

lafayette choir

HANDBOOK

2009-2010

For Students and Parents

Striving for Excellence!

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INTRODUCTION

On behalf of our administration, the music staff and myself, We gladly welcome you to the Lafayette High School Choral Music Program. You are now a very important member of what has been recognized as one of the finest high school choirs in Kentucky. We sincerely hope you will enjoy being a part of this organization, which continues to build a tradition of superior performance and musical **excellence**. We know that you will embrace and live up to the expectation of excellence in the coming year!

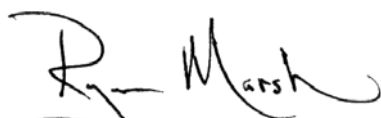
We believe that our choir program offers many things to the individual student: an opportunity to demonstrate and build his/her musical ability; an opportunity to develop leadership skills; an opportunity to develop a sense of responsibility; an opportunity to meet and make new friends; an opportunity to participate in music field trips; an opportunity to perform as a representative of Lafayette High School; and an opportunity to discover the unique thrill of performance. We will be constantly working **very** hard to learn music for our performances. Our participation in concerts, contests and festivals will keep us busy and involved.

The Lafayette Choral Department has established an outstanding reputation in Kentucky, as well as around the United States. As members of the department, it should be our goal to continue building on that reputation. **We can be as outstanding as we want to be; it all depends on you!** Superior music groups are a result of many hours of hard work as well as a strong dedication and commitment from each member. If we work well together and have high expectations for the group, and even higher expectations for ourselves, we will have a successful year.

This handbook is provided to make your orientation to the Choral Music Department a quick and easy task. We encourage you and your parents to read this handbook so that you may better understand our policies and regulations, and your obligations. A Lafayette High School Choir Member should be cooperative, strive for the highest possible scholastic record, develop a positive attitude toward the choir, school, and community, and in general, distinguish him/herself by always doing the right thing at the right time.

We are looking forward to working with each one of you this year. Whether you are new to the program or a seasoned member we will all face many challenges but with the right attitude we can make it a fantastic year. Your talent and group effort can make this year at Lafayette very exciting, fun-filled, and musically rewarding for all of us.

Sincerely,



Ryan Marsh, Director



Laura Howard, Vocal Instructor/Director



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OBJECTIVES

Choir is designed as a study in ensemble singing, vocal production and music fundamentals. Students will have many opportunities to sing for personal enjoyment and perform a variety of choral literature.

Our goals are:

- To develop correct vocal techniques.
- To develop fundamental music skills in notation and sight-singing.
- To recognize musical elements and demonstrate expressive qualities in varying styles of choral music.
- To contribute to the blend, balance, and quality of the ensemble by developing the ability to sing a part securely and independently.
- To develop confidence in performing by practicing performance etiquette and decorum.
- To develop rehearsal skills that will allow us to rehearse and perform at the highest level.
- To have opportunities for the enjoyment of music through active participation.
- To develop self-discipline by functioning as a responsible member of the organization.
- To experience successful achievement and pleasure through group involvement.
- To develop personal character traits of leadership, poise, and dependability as well as provide an avenue for self-expression.
- To develop a desire to continue musical experiences.



CLASSROOM CONDUCT AND OPERATING PROCEDURES

We are all here because we have something in common; we enjoy singing. How we sound as a group has a lot to do with how we work together. If you will follow the class procedures listed below every day of the year, the result will be a choral group that truly makes beautiful music. The success of our group rests upon your individual self-discipline.

Upon entering the choir room for rehearsal, you are to pick up your folder and **be seated quietly in your assigned seat within one minute after the bell rings.**

★ **Students are expected to have a pencil every day. Marks in the music are to be made in pencil only.**

Gum, candy, food and drink are not permitted in the choir room. When we have gum, candy, or food in our mouths, our tonal production and diction are affected. Daily participation points will be deducted as well as other discipline actions may be taken. The only exception to this rule is bottled water. There is also a water fountain in the choir room.

