



Standard Operating Procedures

Fine Arts Program
Handbook

APPROVED: July 21, 2021

Revised: August 1, 2023

Fine Arts Program Handbook

Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

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The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
FM (Local)	STUDENT ACTIVITIES	4*

* The above listed policies relate to areas in which Student Activities are necessary. This handbook speaks directly to the District's Fine Arts Program.

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INTRODUCTION

Philosophy

The Board believes that student activities provide opportunities for students to practice and demonstrate the attributes of the Profile of a Graduate. As such, the District shall encourage participation in student activities, engage students through inclusive and collaborative experiences, and allow students the opportunity to create and participate in student organizations and student groups.

Purpose

The District's Fine Arts Program Handbook provides procedures and guidelines governing District Fine Arts programs. The basis for these procedures and guidelines includes the Texas Education Code, FBISD Board of Trustee Legal and Local policy, District Administrative Regulations, Texas Education Agency code, University Interscholastic League rules, and the historic practices of the District and Fine Arts Department. This handbook does not supersede the aforementioned documents; rather, it intends to clarify practices for administrators, teachers, parents, and students.

Fort Bend ISD Mission

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Fort Bend ISD Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Fine Arts Department Mission

The Fort Bend ISD Department of Fine Arts exists to inspire artistry and equip students to reach their full potential, thus creating opportunities without boundaries.

Fine Arts Department Vision

Fort Bend ISD will be the premier school district for Fine Arts education in the nation.

Fine Arts Department Values

Who we are is...the Future of Fine Arts Education:

- A Visionary **A**rtist
- A Responsible **C**ontributor
- A Collaborative **T**eam Member
- A Purposeful **C**ommunicator
- An Impassioned **A**dvocate
- An Accountable **L**eadership
- An Empowering **M**entor

FINE ARTS DEPARTMENT CORE BELIEFS & COMMITMENTS

Core Belief 1: All individuals possess innate artistic potential, which is best developed...

...through the creative process.

Commitment: FBISD Fine Arts will foster the creative process in all students.

...in an environment of trust.

Commitment: FBISD Fine Arts will ensure safe learning environments that encourage risk taking and individuality.

...through opportunities for artistic expression.

Commitment: FBISD Fine Arts will provide artistic opportunities for students to stretch and explore the full range of their abilities.

Core Belief 2: Teaching a love for the Arts empowers students to develop skills for life, which is best accomplished...

...by impassioned Artist-Teachers.

Commitment: FBISD Fine Arts will recruit, develop, and retain teachers who will inspire a love for the Arts.

...with the appropriate tools.

Commitment: FBISD Fine Arts will provide resources to grow students creatively and artistically.

...through effective teaching and learning.

Commitment: FBISD Fine Arts will meet the artistic needs of a diverse population through effective instruction.

...by cultivating the attributes of the Profile of a Graduate.

Commitment: FBISD Fine Arts will nurture skills essential for future success through a rigorous Arts curriculum.

Fort Bend ISD Profile of a Graduate

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is... ..equipped with skills for life.

...a servant leader.

...an effective communicator.

...a critical thinker.

...a compassionate citizen.

...a collaborative team member.

...a life-long learner.

The study of the Arts equips students with higher-order thinking skills, fosters character traits, and develops the traits listed in the FBISD Profile of the Graduate...

...equipped with skills for life

Participation in the performing and visual arts promotes skills such as creativity, collaboration, critical thinking, and communication. Daniel Pink declared in his groundbreaking book, *A Whole New Mind*, the ability to think conceptually and creatively is an indispensable skill for the 21st Century workforce. Studying the Arts develops these cognitive abilities exponentially. The Arts prepare students for careers yet to be invented and removes boundaries for future success.

...a servant leader

Leadership is fostered through all Artistic disciplines. In Band courses, drum majors, drill instructors, and section leaders learn how to assist with limited teaching responsibilities and lead by example during summer leadership training. In Dance Team courses, student officers attend a one-week summer camp alongside their directors to develop their leadership skills and hone their ability to write and teach choreography. Performing Arts programs develop leaders by electing officers, assigning roles such as stage, equipment, and costume/uniform managers, and promoting participation in honor societies such as the National Art Honor Society and Tri-M Music Honor Society.

...an effective communicator

Students communicate both verbally and non-verbally in cooperative communities of Artists. Student-artists evaluate their own and their peers' work, offer descriptive feedback, and revise their performances through collaborative goal setting. Performing Arts student leaders motivate and manage large groups of their peers through public speaking and other effective communication skills, developing self-confidence.

...a critical thinker

Performing Arts disciplines are skills-based: engaging in the continuous improvement cycle, evaluating one's performances critically, and accepting constructive feedback with a growth mindset in service of improving one's Artistic skills are essential dispositions students acquire through studying the Arts. Performing Arts disciplines are both process- and product-oriented: products flow from the process; therefore, students are able to learn concepts quickly and apply them flexibly in many contexts. Process skills transfer to all real-world applications. Student-artists can think critically and problem-solve on the spot, making rapid adjustments in new performance spaces or using different media.

...a compassionate citizen

Students enrolled in Performing Arts programs regularly volunteer their time to complete community service projects. Artistic creativity is uniquely human. The sensitivity learned through studying the Arts

generalizes to our citizenry and motivates compassionate action in service to the community. Artists not only observe their current environment, they visualize future possibilities. Our student-artists perform nationally and internationally; travel affords a wider perspective on life.

...a collaborative team member

Performing artists work together to create a unified product, whether it is a marching band show, a theatrical production, a dance recital, or a large musical ensemble. Students with diverse backgrounds, abilities, and experiences work together to create a unified performance. Student-artists respond sensitively to their peers by making critical adjustments in the moment such as humoring the pitch during a musical performance, shifting spacing during a dance recital, or altering a theatrical role during a play.

...a life-long learner

Students simultaneously draw from both hemispheres of the brain, joining logical-sequential intelligence with holistic-intuitive thinking to create Artistic products. Studying the Arts instills a wonder for life and a sense of curiosity. The Arts fulfill students' need for creativity and inspire them to see beyond their limited experiences.

ELEMENTS COMMON TO ALL FINE ARTS PROGRAMS

About this Handbook

This handbook is a resource of information on the procedures and activities of this District's Fine Arts programs. Program directors issue this handbook to student members and parents to provide basic information regarding the instructional program. All student members and parents are responsible for familiarizing themselves with the contents of this handbook and must complete and return the enclosed Handbook Signature Form and Emergency Contact Form to participate in the program. This handbook functions in harmony with the FBISD Board policies, administrative regulations, and the FBISD Student/Parent Handbook. This handbook is a living document.

Attendance

Most Fine Arts courses require some rehearsals and performances outside of the school day. Student members are required to attend *all* activities, rehearsals, and performances. Those who must miss a rehearsal, activity, or performance must consult with one of the directors *WELL IN ADVANCE* of the function. In every case, the director will work with the student to see that his/her best interests are met. Keep in mind that a performance has priority over a practice in any activity.

