned while sharing our time with some of our closest friends. While not our only friends, our peers in the band are sharing the same commitment to the fundamental principles of success. We endure the challenging rehearsals together, and we celebrate together at the pinnacle of performance. We travel together, toil together, laugh together, and cheer together.

I encourage you to read over the handbook carefully. Learn about our program and seek ways to get involved. In music, you'll always find that the return on your investment is always positive. Communication is essential. We will always do our best to communicate our expectations and schedule well in advance and I invite students and families to communicate freely in return. Whether the communication is with experienced veterans, parents, the staff or myself, we welcome questions as a natural part of everyone's growth and happiness.

With appreciation for your commitment,

Jason Morehouse  
Director of Bands  
Central Bucks HS East

# **2019-2020 Marching Patriots Quick Reference Calendar**

For a complete calendar, visit  
[www.cbsd.org/eastband](http://www.cbsd.org/eastband)



Regular after school rehearsals throughout the football and competition season will occur on Tuesday and Thursday afternoons from 3:30-6:00 and Wednesday afternoons from 3:30-5:00.

## **Summer Rehearsals**

July 22-25: Rookie Camp 12:30-4:30; Percussion/Color Guard Camp 5:00-9:00

August 12-23: Band Camp (Monday through Friday; 7:30-4:30)

August 27, 28, 29: Full Ensemble Rehearsal 6:00-9:00 PM.

## **Competitions (Saturday – Reserve the Whole Day)**

September 14 (home football game also, please schedule ACT testing for December 14)

September 28

October 5 (please schedule SAT testing for November 2 or December 7)

October 26 (please schedule ACT testing for December 14)

## **Football Games**

Friday, August 23, 7:00 PM, Away vs. Quakertown

Friday, August 30, 7:00 PM, Away vs. Hatboro-Horsham

Saturday, September 7, 11:00 AM, Home vs. Bensalem

Saturday, September 14, 11:00 AM, Home vs. Pennsbury (competition also)

Saturday, September 21, 11:00 AM, Home vs. North Penn

Friday, September 27, 7:00 PM, Away vs. Souderton

Friday, October 4, 7:30 PM, Away vs. CB West

Saturday, October 12, 11:00 AM, Home vs. CB South (Homecoming)

Saturday, October 19, 1:00 PM, Home vs. William Tennent (Senior Recognition, PSAT does not conflict)

Friday, October 25, 7:00 PM, Away vs. Pennridge

Friday/Saturday, November 3/4: Possible Playoff Game

## **Additional Performances**

September 27: Cold Spring ES Exhibition (8:00AM – HS students only)

December 7: Peddler's Village Christmas Parade (required for everyone; SAT testing excused)

TBA: Red, White, Blue Night (voluntary pep band)

## **Exceptions to the Regular Rehearsal Schedule**

Wednesday, October 9, No Rehearsal (No School – Yom Kippur)

Monday, October 14, HS Concert Band Rehearsal, 2:45-4:30

Wednesday, October 30, HS Concert Band Rehearsal, 2:45-4:30PM

Tuesday/Thursday, November 19 and 21, Christmas Parade Rehearsal, 3:00-4:30

Memorial Day Parade: all high school students are required to participate. Middle school students will perform with their respective schools.

## **Fundraising Events**

August 17: Applebee's Pancake Breakfast

September 15: Peddler's Village Scarecrow Festival (Pumpkin Painting)



## 2019-2020 Central Bucks School District Calendar

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August	
22-23	New Teacher Induction
26	New Teacher Induction
27	Teacher In-service/PD-No School
28	Teacher In-service/PD-No School
29	Teacher In-service/PD-No School
30	NO SCHOOL
Staff Days (3) Student Days (0)	

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

February	
14	Teacher In-service/PD - No School
17	CBSD CLOSED (Presidents' Day)
Staff Days (19) Student Days (18)	

September 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September	
2	CBSD CLOSED - Labor Day
3	FIRST DAY for STUDENTS
30	CBSD CLOSED - Rosh Hashanah
Staff Days (19) Student Days (19)	

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March	
17	End of 2nd Elementary Trimester (1/2 day for K-8)
Staff Days (22) Student Days (22)	

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October	
9	CBSD CLOSED - Yom Kippur
Staff Days (22) Student Days (22)	

