



# Getting the Right Start To Your Year

CLINICIAN:

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SPONSOR: TEXAS BANDMASTERS ASSOCIATION

## Texas Bandmasters Association 2010 Convention/Clinic



**JULY 25-28, 2010**  
**HENRY B. GONZALEZ CONVENTION CENTER**  
**SAN ANTONIO, TEXAS**

# **Getting the Right Start to Your Year**

**A Clinic for Texas Bandmasters Association**

**July 27, 28 2010**

**CC Room 214**

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**Sponsored By TBA**

## Organization/Preparation of Paperwork

**Have this ready for distribution at the beginning of summer band (high school) or before-school registration (middle school)**

Schedule a general meeting with all band parents for the return of all paperwork. Use that meeting also to collect fees and write receipts.

### **POST THESE ON YOUR BAND WEBSITE**

**Handbook** that includes all pertinent information: summer band info, rules and consequences, fees and deadlines for payment, uniforms, rehearsal/classroom procedures, private lesson info, bus trip procedure, Code of Conduct, Trip Release form for school related absences, Medical release forms, Media Release form, UIL Parent/Student UIL Marching Band Acknowledgment form, etc.

The last page of the handbook should be an Acknowledgement of Receipt form that both the student and the parent(s) sign stating that each has read it and agrees to abide by the rules of the organization.

**Calendar** which includes all band events (date, time, dress)

Before you prepare the calendar refer to the following:

1. Your school district calendar for school holidays and district-wide or state-wide testing
2. TMEA calendar for auditions and performances of All-Region auditions and clinic-concerts, (don't forget All-Region Jazz), Area and All State.
3. Your own school's calendar to avoid conflicts with school-wide programs such as musicals, athletic events, and Academic Decathlon trips
4. Your middle school feeder band calendar (or visa-versa) for their concert dates so that you can possibly combine concerts and definitely not conflict with concert dates.
5. Your athletic department for football, volleyball, basketball, track, baseball, and soccer schedules
6. Your personal calendar for judging jobs, clinics, conventions, and personal commitments

Even though these will be posted on your band website, make enough copies for each student, each family, and your administrators. Put a notice at the beginning of the calendar that states that corrections or changes to the calendar will be made on your band's website.

\* If you have to make revisions to the calendar, include the date of the revision on the calendar, and instruct students to discard outdated calendars into the paper-recycling box.

**FOLLOW-UP WITH WEEKLY EMAILS (NEWSLETTER)**

### **Forms to be copied prior to Day 1 –**

**Much of this information will be put onto Charms or similar product of your choice on your office computer and may be done completely online, eliminating the need for paper copies.**

#### Student forms

Student information sheet  
Instrument checkout forms  
Instrument insurance forms  
Fee deposits

#### Other Forms

Practice cards  
Reed tickets  
Individual warm-up sheets or packets  
Misbehavior "tickets" (w/ infractions listed ala checklist)

Detention assignment  
Rhythm sheets  
Band locker list along with lock combinations

#### Booster and Parent Forms

How-To information for Band Aids (people who volunteer in your office)  
Bus chaperone responsibilities  
Uniform checkout forms and information about how to size uniforms

### School forms

Health forms

Policy sheets – school rules

### School Code of Conduct

### **Check-Out Turn-in sheets**

Designate one computer-generated list from the main office or an Excel spreadsheet as your turn-in sheet. Make columns for the following things:

State adopted textbook number – if possible, have the book room clerk check these out and back in so that if a child moves while you are gone (to TMEA, i.e.) the book will be returned or paid for before the child can be cleared.

Acknowledgement of Receipt (handbook) returned

Fees paid

School policy sheet signed and returned

Serial number of instrument (school owned and personal)

Music folder assigned

Music slot assigned

Band locker assigned

Desires private lessons

### **Bus requests**

Type and submit forms for each bus usage for the entire year – refer to band calendar of events. If you do this via email, be sure to use the “receipt acknowledgement” option

Keep a copy of paperwork for your file.

Double check with head of transportation department just before the first event requiring school bus transportation.

### **Budget implementation**

Fall and winter concert music ordered

All State/ All Region books ordered

Other budget items taken care of – new instruments, repair, etc.

Next year go to TBA with P.O.’s in hand

### **Uniform check-out**

High school bands should take care of this in August.

Most middle school bands will not need the uniform jackets distributed until late fall or winter. Since these students are growing at such a fast rate of speed, consider waiting until just before the first performance requiring the jackets to issue them.

### **Private lesson schedule**

Arrange which teacher will be in which room on what day(s) and at what hour(s). Make a note on your calendar to inform teachers if testing schedules or shortened school days will affect the teaching schedule.

## **Preparation of the room and your office**

### **Band room**

Set up the band room. Make it neat and orderly, perhaps chairs only on Day 1.

Band set-up on the board so that students can see where they belong.

On each chair - Name tags

Band calendars

Handbook

Student information sheet

Music folders prepared, with music, pencil, warm-ups and booklets, ready in the slots, ready to be assigned to students.

Pencils sharpened, in a box by the podium.

Lockers ready, with lock attached, combinations written on masking tape taped to the lock.

Locker list filled out with locker #, lock #, & lock combination, needing only the name.

If you have instrument shelves instead of individual lockers, have them labeled for class use

- Symphonic Band (green tape), Concert Band (blue tape), Beginning Classes (yellow tape).