Students are expected to demonstrate good posture for singing during rehearsal.

★ **Talking during a rehearsal will not be tolerated.** Rehearse in a professional manner and be courteous to your fellow students.

★ Due to increased use and increased use of text messaging, cell phones will be confiscated if seen/heard. On the first confiscation, you may receive your phone at the end of the day. On subsequent confiscations, the phone will be turned over to the administration. If you must use the phone, you should ask permission to use the choral office telephone.

Sometimes in the course of rehearsal, only one section will be singing. The members of the sections not singing at the time should be **carefully following the musical part that is being rehearsed** so that the total knowledge of the score is achieved.

Every member of the choir is expected to **listen closely for each instruction** given by the director, so that the follow-through of the instruction can be done correctly by every member of the group the first time.

★ Each student is responsible for **returning his/her folder to its appropriate location** following rehearsal. *You are financially responsible for your music! A fee will be assessed for any lost or unreturned music/folder.*

Students are expected to rehearse music outside of class. For this reason, **music folders may be taken home overnight**; however, it is imperative that the music folder returns to the room the following rehearsal. Failure to have music in rehearsal will result in a loss of rehearsal points.

Please exhibit **common courtesy** toward others at all times. Treat others as you would want them to treat you. Students are often expected to **exhibit their best behavior and rehearsal skills** when a guest is in the classroom. This includes substitutes, student teachers, guest directors, Lafayette staff, and visiting students.

★ **Restroom passes** will be given only in an emergency. Please take care of everything before you come to class.



GRADING

Grades are based primarily on participation. One-third of the student's grade results from daily participation demonstrating cooperation, enthusiasm, preparedness, good vocal technique, and effort. Performances and performance-type assessments make up one-third. (Some grading periods have more performances than others.) Musical skills tests, in-class assessments and written work will comprise the remaining one-third. There will be a large written portfolio piece worth 100 points (counted under written work). **Written Final exams will be weighted 10% of the semester grade.**

Grading Scale:

92-100% = A

83-91% = B

74-82% = C

65-73% = D

below 64% = F

Daily Participation

A typical week will have 20 or 30 (10 per class) possible participation points. A student will start the week with all points. Deductions will be made for any or all of the following:

- lack of effort in rehearsal
- demonstrating a poor singing posture
- not following directions
- no noticeable attempt to improve in skill areas
- not cooperating with other choir members/section leaders
- not having a pencil in rehearsal
- not having music for rehearsal
- having gum, food, candy or drink in rehearsal
- tardiness to class
- disruption in rehearsal
- unexcused absence from class or truancy

Performances and Performance Quizzes

Performance Quizzes take place in class and are announced several days ahead. They involve singing an assigned piece or section of a piece in small groups. Each performance quiz has different expectations and requirements. At least one performance quiz is given each term. Grading periods with few or no performances will have at least two performance quizzes.

Written Work: Musical Skills Tests and Assignments

Each choir has skill objectives specific to that class (see section specific to your choir). As these skills are presented and practiced in class, assessments (in written and/or oral forms) will be given. Vocal skill and technique assessments may be recorded onto cassette or video tape in a practice room during class time. Written assessments will include both in-class and out of class work.



ATTENDANCE

Daily Participation/Attendance

Attendance is crucial for every choir member! Due to the nature of the course, when a student is absent from school, he/she misses rehearsal and explanations that cannot be made up. In addition, the entire choir suffers because that student was not in school to learn his/her part along with the rest of the choir. If a student's absence is excused, he/she may make up the participation points by doing extra credit. This privilege is not extended for any unexcused absences or trancies. It is the student's responsibility to talk to Mr. Marsh following an absence to determine if make-up work is to be given.

★ Excused class absences and Makeup Work:

Since choir is primarily a performance/rehearsal course, makeup work for excused absences will consist of supplemental activities including computer drills, web activities, and worksheets. Students must see Mr. Marsh or Mrs. Howard for these assignments outside of class time. (Before school, after school, during lunch or 4th block)

NOTE: Makeup work may require time spent in the choir room – take-home work may not always be possible. Excused absences for class are tracked and determined according to the LHS attendance office.