Absences

Students' absences are categorized as follows:

- An excused absence is one that the director has prior knowledge of and/or is based on an acceptable reason.
- An unexcused absence is one that the director has no prior knowledge of and/or is based on a reason that is unacceptable.

Written communication and documentation are required for absences from required/graded events. Acceptable reasons for an absence include a medical emergency or illness, a death in the family, a religious holiday, or a family emergency. Circumstances *may* justify an excused absence for reasons other than those listed above in accordance with District policy. However, justification is determined at the discretion of the directors and no absence is guaranteed to be excused. Scheduling conflicts are not considered acceptable reasons for an absence.

Failure to notify directors well in advance of an excused absence will constitute an unexcused absence. Multiple unexcused absences from rehearsals and/or performances demonstrate a lack of dependability in accepting the responsibility of group membership. Failure to attend a rehearsal, activity, or performance without prior permission or good cause may result in suspension from future activities or performances, grade deduction, reassignment to a lower performing ensemble, or removal from the course.

Grade Deductions

Students may have points deducted for unexcused absences as follows:

- Unexcused absence from rehearsals or practices that are extensions of classroom activities such as section rehearsals = two daily grades.

- Unexcused absence from a performance that is an extension of classroom activities, such as school concerts or UIL Concert/Sight-reading Evaluation, which do not meet the definition of extracurricular = two major grades.

Rehearsal/Performance Schedules

Program directors will e-mail or post a calendar of rehearsals, performances, and activities for the upcoming year on a website, Charms Office, or Schoology during the summer break. Directors will provide a revised calendar at the beginning of the school year, post it on Charms Office, or post it on Schoology. Please check the calendar and report any conflicts to the directors. Attendance at all performances and rehearsals is a requirement of the class. If an excused absence is anticipated, written notification should be submitted as soon as the student/parents are aware of the conflict and no later than two days in advance of a rehearsal or at least two weeks in advance of a performance (see excused absence above).

Audition Procedures

Prior to the academic school year, ALL students will audition for placement in one of the program's performing arts classes. This placement will be determined by an audition on materials selected by the director, consideration of the student's past artistic, musical, theatrical, or dance performance, and/or recommendation from previous director(s) only. Students auditioning for the top performing ensembles or groups may be required to meet additional prerequisites of the organization(s) concerning grade level, audition material, and past artistic, musical, theatrical, or dance performance. No position is guaranteed in any ensemble to any student, regardless of a student's seniority, ability, or other merit. The directors reserve the right to move a student to a different ensemble if they deem it necessary for the student or the ensemble. Any student that does not complete the audition process will be placed in the appropriate entry-level class. Director placement is final and non-negotiable.

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. No qualified disabled student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any District service, program, or activity.

The District takes steps, including the provision of supplementary aids and services determined appropriate and necessary, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Any student with a disability requiring reasonable accommodations for participation in any District service, program, or activity should contact their campus to request a meeting of their student's Section 504 committee or ARD Committee. Questions regarding District policies and procedures can be addressed to Dr. Deena Hill, Executive Director of Student Support Services, at 281-634-1143 or Deena.Hill@Fortbendisd.com.

Parent Booster Clubs

The main objectives of the program's parent booster club are to support and enhance the instructional program and to provide program communication to students and parents. The booster club does not take any role in determining program or educational decisions. All parents are encouraged to become members of the booster club. Participation is optional. Attendance at all performances and meetings is encouraged. There are various expenses necessary to run a quality Fine Arts program, which may not be covered by the District. Such expenses include expert clinicians, contest fees and expenses, meals for students,

student leadership conferences, student scholarships, etc. Much of the booster club budget is spent on educational activities. We encourage all parents and students to participate in booster club fundraising activities throughout the school year.

Conduct and Due Process

Organizations with high performance standards also must have high disciplinary standards. Students represent themselves, their family, their community, their District, and their school at every activity. All students will always conduct themselves properly. Display of temper, profanity, flagrant violation of rules, possession of or being under the influence of drugs or alcohol, etc. will not be tolerated. *Any* behavior that is not conducive to good citizenship will subject the student to “Due Process” that may result in *dismissal* from the organization. “Due Process” shall be defined as a student’s right to discuss with the instructor and principal any decision regarding action that would result in the student’s loss of grade, suspension from activities, or expulsion from the organization.

Due Process will be followed precisely as outlined in the FBISD Student/Parent Handbook. Students and/or parents may discuss any item of concern with their respective directors at an appropriate time in the appropriate place. If a satisfactory resolution has not been reached, the students/parents may contact the student’s grade-level principal to discuss the matter further. If the concern has not been resolved either by the directors or by the grade-level principal, the parents may contact the campus principal to address their concern.

Online Decorum

As role models and representatives of the District and Campus, students and parents must maintain a high standard of online conduct regarding the District and District programs. The internet is a worldwide, publicly accessible form of communication. Any communication such as Facebook, Twitter, Instagram, TikTok, emailing, texting, or other online forums, etc., appearing on the internet may become public, even if it is marked private. Students are responsible for their personal websites and postings, as well as their activity on other websites or platforms. Student members will not post on social media as official representatives of the instructional program, school, or District.

A student member may not engage in online conduct implicating the District or campus’s programs or operations when the online conduct:

- may reasonably result in a material or substantial disruption to the school environment or program;
- infringes on the rights of others;
- could be interpreted as bullying, harassment, threatening towards District staff or other students;
- demonstrates poor sportsmanship or a disrespectful attitude towards other programs; or
- otherwise violates the Student Code of Conduct.

Any such incident will result in review by the director (or designee) and may lead to probation or dismissal from the program.

ELIGIBILITY

Academic Eligibility Rules

A student shall be suspended from participation in all extra-curricular activities sponsored or sanctioned by the District during the three-week period following a grade reporting period in which the student received a grade lower than seventy (70) in any class other than an identified eligibility-exempt high school course. This suspension continues for at least three weeks and is not removed during the school year until the student's grade in each class, other than an identified eligibility-exempt high school course, is seventy (70) or greater. A student may continue to practice or rehearse with other students for an extracurricular activity but may not participate in such an activity until the suspension is lifted. A suspended student may regain eligibility seven days after the grading period ends or seven days after a three-week evaluation period.

Additional Eligibility Rules for High School

A student must meet the following requirements to participate in extracurricular activities during the first six weeks of the fall semester.

- NINTH GRADE – PROMOTED from the eighth grade to the ninth grade.
- TENTH GRADE – earned at least five (5) state approved credits toward graduation.
- ELEVENTH GRADE – earned at least ten (10) state approved credits toward graduation, or during the preceding twelve months he/she must have earned five (5) state approved credits.
- TWELFTH GRADE – earned at least fifteen (15) state approved credits toward graduation, or during the preceding twelve months, he/she must have earned five (5) state approved credit.

