

# Bay Middle School



## Band Handbook 2025-2026



**Where motivation and purpose are joined  
to produce excellence, achievement, and pride.**





**Bay Middle School Instrumental Music Department**  
**27725 Wolf Road**  
**Bay Village, Ohio 44140**  
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Mark Awad  
Darren Allen  
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Dear Students & Parents:

Welcome back everyone! Hopefully your summer was filled with fun and relaxation. Please look over the following pages of this handbook. They contain important information about the band program ranging from dates of concerts to the discipline and grading policies. Once you have reviewed the handbook, **parents please complete the form at the following link: <https://forms.gle/CZJJxbAuu4nvafor7>**

The month of August will be spent reviewing and refining fundamental skills; therefore, the students will need the following items **no later than the second week of school (Excluding 5<sup>th</sup> Grade Students who will receive further information at meetings):**

| Book  | Other Materials  |
|---|--|
| <b>5<sup>th</sup> Grade:</b> <i>Tradition of Excellence</i> Book 1 (Red Book)<br><b>6<sup>th</sup> Grade:</b> <i>Tradition of Excellence</i> Book 1 (Red Book) ( <i>Tradition of Excellence</i> Book 2 (Blue Book) will also be needed)<br><b>7<sup>th</sup> Grade and 8<sup>th</sup> Grade:</b> Will receive packets of music—You are responsible for your music, and you will need to replace any lost or misplaced music. A Three-Ring <b>BINDER</b> with divider tabs and hole reinforcement labels.<br><i>Superior Bands in Sixteen Weeks</i> by Quincy C. Hilliard<br><i>Tradition of Excellence</i> (Book 2)<br><i>Tradition of Excellence</i> (Book 1)—7 <sup>th</sup> Grade ONLY | <b>Single Reeds</b> – 5 new reeds, cork grease<br><b>Double Reeds</b> – 2 new reeds, <b>water cup</b><br><b>Brass</b> – Valve oil and slide grease<br><b>Percussion</b> –You will need to have hard bell/xylo mallets, yarn mallets, drum sticks, and timpani mallets. ( <b>Put your full name on all items</b> )<br><b>A PENCIL!!!! Everyone MUST have a pencil (not a pen) EVERYDAY!</b><br><b>Three-Ring BINDER with divider tabs and hole reinforcement labels (7<sup>th</sup> and 8<sup>th</sup> grade students only)</b><br><b>PAPER!!!! Have paper available in binder EVERYDAY to take notes or to do exercises.</b> |

The sooner we get started together the better the groups will sound.

In addition, we **STRONGLY** encourage you to consider **private lessons**. Nothing will improve playing faster than working one-on-one every week with a specialist on an instrument. In addition, following is a link to the Bay Music Boosters' Private Teacher List (<https://baymusicboosters.com/resources/private-teachers/>). You can also contact local music stores or ask a director if there are advanced high school students who are interested in teaching lessons.

\*\*\*\*Also, please be aware of and regularly check the Bay Music Boosters' Website (<http://baymusicboosters.com/>).

Welcome Back!

Mr. Awad, Mr. Allen, and Mrs. Singler

## **I. Mission Statement**

“Where motivation and purpose are joined to produce excellence, achievement, and pride.”

The goal of this program is to create fabulous instrumental music while growing as musicians both individually and through our ensembles and maintaining a positive, respectful, efficient and family-based atmosphere.

It is also the goal of the instrumental music program at Bay to create a challenging, creative, and stimulating environment in which students will learn. Through this environment, the student will strive to achieve success through performance, creativity, technology, and purpose. The goal is to produce the highest level of individual as well as group excellence.

## **II. Purpose**

The purpose of the instrumental music program at Bay Middle School is to provide the experience of music to all students who are willing to achieve success. Within this purpose comes responsibility of the student to the school and community. The band will perform several concerts per year, and the obligation for success lies with each student’s desire to achieve excellence.

The Greek philosopher Plato believed that music is essential to the well-rounded person. Studies show students with musical training score higher on academic tests than non-music students. Many corporate executives feel their prospective employees should have some sort of training in the performing arts. Music develops team skills and a family environment that will help students in many areas.

Instrumental music develops creativity, coordinates fine motor skills, and teaches problem solving by way of mathematical rhythms. It trains the ears to respond, the eyes to watch, and the body to make subtle movements dictated by the logical and emotional spheres of our brain.

## **III. Conduct Policy**

**Basic Conduct:** The band student will follow a basic conduct that includes being courteous, well-behaved, mature, and following **ALL** the rules outlined in the Bay Middle School Student Handbook. During class students will be made aware of rules and guidelines that they must follow, as well as the consequences for not following the rules.