Each student is allowed **3** excused class absences (not including extra rehearsals or performances outside of class) without supplemental make-up work.

NOTE: Any regular assignments given during all absences must be made up. It is the student's responsibility to check with Mr. Marsh for any regular course assignments you have missed during any absences.

On the 4th excused absence, students must see Mr. Marsh or Mrs. Howard for makeup assignments. (outside of class time) If no makeup work is completed for excused absences above 3, the participation score will be marked as a zero. Students have 1 week to complete makeup work after returning from their absences. All makeup work must be turned in 1 week prior to the end of the semester.

Unexcused class absences will cause all class participation points to be deducted without possibility for makeup. Unexcused absences for class are tracked and determined according to the LHS attendance office.

*Excessive excused or unexcused absences will be dealt with on a case by case basis. This is a performance class and if a student is absent for a majority of class times, credit cannot be earned.

Vocal Problems:

Students who are unable to sing 100% in a rehearsal should write a short note for Mr. Marsh and place it on the podium at the front of the room within the first two minutes of class. A persisting lack of vocal participation will require a parental or doctor's note and may require an outside assignment.



Extra Rehearsals

Many times the difference between a superior and a poor musical performance is determined by the amount of rehearsal time spent in preparation. Extra rehearsals allow for many things: individual and small group work, help from visiting clinicians, and more time for that "extra polishing." They are vital for any good performing organizations. Please consult your schedules for rehearsals that will take place outside of class time. **ALL EXTRA REHEARSALS ARE REQUIRED** and they **will not** be scheduled unless **absolutely necessary**. You will always be notified of an extra rehearsal well enough in advance in order to make arrangements to attend. If students are late or have to leave early, they must have a **written note** from their parent or guardian. Excuses will be accepted for missing extra rehearsals only if notification is received *prior* to the rehearsal. The director will determine whether an absence is excused or unexcused.

Performance Attendance

This is a performing organization. We work constantly to be prepared to perform. When performing, students receive a deeper appreciation of music and a greater feeling of unity from the organization and the people with whom they are involved. **Every member of the choir plays a vital role in the success of the entire organization.**

There is no other way as a director to duplicate a performance for the student who is absent. There is no other means to make-up the unique thrill of performing, feeling the reaction from the audience, or the excitement of knowing the hard work in preparation for the performance was worthwhile.

For these reasons, the following policies regarding performance attendance apply:

*All performances on the schedule at the beginning of the semester, as well as those with at least three weeks notice, are **required** performances. Should you have a conflict that cannot be resolved, notify **Mr. Marsh at least 1 week ahead of time verbally and in writing or via email.** The further ahead problems are discovered, the easier they are to deal with. In an emergency situation, parents should call the choral department office at 381-3492, and leave a message explaining the situation as soon as possible.

Excused absences include personal illness, death in the family, or an emergency over which the student has no control. **Work is not an excused absence** for a performance that was scheduled at least three weeks in advance. If an absence is excused, it is the student's responsibility to get a make-up assignment from Mr. Marsh. If an absence is unexcused, the student will **not** be given the privilege of making up the points lost due to the absence. It is a good idea to give a copy of the performance schedule to employers. **Mr. Marsh is willing to write a note to an employer if necessary.**

Grades for each performance will be based on the following:

- * **Punctuality**
- * **Proper Dress**
- * **Following Instructions**
- * **Proper Concert Etiquette**
- * **Singing to the best of one's ability**
- * **Staying for entire concert**



Student Activity Conflicts

Although we try our best to avoid scheduling performances at the same time as other school related events, occasionally conflicts do arise which cannot be remedied.

When a practice or rehearsal and an event (game, contest, concert) are scheduled simultaneously, the EVENT takes precedent.