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April	
2,3	Early Dismissal 1-6 - Parent Conferences - No Kdg.
6,7	No Kindergarten - Kindergarten Conferences
8	End of MP3-Secondary (1/2 day for gr. 7-12)
9	Teacher In-service/PD-No School
10	CBSD CLOSED
13	Teacher In-service/PD - No School
20-30	PSSA Testing Window
Staff Days (21) Student Days (19)	

November 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November	
4	End of MP1-Secondary (1/2 day for gr. 7-12)
5	Teacher In-service/PD-No School (Election Day)
27	Teacher In-service/PD-No School
28-29	CBSD CLOSED
Staff Days (19) Student Days (17)	

May 2020						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May	
1-8	PSSA Testing Window
11-22	Keystone Testing Window
25	CBSD CLOSED - Memorial Day
Staff Days (20) Student Days (20)	

December 2019						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December	
2-13	Keystone Testing Window
4	End of 1st Elementary Trimester (1/2 day for K-8)
12,13	Early Dismissal 1-6 - Parent Conferences - No Kdg.
16,17	No Kindergarten - Kindergarten Conferences
23-31	CBSD CLOSED
Staff Days (15) Student Days (15)	

June 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June	
15	Last Student Day (early dismissal)
	End of 3rd Elementary Trimester
16	Teacher In-service/PD
Staff Days (12) Student Days (11)	

January 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January	
1	CBSD CLOSED
6-17	Keystone Testing Window
20	CBSD CLOSED (MLK Day)
31	End of MP2-Secondary (1/2 day for gr. 7-12)
Staff Days (21) Student Days (21)	

NOTES:	
1. The first four inclement weather days will not be made up. Additional snow days beyond these four will be rescheduled. Please be mindful of scheduling vacation time in June in lieu of weather-related extensions.	
2. Total Staff Days (193) Total Student Days (184) Total Teacher PD Hours: 67.5	



Approved 3/12/2019

**SAT Testing Dates:** October 5 (please avoid), November 2, **December 7**  
**ACT Testing Dates:** September 14 (please avoid), October 26 (please avoid), **December 14**  
**PSAT/NMSQT:** **October 19** (no conflict with home football game and senior recognition)

# REGISTRATION AND FIELD SHOW ASSIGNMENTS

## What is the basic process?

1. Attend mini-camp and the parent meeting (*strongly encouraged, not mandatory*)
2. Register online by the end of May (visit [www.cbsd.org/eastband](http://www.cbsd.org/eastband))
  - a. Declare all anticipated absences through the end of the November
  - b. Consider registering for the band trip as well
3. Participate in the July skills camps (*especially important for guard, percussion, new members*)
4. Participate in the band camp beginning on the second Monday of August.
  - a. The camp runs two weeks, Monday through Friday, 7:30-4:30.
  - b. Field show assignments will be made in the first two days of camp.
5. Rehearse, perform, travel, have fun!

In mid-May of each year, a "mini-camp" will be held to introduce the marching band to prospective members. All eligible students in grades 8-11 are encouraged to participate. To be eligible for marching band, students must be also be registered for a core ensemble class (band, choir, or orchestra). The only exceptions to this rule are members of the color guard and students enrolled in MBIT. Rehearsals typically include fundamental marching skills, an introduction to the musical technique program, football pep band music, and some music from the upcoming fall competition show.

An important introductory parent meeting will be held for all interested participants during the mini-camp. The parent meeting will emphasize the financial and time commitments required of participation in the ensemble. A complete explanation of the financial procedures of the ensemble is available online. The entire band calendar for the upcoming season will be available at the time of registration.

During the summer a series of additional mini-camps will be held. These camps are intended to help various members of the ensemble prepare for the upcoming season. A rookie camp is held to prepare new members for the unique physical and mental challenges associated with the visual coordination of the marching band. A percussion camp is held to prepare the ensemble concepts of the percussion ensemble following the individual role assignments made at the end of the school year. A color guard camp is held to continue the technique development of the guard and begin choreographing the show music. These summer camps are an important part of being prepared for the challenges of the competitive marching season.

Students who are selected to leadership positions will also have an opportunity to participate in leadership workshops held at West Chester University and hosted by Vivace Productions. Students who are selected as drum majors will have their entire tuition for the week-long camp paid for by the parent association. Students who are selected to other leadership positions will have half of their weekend workshop fees covered by the parent association.