Extracurricular

An activity is considered extracurricular if any one of the following criteria apply:

1. The activity is competitive;
2. The activity is held in conjunction with another activity that is considered to be extracurricular;
3. The activity is held off campus, except in the case in which adequate facilities do not exist on campus;
4. The general public is invited; or
5. An admission is charged.

Co-Curricular

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills (TEKS) in a public performance, may participate in the performance subject to the following requirements and limitations:

1. Only the extracurricular criterion #4 listed above applies to the performance; and
2. The requirement for student participation in public is stated in the essential knowledge and skills (TEKS) of the course.

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, may perform with the ensemble during the UIL evaluation performance.

Eligibility Rules Relating to UIL Competition

No student may take part in any University Interscholastic League competition who, at the time of the contest, has not been a bona fide regular attendant of the school for fifteen (15) calendar days, or since the sixth day of the current school year. No student shall take part in any UIL contest after the end of the fourth consecutive year following enrollment in the ninth grade, and/or third consecutive year following enrollment in the tenth grade.

No school may issue, and no student may receive an award for participation in interschool competition in excess of \$50.00 (or the equivalent in value) during his/her high school enrollment in the same high school. Additional symbolic awards not to exceed \$8.00 each may be presented for each additional inter school activity each year.

Students must abide by all other rules as set forth by the University Interscholastic League in Austin, Texas.

GRADING

Learning objectives are based on performance skills, responsibility, and participation. Therefore, students are expected to fulfill individual as well as group responsibilities. Since Fine Arts courses are a performance based, team activities, all students are required to attend all performances, and rehearsals (see Attendance above).

Daily Grades (50%)

Daily grades may include but are not limited to daily class participation, preparation, written quizzes, performance quizzes, material checks, posture checks, as well as before and/or after school rehearsals. All before/after school rehearsal, which are an extension of classroom activities such as section rehearsals, are counted as two daily grades.

Major Grades (50%)

Major grades may include but are not limited to performance tests, written tests, co-curricular performances, and special projects. All performances, which are an extension of classroom activities such as school concerts, are counted as two major grades.

Motivational Plan/Reluctant Students/Retesting

- Students will be encouraged to demonstrate proficiency on core competencies. Students will be given regular graded assessments to provide opportunities for director feedback. Students may be asked to perform in class individually or as a member of a small group to demonstrate proficiency of core competencies.
- Directors or peer tutors will work with reluctant students in a one-on-one tutoring situation to reteach concepts and encourage reluctant students to demonstrate proficiency on core competencies. • Students may retest as many times as necessary to demonstrate proficiency on assessments. No points on numerical grades will be deducted when retesting. Directors will update grades accordingly upon demonstration of proficiency through re-retesting until the last day of the current nine-week grading term.

Conduct Grades

- A student merits a conduct grade of “E” when he/she consistently fulfills all classroom expectations.
- A student merits a conduct grade of “S” when he/she regularly fulfills most classroom expectations.
- A student merits a conduct grade of “N” when he/she does not fulfill classroom expectations regularly and director feedback is occasionally necessary.
- A student merits a conduct grade of “U” when he/she does not fulfill classroom expectations, is disruptive to the educational process, and director feedback is necessary regularly.

CLASSROOM MATERIALS

Individual Equipment

In order for our instructional programs to operate at the highest level, students may be required to purchase some materials, such as instruments, accessories, uniforms, notebooks, method books, scripts, art supplies, computer programs or apps, as well as practice wear including shoes, undergarments, and shirts in order to participate in Fine Arts courses. Students may have purchased some items at the middle school and would not need to “upgrade” in high school unless they no longer are adequate (defective, too small, etc.). Some items are instrument specific. We expect all instrumentalists to have working instruments and equipment. A student cannot be successful in learning an instrument if their instrument or equipment is not working properly. The District does not provide insurance for individually owned equipment.

The District will not deny participation to any student in any Fine Arts program where the cost of individual equipment and/or materials required for the course becomes a financial barrier for the students and parents. Please contact the program director if financial assistance is needed to purchase required equipment and/or supplies for the program.

Personal Instruments

A quality music program requires quality musical instruments. A list of recommended instruments is available from the program directors. If a purchase is required, the staff will be most happy to consult with the student and parents to avoid an inappropriate purchase and to assist in obtaining the best possible price for the instrument. Please consult with the directors before making any purchase of a musical instrument or accessories, as there are countless “knock-off” alternatives to high-quality instruments, which will require frequent maintenance and leave the students dissatisfied with progress. With all personal instruments, it strongly is recommended that the instrument be insured through your homeowner’s policy or a private company. The school district will not assume liability for maintenance, repair, or damage of personal instruments.

School-owned Equipment

The District furnishes school-owned instruments for purposes of avoiding large expenditures to the parent and providing well-rounded instrumentation for the performing organizations. Students must provide some of their own personal accessories such as mouthpiece, various mutes, drumsticks, mallets, and reeds. Each student member is financially responsible for all instrument, equipment, and/or materials checked out to him/her for their personal use. All students using a school-owned instrument are required to pay an Instrument Use Fee of \$80 per year to the District. The student is responsible for damage to the instrument while in his/her possession. Directors will inspect all school-owned instruments at the end of the school year. Student will not be charged for repairs if the instrument becomes damaged due to normal wear and tear. However, damage caused by fire, theft, accidental destruction, abuse, or neglect will be charged to the student. All equipment and materials must be kept in their proper storage location when not in use. Students who use a school-owned instrument will be expected to practice the instrument a reasonable amount of time each day. Failure to do so may result in their instrument being taken up and re-issued to a student who will make better use of it.

Instrument Lockers

All Band and Orchestra students will be assigned a locker for instrument storage during the school day. Students are to keep only their instrument and music in the locker. Students should not keep clothing, shoes, schoolbooks, food, or drinks in their lockers; these items should be kept in school lockers. Directors can/will remove any of these items and/or other belongings from the instrument locker at their discretion. It is the responsibility of the student to ensure their instrument is secured in their locker with a locked combination lock when not in use. Students must have a lock for their locker – no exceptions. If a lock is misplaced, the student is expected to replace it quickly. Instruments will be taken home daily, over weekends, and school holidays. The District is not responsible for personal items or instruments left in instrument lockers.

MEDICAL FORMS

All Fine Arts students must complete the *FBISD Emergency Contact Form* each year. This form provides consent to treat students if the director or a medical provider cannot reach the parent or guardian. The *FBISD Emergency Contact Form* must accompany students when traveling. No student will travel or perform with the organization without these forms on file. Head directors will track student compliance in *Charms Office*.