When two events are scheduled simultaneously, a District competition event takes precedence over a regular event, a Regional event takes precedence over a District event, a State event takes precedence over a Regional event, and a National event takes precedence over a Regional event.

When two practices or rehearsals are scheduled simultaneously, the students may SELECT the event in which she/he will participate. **He/She should make the decision, whenever possible, at least seven (7) days in advance. He/she should advise the sponsors/teachers/coaches affected by the conflict immediately.** Under NO circumstance will the student be penalized for his/her decision; that is, class grades are not to be lowered or unreasonable make-up work required, the student will not be benched, nor will the student's ability to earn a letter be impaired because of the decision.

In case of a disagreement among the parties concerned, the matter should be referred to the administrator in charge for a solution.

SCAPA VOCAL STUDENTS

The School for Creative and Performing Arts, (SCAPA), is an arts program within Lafayette High School. SCAPA vocal students, while being a part of the SCAPA program, receiving special class instruction in music theory and history as well as individual instruction in voice, are a part of the Lafayette choral program. Additional criteria must be met for these students to receive advanced credit. All Lafayette students are invited to audition for the SCAPA Program. The deadline this year for application is October 15th. Auditions for SCAPA for the NEXT school year will be held on a Saturday in November. Check out the SCAPA website for details: <http://www.scapa.fcps.net/audition/audition.htm>

All Lafayette choral students who wish to receive advanced credit in the auditioned choral ensembles may complete the same requirements as SCAPA students and receive the weighted credit. Any student interested in auditioning for the SCAPA program or wishing to complete the criteria for advanced credit please speak with Mrs. Howard.

EXTRA PERFORMANCE OPPORTUNITIES

There will be a variety of additional performance opportunities available to Lafayette Choir students throughout the year. These opportunities include but are not limited to All-State, American Choral Directors Honor choir, Solo and Ensemble contests, and various Lafayette drama/musical productions. We strongly encourage students to participate in these activities to expand their musical horizons. These activities should be considered a privilege and an honor and appropriate attitude and conduct should be exhibited by singers. You are representing Lafayette High School and the choral department. Look for information about these opportunities throughout the year.



PERFORMANCE ATTIRE FOR ALL CHOIRS

Our choir has a reputation of looking very professional. In order for us to look this way, we must all wear the same outfits. Formal concert attire is provided to all members of the Lafayette Senior High School choirs. These garments will be issued to students before the first performance. They are to be used strictly for the purpose of Choral performances (NO EXCEPTIONS). Each student will be assessed a \$80.00 chorus payment (advanced ensembles) or \$60.00 (beginning ensembles) per year. A portion of this payment will be used for the purpose of dry cleaning and maintenance of the garments, prior to issue. If garments should need cleaning during the year it will be the responsibility of the individual student. All uniforms must be wrinkle-free and in top condition for **ALL** performances. Students not wearing appropriate attire for a performance will lose points on their performance grade and may not be allowed to perform. Please read the section pertaining to your choir to determine your uniform requirements. (See LHS Chorus Booster Association information for more details regarding fees.)

Make checks payable to Lafayette Chorus Boosters and bring to Choir class.

Ladies – will be assigned a properly fitted dress. Black shoes (pumps with closed toes and no straps, or ballet slipper) will be required. Only “tan” or “neutral” hose should be worn. It is the girl’s responsibility to see that under-arm protection is provided (shields).

Gentlemen – will be assigned a black tuxedo (coat and pants), shirt, bow tie, and cummerbund. It is the student’s responsibility to provide black socks and shoes (no athletic shoes).

(READ THIS CAREFULLY)!!!

An extreme amount of time and effort has been given (by students, parents, and teachers) to assure that Lafayette Choirs are outfitted professionally. Students will be assessed additional fees at the end of the year of \$10.00 if:

- A dress or tuxedo is found on the floor
- A dress or tuxedo is found lying on a chair, table, or somewhere other than its assigned place.
- A bow tie or cummerbund is lost.
- Any part of the garment is damaged by negligence.