In mid-August, the marching band hosts a two-week band camp from 7:30-4:30, Monday through Friday. Band camp is included in the registration of every member of the band. **Complete attendance at band camp is essential for all registered members of the marching band.** Rehearsal time at this camp represents nearly 50% of all rehearsals in the season. During the camp the students will learn the field maneuvers to accompany their music. Students should enter camp having prepared for the technique development program and having their music memorized to the best of their ability. In addition to the field show instruction, students will spend time learning music for the football games, fundamental musical and visual skills, and they will also develop some of the closest social bonds that will be formed in their high school years.

On the first day of band camp, students will declare any known absences for the season and demonstrate their musical and visual preparation for the season. At that time, members for the competitive field show will be selected. Some members of the ensemble will be assigned to an alternate role. Alternates will

participate in all visual and musical fundamentals instruction. They will rehearse the field show music and football game music with the ensemble. They will perform in the football pre-game ceremonies, pep band tunes in the stands at football games, and they will be eligible for the marching band trip. However, they will not be assigned a drill spot and will not rehearse on the field for the competitive field show rehearsals. Should an opening arise as a result of lengthy sickness, disciplinary action, or injury, an alternate will be selected by the staff to fill the position. During field show rehearsals, the alternates may assist with the rehearsal, and the selection of an alternate to fill a position in the competitive field show will rely heavily upon his or her ability to demonstrate improvement, initiative, and dependability.

The assignment of positions in the color guard and percussion sections may occur as early as the end of the prior academic year or mid-summer. Although all of the same fundamental criteria as the remainder of the ensemble are still applicable, the specialized nature of the roles, techniques, and even staffing may impact the timing of these decisions. All of the decisions regarding the assignment of color guard and percussion positions will be clearly communicated in advance to the eligible students and their families.

The assignment of spots in the competitive field show lies only in the hands of the staff. Significant consideration will be given to proposed attendance. Known absences from band camp or performances will significantly decrease the likelihood of a student earning a spot in the show. Additional consideration will be given to the student's musical preparation, demonstration of visual techniques, coordination of visual and musical skills, and improvement from the spring and summer camps. *New students should not be discouraged from participating! The staff has decades of experience determining potential and teaching.* It is well understood that students will need time to develop - hence our rehearsals during the school year.

To some extent, the instrumentation of the group will determine the personnel in the field show. **Students who are willing to switch to an instrument needed for successful performance may have an increased likelihood of performing in the competitive field show.** For instance, a balanced instrumentation for an effective marching band our size has typically required more students to play middle and low brass than the ensemble has available. Therefore, students who consider switching to these instruments may increase the likelihood of performing in the competitive field show and will be making a significant contribution to the ensemble at the same time.



# ATTENDANCE POLICY

The purpose of rehearsal is to develop individual techniques, and, more importantly, transfer the individual skills and knowledge to ensemble performance. **ATTENDANCE IS THE MOST IMPORTANT FOUNDATION FOR SUCCESS IN THE MARCHING BAND.**

The following policy applies to all rehearsals between the first day of band camp and the final ensemble performance (game/competition/parade) of the season.

Additional summer rehearsals are scheduled for new members, percussionists, and color guard. These rehearsals are essential learning opportunities designed to prepare students for the unique challenges of marching band. They are very strongly encouraged, but not officially mandatory. However, availability at these camps may affect the assignment of roles in the percussion and color guard sections.

## ABSENCES

Any absence, whether excused or unexcused has a significant negative impact on the rehearsal effectiveness for everyone who is still at rehearsal. Although make-up time for any absence is required, it is impossible to replicate the ensemble rehearsal.

Absences, *excused or unexcused*, may result in the replacement of the performer by an alternate for a single show, or for the remainder of the season. Any determination on this topic will be made by the staff and communicated by the director to both student and parents.

Absences will rarely be excused. What follows is a list of common circumstances and how they will be handled.