Have several rolls of colored tape, scissors, and large black markers ready for identification of instruments (Label both ends, last name only, with large letters. **You** or your assistant or student teacher, not the students, print the names so they are large enough and legible, readable from across the band room.)

Large poster board calendar with first month's activities listed posted, on the wall.

### **Optional**

Birthday calendar on the wall – consider appointing a student to keep up with birthdays so that each student is acknowledged (sung to, given a treat) on his/her special day.

Bulletin boards – can be assigned to student officers. Assign one board for communication to students. Others can have inspirational, humorous, or topical materials. Quotes from musicians are certainly appropriate and can be changed weekly.

### **Office**

Start the year with a clean desk, and orderly office. Stock up on supplies such as pen, pencils, dry erase markers, desk calendar, Advil. Take a picture. It may never look like this again.

Attach hooks to the walls so that you can hang clipboards.

Consider hanging permanent trays for papers, such as school forms, a place for communication with the band booster officers (receipts for treasurer, suggestions of topics to cover at the next booster meeting for president)

Place the phone for easy student access – but away from your desk where prying eyes might see things they need not to see.

Notebook by the phone to record (document) calls made to parents, calls returned

Have rules about your office/phone/personal property/computer

### **Grade book**

If your school has electronic grade books, you may want a paper backup.

In the paper grade book have a line for academics and attendance, a second line for infractions of rules, such as chewing gum, talking in rehearsal, tardiness to sectionals, instrument left at school, failed reed check, given detention assignment, called parent, parent conference, sent to the office – make a code for these and other additions you need.

## **Officer/Student Leader Preparation**

Schedule leadership training. If possible take your drum majors, elected officers, section leaders and drill instructors to a leadership workshop or hire a professional to come in to get them ready for the year. Student leaders must be taught how to lead and teach.

Make officers important. Give them special duties. Have planned meetings where important things happen.

Student leaders can and should help prepare the room and materials for the first day.

## **The First Day of School**

How to welcome the students

Anxiety level is high, for you and for the students so stand at the entrance and smile at them.

Have a welcome sign in the band room.  
Have your name on the door, clearly visible.  
When you speak to the band, welcome them, give positive expectations for year.  
Speak in short sentences.  
Speak firmly but gently NOT LOUDLY (SAVE THAT FOR EMPHASIS)  
Say your name and how to pronounce it. State your expectations, but don't give too much information.

List what you are doing on the board so you don't forget something 6<sup>th</sup> period that you have done every other period.

Mention each period your name, what period you are presently in, grade level, what band it is (or what beginning class it is)

List on the board of every activity planned for the day

1. Paperwork – forms, handbooks
2. Issuing music, instruments, lockers
3. Labeling instruments

Planned speech that outlines -

1. Welcome to new members
2. Past accomplishments of band
3. Expectations for the group
4. Expectations for individuals
5. Classroom management including rules and consequences/rewards
6. Procedures

## **Discipline/Procedures/Routines**

**Good habits are easy to develop. Bad habits are difficult to break.**

Classroom management refers to all the things a teacher does to organize students, space, time, and materials so that instruction and learning can take place. Good discipline means good classroom management.

Establish a productive and cooperative working environment.

Have definite boundaries.

Model appropriate behavior. When your class comes in say "Good morning. Nice to see you."

When they leave say "See you tomorrow. Have a nice day!"

**Rules** – expected behavior – posted, communicated both verbally and in written form

Post consequences with the rules – like the *No Parking* signs that say "Cars Will Be Towed."

There may be a school-wide plan. Be sure your plan fits in that framework.

### General rules

Respect others

Take care of the room

Be polite and helpful

Specific rules – have no more than 5 at a time.

Be in class on time – specify what that means

Keep feet, hands to yourself

Listen to instructions the first time

Do not use vulgar or offensive language

Have materials ready for the start of class

There are two kinds of consequences:

1. Positive with rewards
2. Negative with penalties

Rewards – Suitable for grade level, praise (“Atta-boy’s), positive note home, phone call, “raise a grade” certificate.

Consequences should be suitable and proportional to the violation.

Choose consequences that are uncomfortable for the student, such as: Time out

Demerit

Detention – be sure to inform the parent the day before so that a ride home can be arranged.

Lunch detention works well in many schools.

Assignment to write six ways to correct the problem

Be the last to leave the rehearsal area

Deprive of some reward

Exclusion from class participation

Remember: Students test (and re-test) rules to find the real limits and whether the rules will be enforced.

Other students will quickly violate if the rule is not enforced. Students KNOW.

**Don’t confuse rules with procedures.** Procedures – like correct procedure for entering the room, where to place backpacks and cases, gum chewing, food. Rehearse it – make it automatic. Praise whenever it is done properly.

Procedure – has no penalty or reward – like unlocking a lock on a locker

1. Explain
2. Rehearse and practice
3. Reinforce
4. Demonstrate, don’t just tell it

Teach students what to do when these things happen:

Bell rings/ End of period dismissal

Phone rings

Someone comes in the room/ when a visitor is present

They have a question

Need to use the restroom

How to enter and exit

How to turn in things like practice cards, progress reports, forms

When they are tardy

When they are absent/when you are absent

Changing songs

Keeping notebooks

Saying thank you/ good morning