All Band and Dance Team students must submit the *UIL Preparticipation Physical Evaluation – Medical History* form each year. The head director will review and sign off at the bottom of this form each year. This form also must accompany students when traveling. Head directors will track student compliance in *Charms Office*. This form does not replace the *FBISD Emergency Contact Form* listed above; it accompanies it.

All students participating in the Marching Band activity (including Color Guard students) or Dance Teams must have a physical examination prior to participating in outdoor rehearsals. All students are required to have an annual physical examination. Proof of the physical is the *UIL Preparticipation Physical Evaluation – Physical Examination* form, which must be signed by a physician or certified medical professional with the provider’s office stamp or business card affixed to the bottom of the form. The head director will enforce compliance with the UIL Marching Band Physical requirement and track student compliance in *Rank One*.

Physical examinations must be completed by an authorized medical provider on or after April 1 to be valid for the next school year. Many insurance companies pay for one wellness check per year. Students should schedule their wellness check to complete their preparticipation physical examination after April 1 and prior to the first Marching Band or Dance Team rehearsal. This includes any May or June “Mini-Camps”, Leadership Camps, Percussion Camps, Freshman Camps, Dance Officer Camps, or Dance Team Camps held prior to August 1. Students can obtain a physical examination either by their physician/authorized medical provider or by Houston Methodist at one of the in-District dates/locations.

The physical examination required is considered a “screening physical.” The Houston Methodist physicals require no blood, urine, or genital checks. EKG’s may be required if indicated by a review of the Medical History form; however, very few students are required to complete the EKG test.

Students are not allowed to attend any rehearsals or performances without the *UIL Preparticipation Physical Evaluation – Medical History* and the *UIL Preparticipation Physical Evaluation – Physical Examination* forms being completed appropriately and submitted to the head directors.

REQUIRED EXPENSES AND FEES

Members of the instructional program may have financial obligations for required materials, such as a uniform or t-shirt, software, activity expenses, member dues, and trip expenses. No student will be denied the privilege of membership or participation in the program when the cost of required expenses and fees becomes a financial barrier. Parents should contact the head director to discuss options in meeting financial obligations or if financial assistance is needed.

Program Fees

Fees are non-negotiable and non-refundable. See specific campus program Addenda for a detailed description of required fees. Any student who voluntarily or involuntarily withdraws from the program will forfeit all deposited funds.

Fund Raising

Fundraising is a vital component to the campus instructional program to provide a healthy variety of activities for student members. The money raised is used for program activities, which are not covered by the Fine Arts budget. Families that do not participate in fundraisers strongly should consider donating to the campus instructional program, as all students benefit from the raising of funds.

In compliance with Internal Revenue Service mandates, all monies earned through fund raising activities belong to the organization's general fund and will be dispersed equally among all student members participating in the activities of the instructional program. There are no refunds granted from fund raising activities.

Refund of Fees

Trip funds may be non-refundable depending on the specific trip payment agreement and date of request. Trip Insurance is available; however, insurance does not cover ineligibility due to failing grades. Any student who voluntarily or involuntarily withdraws from the instructional program will forfeit all deposited monies. Any student's parent may appeal in writing the decision of the staff concerning refunds. Any appeal of this nature must be submitted to the Head Principal.

PRIVATE LESSONS

The District prides itself on having many of the finest private instructors in the Houston area. It is highly encouraged that students take full advantage of the private lesson program. Private lessons are provided for interested students as an enrichment program in all Music and Theatre classes. Private study is encouraged, but not required, to participate in the instructional program. The advantages of a one-on-one experience are overwhelming. Private lesson fees are consistent throughout the District and determined by the Director of Fine Arts. Private lessons are held either during class or after school. Campus program directors hire, supervise, and evaluate their private lesson instructors. Each private lesson instructor must complete a Criminal History Check and pay a Building Use Fee.

MASTERCLASSES AND GUEST CLINICIANS

As an enrichment to students, masterclass teachers and guest clinicians are scheduled to work with our students during some Fine Arts classes. Masterclasses are offered free of charge to students. Additionally, guest clinicians often travel to work with our students in rehearsals or sectionals. Students are expected to show the utmost respect towards these guest clinicians and masterclass teachers. Any student who acts inappropriately towards a guest clinician or masterclass teacher, whether through poor attitude, disrespectful comments, foul language, or any other inappropriate behavior, maybe subject to immediate removal from the instructional program at director's discretion and subject to due process.

TRANSPORTATION

If a student is required to leave from an event or activity during a school trip, the parent/legal guardian of the student must provide written notification to the instructor prior to the student leaving on the trip and the student may leave from the activity only with their parent/guardian as stated in the written notification. Students may not leave any activity during a school trip with anyone except a parent or guardian. A telephone call confirming the written notification also may be requested.

TRAVEL

Parents and students should understand Fine Arts organizations may be involved in out-of-District travel; students who participate in these organizations also must participate in the travel. This may include a limited number of overnight trips for some competitive events. If the parent does not want the student to travel, the student should register for an organization that does travel so extensively.

All members represent the school and community and they are expected to conduct themselves in a manner in keeping with the following regulations when traveling within or outside the District: • Return to the director(s) all completed travel forms by the given deadline;

- Be on time for trips;
- Dress as directed;
- Behave in an appropriate and mannerly fashion in accordance with established Student/Parent Handbook rules while on the bus or in other vehicles, as well as in restaurants and hotels; • Avoid excessive noise on the bus ;
- Travel on the same bus for all segments of the trip;
- Return equipment to its proper storage place upon returning to the school; and
- Promptly obey all instructions given by the director(s) or any chaperone.

Any student who behaves disrespectfully or argues with a parent chaperone while on a trip may be removed from the trip immediately at director's discretion, and parents will be expected to either pick up their student or pay any transportation costs to send the student home.

Overnight Travel Requirements

- Extracurricular trips are not mandatory for any member and will not affect their status or grade in the course in any way. However, students in performing ensembles do have a travel expectation. Additionally, travel to events such as contests, UIL Concert/Sight-reading Evaluation, UIL One-Act Play Contest, Dance competitions, is mandatory. Since participation in our instructional program is a team effort, any student not participating in a trip should advise the directors well in advance of the trip (a minimum of nine weeks). The directors then can initiate alternate arrangements to cover for missing students.
- When traveling, each student must meet all local and state eligibility requirements to participate in the competition. Ineligible students may not travel with the performing group under any circumstances.
- Students must be able to perform the material assigned for the performance(s) satisfactorily.
- Students must attend all scheduled rehearsals in preparation for the trip.
- Students must fulfill their financial obligations.

UNIFORMS

It may be necessary to purchase some materials for uniformity of dress for performance purposes. The District provides uniforms for high school music groups, which are mandatory for participation in performances. The individual student must provide uniform accessories as appropriate. No student will be denied the privilege of membership or participation in the program when the cost of the uniform becomes a financial barrier. Parents should contact the head director to discuss options in meeting financial obligations or if financial assistance is needed. Students are responsible for repair or replacement of any damaged or unreturned uniform parts.