- Absence due to sickness:
  - A student who is absent from school due to sickness does not require an additional note.
  - A student who goes home from school mid-day will have been dismissed by the nurse and does not need an additional note. A student who does not feel well enough to attend rehearsal after attending school all day should have verification from the school nurse.
- Absence due to important family events (weddings/Bar-Bat Mitzvahs, etc.): should be declared at the outset of the season, or in the case of emergency situations (funerals, etc.) should be communicated as soon as possible - *prior* to the absence.
- Absences due to specialist appointments: appointments with medical specialists that have been arranged well in advance should be declared at the outset of the season. Otherwise, these appointments should not be scheduled during rehearsal. Please schedule well-visits, check-ups, maintenance visits, etc. on days when the band is not rehearsing.

### **Consequences:**

- Students who are **absent without excuse** from rehearsal must make up the rehearsal time before/after school. **Students will be responsible for at least 1 hour of individual practice time in the band room for the rehearsal they missed, and he or she will not be allowed to perform with the ensemble until that time is made up.** The practice material should include but may not be limited to material provided by the staff that reflects the skills practiced in ensemble rehearsal.
- **Two unexcused absences** will lead to the student being replaced by an alternate, and students with **two unexcused absences may be dismissed from the ensemble.**
- Students who are **excused** from more than two rehearsals are responsible for 30 minutes of individual practice time per subsequent absence. For instance, on the third excused absence, the student is responsible for 30 minutes of individual practice time. Students who are excused from more than five rehearsals are responsible for an hour of practice time per absence. For instance, on their sixth excused absence, the student is responsible for an hour of individual practice time. At the director's discretion, students who have missed rehearsal for an excused absence may still be prohibited from performing with the ensemble.



## **TARDIES**

Late arrivals to rehearsal are typically a negative reflection of self-management and organization. Late arrivals to rehearsal are insulting to the remainder of the ensemble who arrives on time. When rehearsal times are given, that is the time rehearsal begins. It is recommended that students **plan to arrive approximately 15 minutes early to any rehearsal** to allow time to prepare their instrument and equipment for rehearsal.

To accommodate make-up work, meetings with teachers, club meetings, and other ensemble rehearsals, the start time for after school rehearsals has been moved to 3:30. There should be no academic reasons for a student to be tardy to practice.

A student is considered tardy to rehearsal if he or she is not in the rehearsal block or concert arcs at the time rehearsal is begun by the drum major or staff member. A student who misses more than half of any rehearsal is considered absent.

### **Consequences:**

- Tardy performers will remain after rehearsal up to 20 minutes to assist with preparation for the following day. If necessary, this time may be made up on the following day.
- Two tardy arrivals will constitute a single unexcused absence.
- Therefore, four tardy arrivals are equivalent to two unexcused absences and the performer may be replaced with an alternate and may be eventually dismissed from the ensemble.

**A special note for parents:** Excuse notes should clearly explain the nature of the absence. Please communicate with the director directly via email to discuss any special or sensitive circumstances. It is not acceptable to write excuse notes that say simply "an appointment," or "a family event/emergency." Employment is not considered an excused absence/tardy/early dismissal.

## **WHAT MAKES A GREAT BAND?**

(SOURCE: SYSTEM BLUE LEADERSHIP – EDUCATION)

- ✓ Great bands have traditions
- ✓ Great bands take risks
- ✓ Great bands are made up of individuals
- ✓ Great bands thrive on change
- ✓ Great bands expect to succeed
- ✓ Great bands have members who are accountable to each other
- ✓ Great bands go to lengths that lesser bands find annoying
- ✓ Great bands show respect for their members
- ✓ Great bands embrace the fact that different bands do things differently
- ✓ Great bands take pride in their uniform
- ✓ Great band like to show off
- ✓ Great bands aren't afraid to compete

# REHEARSAL PROCEDURES

## Rehearsal requirements

- During warm weather, rehearsal dress includes shorts, t-shirt, hat, sunglasses and athletic shoes (a cross-trainer sneaker is preferred).
- During cold weather, rehearsal dress includes pants that allow for athletic movement, adequate coat and additional garments to be warm. Athletic shoes are always required.
- A water bottle labeled with the student's name. Frequent water breaks will be given, and can be particularly efficient when everyone has their own water.
- Students should eat adequately before rehearsal. During camp, it is necessary to eat breakfast prior to arrival. During after school rehearsals, it is necessary for students to eat a nutritional lunch that will satisfy their needs during a physically demanding rehearsal.
- Students must have their drill books, music, and a pencil.