Fines for missing uniforms will be assessed depending on the cost of replacement!

Minimal jewelry is to be worn, and all hair ornaments must blend in with hair color. In general, don’t wear anything that draws attention to you as an individual -- we want to look like a group.

All Choirs

If you are not in Singers or Chorale, a common dress will be announced prior to each concert. Whatever is announced is **REQUIRED**. We will also have a casual uniform for less formal performances, travel, and to wear to school on performance days.



COURSE DESCRIPTION AND GOALS

MEN'S AND WOMEN'S CHORUS

Course Description

These choruses are designed primarily for beginning and intermediate choral instruction. They will provide an understanding of the fundamentals of proper vocal techniques, choral techniques, and music theory (as it applies to singers). We will also focus on musical language, developing music reading skills, and learning about various styles of music. Special attention will be given to individual vocal development through small ensembles and solo work. Students will also be prepared for future membership in Lafayette's advanced choirs. There will be occasional performances.

Goals

Reading musical notation

Writing in musical notation

Working with others as a team toward common goals

Listening to and analyzing performances of choral music

Performing choral music in concert at least once each semester

1st Semester

Begin Music Theory concepts

Read and perform basic rhythm patterns

Sing major scales in tune, alone and with the group

Sight-sing short patterns of diatonic intervals

Identify the notes of the treble and bass clefs

Learn the basic parts of the vocal mechanism and build solid technique

Work on solid vocal technique

Sing in small ensembles and maintain voice part

Identify and demonstrate basic expressive marks in music

Identify basic meter signatures

Work on solo and ensemble music

Prepare music for Winter Concert

Freshmen prepare audition tapes for 9th Grade All-State

2nd Semester

Humanities/Music History Lessons begin in January

Continue with Choral Reading Skills Series

Possible performance in District Contest

Sight-sing short patterns using accidentals and half-steps

Identify melodic and harmonic intervals visually and aurally

Identify Major Key signatures

Identify music from at least three historical periods

Sight-sing harmonic examples in at least three parts

Identify music from at least three cultures

Sing in at least two foreign languages

Sing at least one piece a cappella

Prepare music for the Spring Concert



ADVANCED WOMEN'S CHOIR

Course Description

Singers in this level should already be competent in basic vocal technique, the musical language, musical reading skills and vocal music styles. These singers will be expected to improve their skills in each of these areas, in addition to demonstrating leadership to the beginning level students. These singers will have opportunities to work in small ensembles, learning additional repertoire in a teamwork situation. A variety of repertoire will be studied, including music from different historical periods, cultures, languages and texts. We will sing both formal and informal concerts throughout the year. Students are selected for this ensemble by audition.

Goals

- Improve vocal technique in each singer
- Improve sight-singing skills, which leads to vocal independence
- Learn music from various time periods
- Learn music of various cultures and languages
- Learn music of various styles
- Produce high-quality programs

1st Semester

- Begin Choral Reading Series
- Build a solid vocal technique
- Work on "ensemble" sound
- Review basic music reading skills
- Review rhythmic and pitch notation
- Sing in major and minor keys (diatonic)
- Add accidentals in major and minor keys
- Begin at least one piece for contest
- Begin working on solos and ensembles for contest
- Prepare for Winter concerts

2nd Semester

- Continue Choral Reading Series
- Music History Lessons
- Review major and minor key signatures
- Prepare music for possible contest performance
- Build sight-reading skills as a group and individuals
- Continue refining sight-singing skills
- Prepare music for Spring performance



LAFAYETTE SINGERS

Course Description

The Lafayette Singers serves as the primary mixed ensemble of the Choral department at Lafayette. Its tradition exemplifies the quality of the outstanding choral music that has become a part of the history of Lafayette Senior High School.