- Concert uniforms may require minor alterations such as adjusting the hem of the pants or dress. Ensure the hem simply is raised or lowered, and that no material is removed from the garment. Students will provide black dress socks, ties, cummerbunds, and undergarments; however, tuxedos and dresses are provided.
- Marching Band uniforms will be stored at school and issued before each performance. These uniforms will be returned after each performance prior to leaving the school. Students are responsible for providing personal accessories to their uniform. These accessories may include gloves, marching shoes, undershirt, t-shirt, etc.
- Dance Team uniforms may be provided at some schools, while other schools may require student members to purchase their own uniforms or uniform accessories, as well as practice clothing.
- Participation in theatrical productions may require a costume rental fee or fee to cover the costs of building a costume.

TECHNOLOGY USE

The director will be very clear in letting students know when it is or is not acceptable to be using personal devices during class time. If a device is visible when not allowed, it may be confiscated.

SCHOOLGY

Schoology (pronounced *skoo-luh-jee*) is the District's learning management system and the primary tool for facilitating blended learning. It is a platform for learning, accessing the curriculum and communicating authentic online learning experiences with parents. It offers students multiple avenues for collaboration, communication, assessment, submitting assignments and discussion boards.

CHARMS OFFICE

Charms Office is an online database, which among other things, allows for the tracking of student medical forms and District-owned inventory such as instruments, equipment, and uniforms, sheet music, and play scripts. Additionally, students can make payments for program fees, instrument use fees, and other materials through the Charms Office online store. To access Charms Office, you will need the school program code and a password. Students will receive their password from the directors once school has started. Once in Charms Office, student and parents will have access to a variety of information and forms. Within the first few weeks of school, all classes will be trained in the use of Charms Office.

AUDIO/VIDEO RECORDING

Throughout the year, Fine Arts groups will make audio and video recordings of rehearsals and concerts. These recordings will comply with Texas Education Code, Sec 26.009 subsection (b) which states:

- (b) An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:
 - (1) purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
 - (2) a purpose related to a co-curricular or extracurricular activity;
 - (3) (3) a purpose related to regular classroom instruction; or
 - (4) media coverage of the school.

SECTION 3 – HIGH SCHOOL DANCE

Introduction

Dance is a group activity that depends upon the collaborative work of many individuals. The actions of one person will have an effect, either positive or negative, on the entire group. For this reason, we have guidelines and procedures that everyone must follow so that each person may grow as an individual dancer and make a positive contribution to the entire group.

*When a body moves, it's the most revealing thing.
Dance for me for a minute, and I'll tell you who you are.*

-Mikhail Baryshnikov

Freedom to a dancer means discipline. That is what technique is for – liberation.

-Martha Graham

Dance is for everybody. I believe that the dance came from the people and that it should always be returned to the people.

-Alvin Ailey

Philosophy of Dance Education

The study and performance of dance is an opportunity that our young people truly need. It is not our goal as teachers to make professional dancers of our students, but rather it is to enable them to enjoy fully the life-long benefits of learning to dance and expressing themselves through movement. The skills learned in our school dance program — self-discipline, increased self-esteem, group cooperation, commitment, responsibility to self and to a group, and teamwork — will be reflected in a successful adult life. Knowing that great performances are the fruits of a considerable investment in preparation, hard work, and lessons learned from failure, the opportunity to enjoy a new level of communication and self-expression is the goal for every dancer, young or old. Creativity is within us all, and dance serves as the perfect vehicle for this journey in personal growth and in the development of knowledge and skills.

What you should expect from the Directors

We the directors understand that your time is very valuable; therefore, we will communicate with you as far in advance as possible for any events, rehearsals, performances, and contests. We will communicate this with students and parents in a variety of ways. We will do our best to construct the calendar so that major dance events, such as dance shows, do not fall on school-sponsored events. Please keep in mind that performances take priority over a “practice” of any other activity. The regular practice schedule will be different. If or when conflicts arise, please understand the necessity of informing the directors well in advanced. This will give time to resolve or work around conflicts in a timely manner. In return, the directors pledge to you that we will do the same. We will also attempt to work around other campus activities but cannot guarantee that there will be no conflicts. Please refer to the attendance expectations in this handbook for further information on attendance requirements

What the Parent brings to Dance

Parents play an integral role in the success of our dance program as well. Parents can be sure that everyone understands the expectations and important dates by reading through the dance handbook, discussing it with your student, and reviewing it during the school year. Performance and game attendance is key to encouraging a student's success. Your student enjoys showing off their talents by performing for parents and friends. Parents enjoy attending performances and games where they can notice improvement and admire their child's hard work knowing that their time and efforts are beneficial.

Parent Responsibilities

The involvement of dance parents is crucial to student success and that of the dance program. These suggestions to parents will help students be successful!

- Attend every performance that you can to see your child's progress. (The dance students love hearing parent applause!).
- Help your child arrive on time to all dance performances, rehearsals and events.
- Pick up your child at the stated end of all dance events and games.
- Volunteer and assist with dance activities throughout the year.
- Regularly check our calendar and reminders for announcements and updates.
- Take time to read this handbook and any dance newsletters with your student(s) noting all events.
- Create a personal calendar, along with your child, that will help anticipate future events and avoid schedule problems.

Selection of Members

The dance teams on each campus are selected through an audition process that follows the following District guidelines:

- Applicants auditioning must be zoned to or enrolled in the appropriate feeder middle school. Applicants may be required to provide proof of residency to audition.
- Selection of 12th grade students on the sub-varsity will be determined on a campus-by-campus basis.
- Selection of members will be based on a dance workshop. The District encourages that the panel of judges be comprised of dance educators or clinicians that are not employed by the campus.
- As part of the selection process, a program may include an evaluation of the candidate's grades, attendance, and discipline record and/or teacher recommendations as part of the tryout score.
- Tryouts will be closed to the public.
- No score sheets will be distributed, and all tallies will be kept on file in the school for at least one year.
- Results will be announced or posted. The final number selected may vary.
- Selection of sub-varsity training members may be in front of campus staff or judges.
- Each student is allowed one and only one audition each year or team. (Any exceptions must have the approval of the principal AND the Director of Fine Arts.)
- Students new to the school that were placed on their previous school's dance team for the current school year may receive an audition at the time of their enrollment at the discretion of the director and the principal.

Selection of Officers

Dance team officers are selected through an audition process that follows the following District guidelines:

- A student must be a current performing sophomore or junior team member who meets eligibility criteria as determined by the policies of the specific program.
- Candidates must be in good standing with the dance team and school policies.
- All leaders will be selected based on criteria determined by the policies of the specific program.
- The dance teacher designs selection criteria for the specific program and utilizes audition standards as suggested by the Texas Dance Educators Association.