## Rehearsal etiquette

Effective rehearsals allow the entire band to be the best they can be and are an essential ingredient to the positive relationships forged in the band. Effective rehearsals require discipline, positive attitude, and an expectation of excellence. Effective rehearsals are based upon respect. They are based upon a mutual understanding between the staff and students that success is only possible when we work together with the highest degrees of cooperation. Rehearsal etiquette in the marching band is especially important to overcome the distances at which instruction occurs.

"I have always maintained that, excepting fools, [people] did not differ much in intellect, only in **zeal and hard work.**"  
– Charles Darwin

The following elements are considered essential ingredients of effective rehearsal etiquette.

- Always arrive on-time (students), and end on time (staff).
- Always be prepared with appropriate materials, equipment, and clothing. (Please refer to the "Rehearsal Requirements" section of the handbook.
- Always be respectful of the instruction.
  - Once the rehearsal has begun, do not talk. Focus is critical in an activity this engaging.
  - Non-verbal communication is critical to the process, especially because rehearsal occurs over significant distances.
    - When you are being addressed from tower, raise your hand to acknowledge that you are listening. This is equivalent to making eye contact with the speaker at close distances.
    - Acknowledge the message with a thumbs up or okay sign to demonstrate that you understand and are prepared to apply the message.
  - *Questions are an essential part of the learning process and are strongly encouraged.* But wait until your question is acknowledged and then speak clearly to the staff. Often, the staff members are far away, you will need to speak louder than normal.
- Seek opportunities to improve. Never accept stagnation. Work beyond "me" and strive for the best "we" possible.
  - When you arrive at your drill spot, check your book as soon as the stand-by command is given. In addition to checking your individual coordinate, seek connections to the larger ensemble.

- How does your spot relate to the overall form?
  - How is the form "guided?" Does the guide point change in transition?
  - How does my direction change technique affect the appearance of the form?
  - How does my musical role contribute to the overall musical expression?
  - How does my field placement affect the musical and visual performance of the overall show?
- If an improvement to your music or drill are given by the staff, *record the changes in your drill book*. Our activity is exceptionally engaging, and it is difficult to remember all that is required of a superior performance. Writing down the changes keeps everyone on the same page and eliminates confusion in future rehearsals.

## **FOOTBALL GAMES**

**Schedules:** Home games are held on Saturdays. Early in the season, kickoff is scheduled for 11:00 to avoid playing games in the hottest part of the afternoon. Later in the season kickoff is scheduled for 1:00. Away games are usually held on Friday nights and are scheduled for a 7:00 kickoff.

Traditionally, the home band performs the pregame show and pregame ceremonies, including the National Anthem. The away band performs the halftime show. However, the home team reserves the right to change this format to accommodate special events like homecoming or senior recognition.



There will usually be a short dress rehearsal scheduled prior to a football game, especially early in the football season. The rehearsal often begins about 1 hour before students need to change into uniform.

Students will ride the bus to and from the games. Special exceptions must be requested in writing approved by the director in advance. Students should never leave an event until the student has shown a staff member that their parent/guardian is present.

In the rare circumstances that the band returns after a junior driver's license allows them to legally drive, a permission slip will be written and signed by the staff to allow the student driver to return directly home. Notes will be dated and timed.

**National Anthem:** The Star Spangled Banner is traditionally performed by the home team, and the National Anthem is one of the most important pieces performed all year. In addition to the importance of playing it respectfully, the audience expects the anthem to sound great and they know how it should sound.

Our band performs the anthem in a block formation on the field, usually immediately after the officially announced entrance of the football team. The movement to and from the block, the visual poise of the ensemble, and the musical performance of the group should reflect the utmost respect for our country.

When a band or chorus from another school performs the anthem, the ensemble will stand in formation at the attention position. The command to stand at attention is usually given by the drum major as the announcer asks the audience to rise for the performance of the anthem.

If an honor guard is presenting the colors, the ensemble will stand in formation at the attention position as the colors are marched to position.

Although the audience is asked to remove their hats during the anthem, our hats are considered part of our uniform. If the hat is being worn by the ensemble, it should be worn properly and consistently among all members. Jackets should be worn consistently by the ensemble (if the weather is particularly warm, permission to remove the coat will be granted *after* the anthem). Color guard members with flags in hand should always lower the tips of the flag as a sign of respect - the national flag should always be the highest flag in any formation.