“Singers” is a performance-oriented class geared to expose students to a wide variety of choral literature, ranging from the various historical styles through rehearsal and performance. Students will be given the opportunity to learn proper vocal/choral techniques, breathing skills, sight-reading skills, and basic musicianship (theory and history). Performances will take place throughout the school year and students will be given opportunities to participate individually, as well as in the choral ensemble. Lafayette Singers is open to students by audition.

Goals

- Improve vocal technique in each singer
- Improve sight-singing skills, which leads to vocal independence
- Learn music from various time periods
- Learn music of various cultures and languages
- Learn music of various styles
- Produce high-quality programs

1st Semester

- Establish and refine vocal technique
- Work on “ensemble” sound
- Begin sight-singing process (rhythmic, melodic)
- Begin at least one contest level piece
- Prepare for Fall programs
- Prepare for All-State
- Explore vocal timbres as related to musical style
- Prepare music for Winter Concerts
- Continue sight-singing process (harmonic, rhythmic, melodic)
- Work on at least two contest level pieces
- Study Medieval and Baroque Music periods
- Begin working on solos and ensembles for contest

2nd Semester

- Perfect solos and ensemble for District and State contest
- Study Classical, Romantic and 20th Century Music Periods
- Continue to refine ensemble skills
- Focus on music for contest
- Begin music for Spring performances
- Continue sight-singing (increase in harmonic activity and rhythmic complexity)
- Concentrated study of music for Contest
- Continue refining sight-singing skills
- Refine music for spring programs



MADRIGAL SINGERS

Course Description

This is a small ensemble open primarily to advanced vocal music students (gr. 11-12). Students in this ensemble will study and perform music from virtually all stylistic and historic periods, and they will learn advanced vocal/choral techniques, sight-reading, and basic musicianship (theory and history). Because of the small size of this organization there are usually more requests for performances throughout the school year. The nature of the smaller ensemble places more emphasis on students being independent musicians. This will be fostered in this class.

Goals

- Improve vocal technique in each singer
- Improve sight-singing skills, which leads to vocal independence
- Focus on smaller ensemble singing
- Learn Music at a rapid pace
- Provide more opportunities for ensemble singing at a high level
- Learn music from various time periods
- Learn music of various cultures and languages
- Learn music of various styles
- Produce high-quality programs

1st Semester

- Establish and refine vocal technique
- Work on “ensemble” sound
- Begin sight-singing process (rhythmic, melodic)
- Begin at least one contest level piece
- Prepare for Fall programs (UK choral festival)
- Prepare for All-State auditions
- Explore vocal timbres as related to musical style
- Prepare music for Winter Concerts
- Continue sight-singing process (harmonic, rhythmic, melodic)
- Work on at least two contest level pieces
- Begin working on solos and ensembles for contest

2nd Semester

- Perfect solos and ensemble for District and State contest
- Prepare music for UofL Chamber Choir competition
- Continue to refine ensemble skills
- Focus on music for contest
- Begin music for Spring performances
- Continue sight-singing (increase in harmonic activity and rhythmic complexity)
- Concentrated study of music for Contest
- Continue refining sight-singing skills
- Refine music for spring programs



LAFAYETTE CHORALE

Course Description

The Lafayette Chorale serves as the advanced vocal ensemble of the Choral department at Lafayette. This choir will build on the tradition of the outstanding choral music at Lafayette Senior High School.

Chorale is a performance-oriented class geared to expose students to the highest quality and variety in choral literature, ranging from the various historical styles through rehearsal and performance. Students will be given the opportunity to learn proper vocal/choral techniques, breathing skills, sight-reading skills, and basic musicianship (theory and history). Performances will take place throughout the school year and students will be given opportunities to participate individually, as well as in the choral ensemble. Lafayette Chorale is open to students by audition only. **Chorale is a weighted grade course.** With this comes the added expectation of ALWAYS rehearsing at an exceptional level and working hard each and every day. Your obvious work ethic, rehearsal conduct/techniques, and performance level will determine your grade. Students will learn best practice in rehearsal techniques (including having a pencil) and always keeping talking to a minimum.