Awards

Awards will be presented to dance team students based on a point system for completion of participation and service throughout their tenure on campus dance teams. The following events are eligible events for which points may be earned.

Activity	Points Awarded
Required Performance (as specified by campus such as football games, team contests, spring show, community performances, or any other required campus-mandated performance)	1 point
Solo Contest (Division I) (one per year)	1 point
Small Ensemble Competition (Division I) (one per year)	1 point
Winning of Individual Title (i.e. "Miss Dance Drill Team Texas")	15 points
Senior	10 points*
25 points = Awards Jacket/Blanket/Sweater	

* These points count only for students who have not received an award by their senior year. They may not be used to receive a second award letter.

A student will be awarded a second letter for accumulating an additional 25 points. A student may receive only one major award for combined activities during the student's four years in high school. A student may not receive two letter awards in the same year for participation in dance team.

SECTION 4 – HIGH SCHOOL ORCHESTRA

Individual Orchestra Responsibilities

No student is required to take part in the instrumental music program or University Interscholastic League contests; therefore, participation should be considered a PRIVILEGE. It is imperative that students and parents understand the following rules and procedures.

Performance Responsibilities for Orchestra Members

Students are placed into an appropriate orchestra class that will ensure their success and continued musical growth based on an audition. Our curriculum is designed to improve individual and ensemble performing skills throughout the year. Specific information related to the responsibilities for students in each of the different orchestra ensembles at each school is outlined in the Addendum B – Individual School Orchestra Requirements and Expectations. The general expectations for any level of orchestra are as follows:

- Preparation of technical requirements such as scales, warm-ups, preparation material for Region music, and/or Region music (see individual school addendum).
- Performance of a solo and/or ensemble for individual or small group curricula or Solo and Ensemble contest as prescribed by the teacher (see individual school addendum).
- Performance of concert music as assigned by the directors.
- Attendance at section rehearsals and orchestra rehearsals before and after school.
- Participation in string orchestra contests if music is appropriately learned.
- Participation in full orchestra rehearsals, performances, and contests (if available).
- Participation in musical theater rehearsals and performances for selected students (if available).
- Full participation in all performance activities, including approved travel.

Orchestra Rehearsal Guidelines

- Be seated with instrument, music, pencil, and supplies one minute after the tardy bell rings.
- Tune one's instrument per the director's procedures and time frame.
- Show good rehearsal etiquette by being a good team player—pay close attention to all instruction and mark your music when you receive instructions from the director(s).
- Remain on task at all times; do not talk or interrupt the focus of a rehearsal.
- Maintain proper posture at all times, which is important for all players.
- Fingernails must be trimmed to length needed as prescribed such as in the District's adopted beginners' book or teacher directive. Traditionally, the flesh of the fingertip must touch the fingerboard prior to the fingernail.
- Raise your hand and ask questions if you need more individual help.
- Leave large instrument cases in your locker during rehearsal and your backpacks at the side of the room.
- Do not leave purses, cell phones or other valuables unlocked in the orchestra room.
- No food, gum, or drink is allowed in the orchestra. We all take pride in keeping our orchestra room clean and organized.
- All instruments remain in cases with latches closed inside a locker when not in use.
- Lockers shall remain clean. Items other than instruments and music should not be kept in lockers. If such items are found in lockers, they will be removed.

- No food should be left in lockers.
- Disorderly behavior and abusive language will not be tolerated.
- Please be considerate of directors' requests for assistance and/or performance of tasks around the orchestra room.

Attendance

Listed below is additional information related to attendance at High School Orchestra functions:

- Section rehearsals shall be no more than one hour in length and no more than one in a seven-day period.
- Rehearsals shall be during the school day with the exception of section rehearsals, after school rehearsals for additional off-campus performances (i.e. All-State, All-Region, Midwest Clinic, Festival performances, etc.), and one rehearsal per week outside of the regular school day for concert organizations. Rehearsals outside of the regular school day for concert organizations shall not exceed two hours in length.
- Regularly scheduled sectionals, rehearsals, and concerts are curricular and have no academic eligibility requirements. Student members are expected to participate fully in all rehearsals regardless of eligibility.
- Students **MUST** participate fully in all performance activities of the group in which they are a member, including approved travel. After the school year begins, please do not schedule a family event or trip that conflicts with an orchestra function. Work or private lessons do not constitute an acceptable excuse from an orchestra function.

Grading Guidelines

Students must be committed to developing individual academic and musical skills and be disciplined with expectations to deadlines. An orchestra member's grade will be an average of the following:

Participation

- The student will receive a grade for each before and after school sectional and rehearsal during a grading period.
- The student will be on task and focused during all rehearsals.
- The student will have instrument, music, pencil, and supplies.
- The student will be prepared to play his/her part successfully or show progress requested.
- The student will mark music and take notes as needed.
- Attire will be considered as part of participation for events that require a specific attire.

Fundamentals and Skills

- The student will be expected to improve performance fundamentals.
- The student will be expected to participate in discussions of how to address fundamentals, skills and assessment of performance skills.
- The student will be evaluated for improvement of music fundamentals through daily observation during the skill-building part of each rehearsal and during sectionals.
- The student will be expected to demonstrate correct posture, left-hand position, bow hold and tone, breathing/ cueing, articulation, technique, vibrato, shifting, and attentiveness as monitored during rehearsals.
- The student will be expected to improve individual and ensemble music skills.

- The student's individual skill development will be evaluated through playing tests, written tests, and blended learning assignments.
- The student will be expected to develop a historical knowledge of the literature relative to his/her respective instrument.

Performance

- The student will receive a grade for each performance during a grading period.
- Performances will be counted as two major grades – one for concert etiquette and another for performance.
- The number of performances will be determined by the performance calendar.
- If no public performance occurs during a grading period, the performance grade will be based upon criteria determined by the director.

Audition Music

Audition music will be posted in the spring for all students to learn. The music will include a District etude for each instrument that will be the same for all students in the District. Additional material for each school and each orchestra, as well as additional auditions for leadership positions, will also be posted in the same locations or available from the students’ directors. The auditions may be video-recorded to assist the director. Students entering outside of the audition time-period will need to be evaluated on their performance and placed into an orchestra based on the technical skill of the individual, technical skill of the orchestra, balance needs of the school’s orchestra, and scheduling by counselors.

Orchestra Letter Awards

Letter Awards will be presented to orchestra students based on a point system for participation and service.

Activity	Points Awarded
Participation in the Orchestra program each year	2 points
Participation in a Varsity Orchestra each year	1 point
Qualifying to audition for Region Orchestra	1 point
Region Orchestra	2 points
Region Jazz Ensemble (Double Bass)	2 points
Area Orchestra Taping	4 points
All-State Band/Jazz/Orchestra	8 points
U.I.L. Solo (Division I)	2 points
U.I.L. Ensemble (Division I)	2 points
T.S.S.E.C. Solo (Division I)	4 points
T.S.S.E.C. Solo (Division II)	2 points
State Ensemble (Division I)	3 points
Performing in the school’s musical orchestra	2 points
Performing in the full orchestra or concert band	2 points ¹
Senior	10 points ²

15 points = Award Letter and eligibility to purchase Jacket/Blanket/Sweater

Eligibility Points

¹Points are awarded for participation in UIL Concert/Sight-reading Evaluation only.