**Stands:** While in the stands, the band plays a vital role in the school spirit and the football game. Band members should adhere to the following expectations during the football games:

- Be in full uniform at all times. No jewelry, caps, glitter, face paint or other accessories are worn with the uniform.
- Sit in your assigned seats during the game. Do not move around during the game.
- No food or gum is allowed in the stands.
- Students should only leave the stands to use the restroom with the permission of a staff member and should travel with a partner.
- Watch the football game and learn the rules of the game to cheer at appropriate times and be prepared to play music at a moment's notice.
  - Our band plays the A section of the fight song when we score a touchdown. Immediately following the scoring of the extra point kick or 2-point conversion, the band plays the B section of the fight song and recaps the A section.
  - Our band plays a "tag" of the fight song as the team makes first downs.
  - Our band plays a "feature" song between the first/second and third/fourth quarters. Sometimes the other band plays instead.
  - Our band plays when our team is on defense. Sometimes we play just to keep the energy up for the audience at the game, other times we play with the intent of encouraging the defense.
  - Our band often plays during time-outs.
  - Our band doesn't play when the offense is at the line of scrimmage or during the play.
- Every student should have a flip folder with the music.
- Only play when the ensemble is playing.
- Only current band personnel is allowed in the band section. Friends, parents, and alumni may be granted special exceptions, but approval by the staff is required in advance.
- Watch the director/drum major carefully for a cutoff in the middle of a song.
- Do not play when the cheerleaders are leading a cheer.
- Generally, do not play when the other band is playing.
- When the ensemble moves to and from the stands, do so in an orderly and organized fashion.
- Do not use cell phones during the game.
- Look for ways to cheer *with* the cheerleaders. Responding to their cheers encourages the audience to do the same.
- Do not make discourteous remarks to visiting teams, students, bands, etc. You and your actions are a reflection of the Central Bucks HS East Marching Patriots.

**Field Show:** Traditionally, the home ensemble plays the pre-game show, and the away ensemble plays the halftime show. Sometimes, when the home team is celebrating their homecoming or senior recognition, the roles may be switched. If any change to the routine is made, the change is usually announced in the weekly newsletter.

When the band performs at halftime, the ensemble should prepare their uniforms with about 7 minutes remaining in the second quarter, and depart the stands with approximately six minutes remaining. The ensemble will form warm-up arcs and blocks in the designated area and prepare for performance accordingly.

When another band is performing their field show, our ensemble will stand and watch the show respectfully. Students are encouraged to cheer the band between pieces, applaud soloists, or clap for special moments in the show. Although our football teams are competing to determine a winner, the bands are traditionally very supportive of each other.

**Third Quarter Break:** During most football games, the band has the third quarter of the game as break time. This is the appropriate time to eat a snack, socialize, visit with friends from the other band, etc. Students are expected back in the stands as the game clock reaches 0:00 and the band will usually play during the break between the third and fourth quarters.



## **COMPETITIONS**

Competitions are among the biggest highlights of the season. These performances include judge commentary and ranking among bands of relatively equal size. The performances are received by an audience that is dedicated to the **bands**, not just the football game with a band accompaniment. The competitions are the ensemble's opportunity to demonstrate their finest accomplishments of the season.

**Major exams like SAT, ACT, PSAT, etc. should be avoided on competition days.** Our schedule is created with these exams in mind, and we do our best to avoid conflicts with them.

Schedules for specific events are often unavailable until 2-3 weeks prior to the event. Students should always reserve the day and evening of a competition for the rehearsal, travel, and event.

The band will hold a dress rehearsal for 3-4 hours prior to the event. Typically, rehearsal will begin approximately 5 hours before departure. Following rehearsal, students will be given adequate opportunity to take a break, eat a snack or meal, and change into uniform for the event. *Students are not allowed to leave campus during these breaks.*

Upon arrival at a competition site, students should exit the bus in full uniform. The band will await any site-specific instructions and then move to our equipment trailer. The trailer should be unloaded and the instruments should be assembled and prepared for warm-up. No one should play in the parking lot. The band will move as a unit to the warm-up location.