Goals

Learn music at a very rapid pace.

Improve vocal technique, musicianship skill, and rehearsal techniques in each singer

Improve sight-singing skills, which leads to vocal independence

Learn music from various style, time periods, cultures and languages

Produce programs of the highest quality

1st Semester

Work on “ensemble” singing and sound

Begin sight-singing process (rhythmic, melodic)

Prepare for Fall programs

Prepare for All-State auditions

Explore vocal timbres as related to musical style

Prepare music for Winter and Spring Concerts including those with Lafayette Singers

Continue sight-singing process (harmonic, rhythmic, melodic)

Begin working on solos and ensembles for contest

Study Medieval and Baroque music periods

2nd Semester

Perfect solos and ensemble for District and State contest

Learn about Classical, Romantic and 20th Century music periods

Continue to refine ensemble skills

Focus on music for contest

Begin music for Spring performances

Continue sight-singing (increase in harmonic activity and rhythmic complexity)

Concentrated study of music for Contest

Continue refining sight-singing skills

Refine music for spring programs



GUIDELINES FOR SUCCESS

Responsibilities of Choir Members:

To attend school and rehearsals regularly and account for all absences.

To make a real effort to learn and improve daily.

To become responsible for actions and assume the consequences thereof.

To be personally clean and neat, and to dress appropriately.

To have proper respect for those in authority.

To follow the classroom rules, school regulations, and travel instructions.

To be respectful of school property.

To cooperate with fellow choir members and to share with them the responsibilities and privileges that are part of the choral program.

To contribute positively to the music education of others by performing to the best of one's talents and abilities.

To gain understanding of music and to develop good listening habits.

HOW PARENTS CAN HELP:

Show an interest in the music study of your child.

Keep a record of the student's various music activities

Notify Mr. Marsh if your child is to be absent or tardy at rehearsals or performances.

Teach your child to be punctual at rehearsals and performances.

See to it that your child keeps up with classroom studies and makes up missed work.

Discuss with the director anything that will help him to understand your child.

****Become a Choir Booster and help with choral activities. We strongly urge parents to get involved with this very fine organization that provides many services and monetary support to every singer in the choral department.

Check the choir website and read newsletters as they are sent. www.lafayettechoir.org

Attend concerts and other events involving your child. Show your support !!!



IMPORTANT!!!

Students and Parents -- read, sign and return

This handbook was written for all Choir members and their families. After reading the handbook, please fill in this page, and return it to Mr. Marsh by **__Tuesday. Aug 25, 2009__**.

This signature sheet counts as a grade.

I, (student name) _____, have read and understand the Lafayette High School Choir Handbook. I feel as though I can make a positive contribution to the Choir program at Lafayette and that I will follow all rules and procedures outlined herein.

Signature of Choir Student

Signature of Choir Parent/Guardian

Date

STUDENT HOME PHONE	STUDENT CELL PHONE	T-Shirt Size
STUDENT E-MAIL		
PARENT 1 E-MAIL		
PARENT 2 E-MAIL		

Permission for Web Coverage:

Lafayette Chorus wants to make better use of our web site. Throughout the year there may be occasions where we would like to include photographs on our web site to communicate the type and quality of programs of our department. In addition to large group photos of the choirs, we may wish to take photographs of students in a manner that would be individually identifiable to a specific student. Please consider giving consent. We are proud of our kids! (Also, we will only use first names and last initials to identify students)

I, _____ parent or legal guardian of _____

Give Do not give permission to the Lafayette Choir to allow my child to be **specifically** photographed for use on the choral department web site in a way that would reasonably portray programs or events at the Fayette County Public schools. I further release the Board of Education of Fayette Co. KY, and of any of its employees or agents, from any compensation or damages. I do further certify that I am of full legal capacity to execute the above authorization and release.

Date: _____ Parent/Legal Guardian: _____

This permission form in no way replaces the Media Coverage form from Fayette Co. Public Schools