²Points are awarded only to students who have not received a Letter Award by their senior year. They may not be used to receive a second Letter Award.

Students may earn no more than one Letter Award per year for participation in the Orchestra program.

A student may purchase only one jacket, sweater, or blanket for combined activities during his/her four years in high school.

Director Responsibilities

The Orchestra staff will enforce District awards rules and regulations, as well as determine when orchestra students will be fitted for Letter Jackets during the school year. It is each student's responsibility to keep track of points earned and notify the directors when he/she thinks that enough points have been earned to merit an award. The directors are responsible to verify that a student has earned enough points to qualify for the award and to communicate to the appropriate assistant principal that an award is warranted. Directors do not order Award Jackets for students.

ADDENDA FOR SPECIFIC CAMPUS PROGRAMS

Campus directors will provide specific information about the following in a campus-specific addendum.

ADDENDUM – YEARLY CALENDAR

ADDENDUM – PROGRAM FEES

ADDENDUM – ADDITIONAL GRADING REQUIREMENTS

ADDENDUM – SPECIFIC REQUIRED MATERIALS/EQUIPMENT ADDENDUM –

SPECIFIC UNIFORM REQUIREMENTS

EXHIBIT A – Handbook Signature Form

HANDBOOK SIGNATURE FORM

Return this form to your campus program director

STUDENT

- I have read the FBISD Fine Arts Program Handbook and Campus Addenda.
- I have read the rules and expectations for the course and I agree to abide by them.
- I realize that my failure to abide by the regulations or to carry out my responsibilities may result in my suspension or immediate dismissal from the course.
- I also understand by not signing the handbook, I am waiving my rights to any and all participation with the instructional program including any after-school activities and may forfeit enrollment in the course.

Student Name: _____
(Print)

Student Signature: _____ Date: _____

PARENT/GUARDIAN

I acknowledge receiving and reviewing the rules, regulations, guidelines and procedures governing my student's participation in the Fine Arts instructional program. I also realize that my student consequently will need my assistance in time management and scheduling. I hereby give consent for my student to participate in rehearsals, practices, and performances for this FBISD Fine Arts program, and I realize their behavior will be setting the example for their school, our community, and my family.

Parent/Guardian Name: _____
(Print)

Parent/Guardian Signature: _____ Date: _____

Home/Cell Phone: _____ Work Phone: _____

Email: _____

Check below if you would like to be a parent volunteer:

_____ I would be willing to help chaperone events and trips.

_____ I would be willing to help in other ways (e.g., uniform fitting, props, painting, snacks, etc.)

PERMISSION TO USE PHOTOS FOR PROGRAM SOCIAL MEDIA SITES

Sometimes we like to feature our student members participating in rehearsals, performances, and other activities on Social Media sites for purpose of promoting the program. This may include Facebook, Twitter, Instagram and the program website. Signing this will give us your consent to use your student's photo on those particular sites.

Parent/Guardian Signature: _____ Date: _____

EXHIBIT C – Emergency Contact Form Band & Dance

Fort Bend ISD
Emergency Contact Form
High School Band & Dance



Student's Name: _____

Student ID: _____ Campus: _____

Date of Birth: _____ Age: _____ Grade: _____

Home Address: _____

City: _____ Zip: _____ Home Phone #: _____

Physician: _____ Office Phone #: _____

Allergies:

Yes No List: _____

Medications:

Yes No List: _____

Medical Health Insurance Coverage:

Yes No

Insurer: _____ Group #: _____ ID #: _____ Phone #: _____

Parent/Guardian 1 Work #: _____ Parent/Guardian 1 Cell #: _____

Place of Employment: _____ Email Address: _____

Parent/Guardian 2 Work #: _____ Parent/Guardian 2 Cell #: _____

Place of Employment: _____ Email Address: _____

Parent/Guardian Permit Waiver:

If, in the judgement of any representative of the schools, the said student should need immediate care and treatment as a result of an injury or sickness, I do hereby request, authorize, and consent to such care and treatment as may be given said student by any physician, athletic trainer, nurse, or school representative, and I do hereby agree to indemnify and save harmless the school and any school representative from any claim by any person whomever on account of such care and treatment of said student.

Student Name (Printed): _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

EXHIBIT D – Preparticipation Physical Evaluation - Medical History

PREPARTICIPATION PHYSICAL EVALUATION -- MEDICAL HISTORY

2020

This **MEDICAL HISTORY FORM** must be completed **annually** by parent (or guardian) and student in order for the student to participate in activities. These questions are designed to determine if the student has developed any condition which would make it hazardous to participate in an event.

Student's Name: (print) _____ Sex _____ Age _____ Date of Birth _____

Address _____ Phone _____

Grade _____ School _____

Personal Physician _____ Phone _____

In case of emergency, contact:

Name _____ Relationship _____ Phone (H) _____ (W) _____

Explain "Yes" answers in the box below**. Circle questions you don't know the answers to. **Student will be participating in:** ATHLETICS Band/Fine Arts ROTC