During the warm-up, students should concentrate on the performance at hand. It is often difficult to hear in the warm-up area as other bands are also executing their warm-up. Active

listening is essential, especially because there are usually multiple ensembles also warming up nearby.

When the band moves to the performance field, it is expected that the ensemble will retain the focus established in the warm-up area. There should be no talking during the march to the performance field. If the ensemble arrives and is asked to wait until their performance time, the ensemble will turn away from the field while waiting.

Immediately after performance, the band will return to the equipment trailer to store the equipment and prepare for departure. If there is abundant time remaining before awards are presented, the band will sometimes change out of uniform. Changing is done on the buses, with girls and boys taking turns. If the band is not wearing their full uniform, they will wear our uniformed raincoats to identify themselves as a member of the ensemble.

When the band returns to the stands, students should respectfully watch the other bands perform. Students should use the time between ensembles to socialize, visit concessions, use the restroom, etc. Remember, individuals are still wearing uniformed elements that identify them as a representative of our school and our ensemble - act accordingly.

During the awards presentation, the ensemble should applaud for the other bands as a show of support. During the class in which our ensemble performed, the group should stand and respectfully listen for the announcement of each group. When the ensemble is recognized, everyone is encouraged to cheer loudly - it feels good to be recognized for the hard work we have put forth! However, it is never acceptable to cheer for a first-place recognition while the second-place ensemble is being announced. Each ensemble deserves positive support.

## **STUDENT LEADERSHIP**

### **BAND OFFICERS**

**Officers represent the entire band program**, not just the marching band. However, because their role includes marching band, officers must also be a member of the marching band. Officers are determined by election, and the students in the entire band program each get one vote per position.

**President:** The president serves as one of the principal liaisons between students, staff, administration, and parents. The president may be called upon to meet with professional adults outside the regular band program to advocate on behalf of the band. The president is responsible for holding regular officer meetings and should actively seek ways to improve the band.

**Secretary/Public Relations:** The secretary is responsible for communication between the students, staff and parents. The secretary should prepare regular contributions to the band newsletter (published digitally). The secretary should coordinate with the president and other officers to maintain a positive presence for the band on social media. The secretary should send regular reminders to the other students as deemed necessary by the officers and staff.

**Treasurer:** The treasurer is responsible for maintaining a ledger of the school accounts and verifying payments and deposits associated with the school accounts. The treasurer is responsible for coordinating student engagement with band fundraisers.

**Librarian:** The librarian may be the same person for the marching band. The librarian is responsible for the distribution and collection of the music used in performance and practice. The librarian is responsible for maintaining an organized and efficient system where students can access original copies of the literature. The librarian is responsible for maintaining the library of scores as well as parts.

**Drum Major(s):** The drum major(s) will serve as an officer in the band program. The drum major(s) have input and decision-making capacity equal to the other officers. The drum major(s) position is appointed by the director, not elected by the student body.

## **MARCHING BAND LEADERSHIP**

### **Drum Major(s): (see officer positions)**

- Serve as the prime example of excellence in the band. Excellent performance and the highest standards of personal conduct are absolutely essential.
- The drum major(s) will also serve as band officers for the entire program and have input and decision-making capacity equal to the other officers.
- Work closely with the staff to plan rehearsal objectives each week.
- Communicate student needs to the staff and serve as the critical link between students and staff.
- Coordinate the student leadership team and assist in areas that require improvement.
- Conduct the field show.
- Lead the band in performance at football games.
- Start every rehearsal on time. Starting rehearsal on time means that everyone knows their jobs and has started them in time to begin rehearsal together.
- End every rehearsal together. Work with the entire ensemble to accomplish the end of rehearsal tasks, then dismiss the entire ensemble as a group.

### **Music Captain(s):**

- Demonstrate the highest levels of musical achievement in the band.
- Work with the staff to plan rehearsal objectives each week.
- Work with drum majors to assist struggling performers with their musical technique outside of regular rehearsal time.
- Coordinate and assist section leaders with instructional review.
- Verify that all performers have their show music in their drill books at every rehearsal.

### **Visual Captain(s):**

- Demonstrate the highest levels of visual achievement in the band.
- Work with the staff to plan rehearsal objectives each week.
- Work with drum majors to assist struggling performers with their visual technique outside of regular rehearsal time.
- Coordinate and assist section leaders with instructional review.
- Verify that all performers have their drill books at every rehearsal.