		Yes	No			Yes	No
1.	Have you had a medical illness or injury since your last check up or physical?	<input type="checkbox"/>	<input type="checkbox"/>	13.	Have you ever gotten unexpectedly short of breath with exercise?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Have you been hospitalized overnight in the past year?	<input type="checkbox"/>	<input type="checkbox"/>		Do you have asthma?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>		Do you have seasonal allergies that require medical treatment?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Have you ever had prior testing for the heart ordered by a physician?	<input type="checkbox"/>	<input type="checkbox"/>	14.	Do you use any special protective or corrective equipment or devices that aren't usually used for your activity or position (for example, knee brace, special neck roll, foot orthotics, retainer on your teeth, hearing aid)?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever passed out during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>	15.	Have you ever had a sprain, strain, or swelling after injury?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever had chest pain during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>		Have you broken or fractured any bones or dislocated any joints?	<input type="checkbox"/>	<input type="checkbox"/>
	Do you get tired more quickly than your friends do during exercise?	<input type="checkbox"/>	<input type="checkbox"/>		Have you had any other problems with pain or swelling in muscles, tendons, bones, or joints?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever had racing of your heart or skipped heartbeats?	<input type="checkbox"/>	<input type="checkbox"/>		If yes, check appropriate box and explain below:		
	Have you had high blood pressure or high cholesterol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Head	<input type="checkbox"/>	Elbow
	Have you ever been told you have a heart murmur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Neck	<input type="checkbox"/>	Forearm
	Has any family member or relative died of heart problems or of sudden unexpected death before age 50?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Back	<input type="checkbox"/>	Wrist
	Has any family member been diagnosed with enlarged heart, (dilated cardiomyopathy), hypertrophic cardiomyopathy, long QT syndrome or other ion channelopathy (Brugada syndrome, etc), Marfan's syndrome, or abnormal heart rhythm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chest	<input type="checkbox"/>	Hand
	Have you had a severe viral infection (for example, myocarditis or mononucleosis) within the last month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shoulder	<input type="checkbox"/>	Finger
	Has a physician ever denied or restricted your participation in activities for any heart problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Upper Arm	<input type="checkbox"/>	Foot
4.	Have you ever had a head injury or concussion?	<input type="checkbox"/>	<input type="checkbox"/>	16.	Do you want to weigh more or less than you do now?	<input type="checkbox"/>	<input type="checkbox"/>
	Have you ever been knocked out, become unconscious, or lost your memory?	<input type="checkbox"/>	<input type="checkbox"/>	17.	Do you feel stressed out?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes, how many times? _____			18.	Have you ever been diagnosed with or treated for sickle cell trait or sickle cell disease?	<input type="checkbox"/>	<input type="checkbox"/>
	When was your last concussion? _____						
	How severe was each one? (Explain below)			<i>Females Only</i>			
	Have you ever had a seizure?	<input type="checkbox"/>	<input type="checkbox"/>	19.	When was your first menstrual period? _____		
	Do you have frequent or severe headaches?	<input type="checkbox"/>	<input type="checkbox"/>		When was your most recent menstrual period? _____		
	Have you ever had numbness or tingling in your arms, hands, legs or feet?	<input type="checkbox"/>	<input type="checkbox"/>		How much time do you usually have from the start of one period to the start of another? _____		
	Have you ever had a stinger, burner, or pinched nerve?	<input type="checkbox"/>	<input type="checkbox"/>		How many periods have you had in the last year? _____		
5.	Are you missing any paired organs?	<input type="checkbox"/>	<input type="checkbox"/>		What was the longest time between periods in the last year? _____		
6.	Are you under a doctor's care?	<input type="checkbox"/>	<input type="checkbox"/>	<i>Males Only</i>			
7.	Are you currently taking any prescription or non-prescription (over-the-counter) medication or pills or using an inhaler?	<input type="checkbox"/>	<input type="checkbox"/>	20.	Do you have two testicles? _____		
8.	Do you have any allergies (for example, to pollen, medicine, food, or stinging insects)?	<input type="checkbox"/>	<input type="checkbox"/>	21.	Do you have any testicular swelling or masses? _____		
9.	Have you ever been dizzy during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> An electrocardiogram (ECG) is not required. By checking this box, I choose to obtain an ECG for my student for additional cardiac screening. I have read and understand the information about cardiac screening. I understand it is the responsibility of my family to schedule and pay for such ECG.			
10.	Do you have any current skin problems (for example, itching, rashes, acne, warts, fungus, or blisters)?	<input type="checkbox"/>	<input type="checkbox"/>				
11.	Have you ever become ill from exercising in the heat?	<input type="checkbox"/>	<input type="checkbox"/>				
12.	Have you had any problems with your eyes or vision?	<input type="checkbox"/>	<input type="checkbox"/>				

It is understood that even though protective equipment is worn by athletes, whenever needed, the possibility of an accident still remains. Neither the University Interscholastic League nor the school assumes any responsibility in case an accident occurs.

If, in the judgment of any representative of the school, the above student should need immediate care and treatment as a result of any injury or sickness, I do hereby request, authorize, and consent to such care and treatment as may be given said student by any physician, athletic trainer, nurse or school representative. I do hereby agree to indemnify and save harmless the school and any school or hospital representative from any claim by any person on account of such care and treatment of said student.

If, between this date and the beginning of participation, any illness or injury should occur that may limit this student's participation, I agree to notify the school authorities of such illness or injury.

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct. Failure to provide truthful responses could subject the student in question to penalties determined by the UIL.

Student Signature: _____ Parent/Guardian Signature: _____ Date: _____

Any Yes answer to questions 1, 2, 3, 4, 5, or 6 requires further medical evaluation which may include a physical examination. Written clearance from a physician, physician assistant, chiropractor, or nurse practitioner is required before any participation in UIL practices, games or matches. THIS FORM MUST BE ON FILE PRIOR TO PARTICIPATION IN ANY PRACTICE, SCRIMMAGE, PERFORMANCE OR CONTEST BEFORE, DURING OR AFTER SCHOOL.

For School Use Only:

This Medical History Form was reviewed by: Printed Name _____ Date _____ Signature _____

PREPARTICIPATION PHYSICAL EVALUATION -- PHYSICAL EXAMINATION

Student's Name _____ Sex _____ Age _____ Date of Birth _____

Height _____ Weight _____ % Body fat (optional) _____ Pulse _____ BP _____ / _____ (____ / _____, ____ / _____)
brachial blood pressure while sitting

Vision: R 20/ _____ L 20/ _____ Corrected: Y N Pupils: Equal Unequal

As a minimum requirement, this **Physical Examination Form** must be completed prior to junior high participation and again prior to first and third years of high school participation. It **must** be completed if there are yes answers to specific questions on the student's MEDICAL HISTORY FORM on the reverse side. ** Local district policy may require an annual physical exam.*

	NORMAL	ABNORMAL FINDINGS	INITIALS*
MEDICAL			
Appearance			
Eyes/Ears/Nose/Throat			
Lymph Nodes			
Heart-Auscultation of the heart in the supine position.			
Heart-Auscultation of the heart in the standing position.			
Heart-Lower extremity pulses			
Pulses			
Lungs			
Abdomen			
Genitalia (males only)			
Skin			
Marfan's stigmata (arachnodactyly, pectus excavatum, joint hypermobility, scoliosis)			
MUSCULOSKELETAL			
Neck			
Back			
Shoulder/Arm			
Elbow/Forearm			
Wrist/Hand			
Hip/Thigh			
Knee			
Leg/Ankle			
Foot			

*station-based examination only

CLEARANCE

- Cleared
 - Cleared after completing evaluation/rehabilitation for: _____
 - Not cleared for: _____ Reason: _____
- Recommendations: _____

The following information must be filled in and signed by either a Physician, a Physician Assistant licensed by a State Board of Physician Assistant Examiners, a Registered Nurse recognized as an Advanced Practice Nurse by the Board of Nurse Examiners, or a Doctor of Chiropractic. Examination forms signed by any other health care practitioner, will not be accepted.

Name (print/type) _____ Date of Examination: _____

Address: _____ Place Office Stamp Here: _____

Phone Number: _____

Signature: _____

Must be completed before a student participates in any practice, before, during or after school, (both in-season and out-of-season) or performance/ games/matches.