### **Equipment Manager:**

- Work with the drum major(s) and section leaders to create and implement a duty roster for rehearsals.

- Microphones and long-range speakers
- Yard markers
- Sound reinforcement
- Field props
- Securing the practice space (blocking off traffic)
- Color guard equipment
- Pit percussion equipment
- Work with drum majors and section leaders to properly store all equipment prior to any person's departure at the end of rehearsal.
- Work with the drum major(s) and section leaders to create and implement a duty roster for performances and travel.
  - Loading/unloading trailer
  - Equipment accountability - make sure it's all there
  - Equipment security/safety - make sure it's stored safely and securely
  - Seat cushions
  - Clean-up of seated area
- Work with drum majors and section leaders to ensure that jobs are being properly executed.
- Monitor the condition of equipment and work with the staff and parent volunteers to manage maintenance and repair.

#### **Librarian:**

- If the librarian for marching band is different than the band officer position, the marching band librarian should work with the officer to maintain an organized and efficient collection of marching band performance and instructional materials.
- Work with the section leaders to provide all members with appropriate copies of
  - warm-up and instructional materials
  - performance pieces (including the most recent editions)
  - stand tunes
  - trip literature
  - parade music
- Work with the section leaders to effectively maintain flip-folders in good working order.
- Work with the section leaders to insure that the flip-folders are taken to every game, and returned in good condition.

#### **Uniform Manager:**

- Work with staff and parent volunteers to ensure that the uniform and all uniform accessories are being properly displayed by members of the ensemble.
- Work with section leaders to verify that all students have properly stored their performance uniforms.
- Work with section leaders to verify that all students have an appropriate pinny and properly displayed drill number.

**Section Leaders:** There should be one section leader for every 5-10 students. The section leader is the most important representative of his or her group. The section leader should be the first advocate and the most helpful friend for his or her section. The section leader is responsible for creating a group that is committed to the ensemble, and does so by demonstrating with the utmost integrity the ways in which individuals contribute to the collective success of our ensemble. The section leader is responsible for coordinating activities (outside of rehearsal time) that develop the critical social bond between the performers who spend significant amounts of time in close proximity with one another. The section leader is responsible for recognizing conflict within the section, seeking ways to negotiate the challenge, and developing positive relationships between peers.

Section leaders are responsible for coordinating the actions of their group in alignment with the other student leaders, including drum major(s), musical/visual captain(s), uniform and equipment managers, librarian and other section leaders. The section leader is responsible for



making sure that jobs are carried out by his or her section. The section leader is responsible for covering or re-assigning jobs if a member of their section is unavailable to help.

Section leaders are responsible for communicating any instructional or social concerns with the drum major(s) and captains. The drum major(s) and captains will coordinate with the staff to resolve any issues.

## ***I Went on a Search to Become a Leader***

*I went on a search to become a leader. I searched high and low. I spoke with authority; people listened. But alas, there was one who was wiser than I, and they followed that individual.*

*I sought to inspire confidence, but the crowd responded, "Why should I trust you?" I postured, and I assumed that look of leadership with a countenance that flowed with confidence and pride, but many passed me by and never noticed my air of elegance.*

*I ran ahead of the others, pointed the way to new heights. I demonstrated that I knew the route to greatness. And then I looked back, and I was alone.*

*"What shall I do?" I queried. "I've tried hard and used all that I know." And I sat down and pondered long.*

*And then, I listened to the voices around me. And I heard what the group was trying to accomplish. I rolled up my sleeves and joined in the work.*

*As we worked, I asked, "Are we all together in what we want to do and how to get the job done?" And we thought together, and we fought together, and we struggled towards our goal.*

*I found myself encouraging the fainthearted. I sought ideas of those too shy to speak out. I taught those who had little skill. I praised those who worked hard. When our task was completed, one of the group turned to me and said, "This would not have been done but for your leadership."*

*At first, I said, "I didn't lead. I just worked like the rest." And then I understood, leadership is not a goal. It's a way to reaching a goal.*

*I lead best when I help others to go where we've decided to go. I lead best when I help others to use themselves creatively. I lead best when I forget about myself as leader and focus on my group...their needs and their goals.*

*To lead is to serve...to give...to achieve together.*

*—Anonymous  
(as it should be...)*