The most important concept in the music program is **RESPECT**. If you are doing something that does not fall under that concept, then you are probably not doing what is best for you or your ensemble. Some ideas to help focus you on this concept are:

1. **Please do not talk while others are talking or rehearsing.**
2. **Come prepared!** Practice outside of class time and bring your instrument, your music, a pencil and any other materials you need to every rehearsal!
3. Be in your seat, quiet and ready to begin class at the specified time—you will receive about 3 minutes beyond the bell ringing to get your instruments out and to be settled in your places to begin class efficiently. This will be strictly enforced.
4. Keep the band room clean and treat instruments and property appropriately (Do not touch things that do not belong to you—**especially instruments**).
5. An obvious lack of effort or negative attitude will not be tolerated.

**It is expected that you will want to have the most success possible, so be a positive role model for others!** Remind them of our goals! However, if you are unable to meet expectations of conduct, the director will give you the following help, which may also result in a lowering of your grade:

1. **Lunch Detentions**
2. **Musical Community Service**
3. **School/Office Detention**
4. **Call Home**
5. **Parent Conference**
6. **Additional Assignments**

#### **IV. Attendance Policy**

Instrumental music is a performing art that is part of the school curriculum. Like all curricular subjects, it will require extra work outside of the classroom. This work could be performances, practicing individually, participating in solo and ensemble contest, or an after-school dress rehearsal to prepare for a concert or adjudicated event. As is noted below, **attendance at all concerts and rehearsals is MANDATORY; only excuses that would allow a student to miss a regular school day will be accepted. For any extenuating circumstances, you must notify the director prior to the performance, and you must complete a make-up assignment determined by the director. It is your responsibility to see the director to get the make-up assignment.**

#### **V. Grading Policy**

Several criteria are used in determining the grade a student will receive in instrumental music. The grade requirements are listed below.

##### **5<sup>th</sup> and 6<sup>th</sup> Grade Band**

The grade scale used is as follows:

|             |                   |
|-------------|-------------------|
| 90-100% = A | 60-69% = D        |
| 80-89% = B  | 59% and below = F |
| 70-79% = C  |                   |

**Participation [60% of total grade]**: Includes positive attitude, good conduct, attendance, being prepared, and showing improving musical skills. Students will have the possibility to earn 10 points per rehearsal for meeting these criteria. Performance attendance is **MANDATORY** for **ALL** concerts, adjudicated events, and extra rehearsals. Performances are also included in your participation grade. **The calendar of events for the school year is located in the back of this handbook, and at <http://baymusicboosters.com>.** Even though these dates seem a long way off, please mark them on your calendar now, and plan your schedule for the year accordingly! The only acceptable excuse is an excused absence from school as noted above. Students with excused absences will have the opportunity to complete a make-up assignment determined by the teacher. **It is the student's responsibility to request a make-up assignment.**

**Playing and/or Written Exams [40% of total grade]**: Playing and/or written tests will be given during a grading period. These exams will allow students to demonstrate their musical progression. Students will be asked to participate in "Band Karate" to demonstrate their playing ability. Students will receive more information about "Band Karate" during class. **Active and regular participation in "Band Karate" will be a major factor in determining a student's grade.** For "Band Karate," students need to demonstrate characteristic sounds on their instruments. To achieve those sounds, instrumentalists need the correct embouchure, and percussionists need to demonstrate proper playing technique. Understanding that students develop at different rates, students who do not meet the standards for "Band Karate," a playing exam, or who are not satisfied with their playing grade, will be given the opportunity to practice more and replay the music for the director, during a time outside of class that is agreed upon with the director. **Students are responsible for asking about make-up tests.**

## 7<sup>th</sup> and 8<sup>th</sup> Grade Band

\*\*\*\*Any student new to the program (Excluding students new to the district who have already been studying an instrument) will be required to perform for the director and to take weekly private lessons, or setup an equivalent activity, which the director deems appropriate. This will supplement a portion of the student's grade.

Below you will find the assessment and grading plan for the 7<sup>th</sup> and 8<sup>th</sup> grade, middle school bands. These are ensembles that meet for one class period daily. Students work together in full ensemble settings. Students play together to develop musical and ensemble skills that culminate in performances throughout the school year. Students will also work to grow musically as individuals.

Several criteria are used in determining the grade a student will receive in 7<sup>th</sup> and 8<sup>th</sup> grade, middle school band. The grading requirements are listed below.

### Areas to be Assessed/Assignments/Performance Tasks

1. ***Playing Exams/Sectionals [30% of total grade]***: All students will be expected to demonstrate their musical knowledge and development on their instruments. Playing exams and sectional rehearsals allow students to demonstrate their musical progress. Playing exams and sectional rehearsals provide a performance setting for students to display musical knowledge and performance abilities.

Students will be given playing exams over the course of the year. Playing exams will include major scales and arpeggios, exercises, music for performance, sight-reading, and any other performance abilities that the teacher deems appropriate. A rubric will be used to assess tone quality, intonation, rhythm accuracy, tempo, note accuracy, articulation, and expression within the performance. Understanding that students develop at different rates, students who do not meet the standards for a playing exam, or who are not satisfied with their grades, will be given the opportunity to practice more and replay the exam for the director after at least a week of practice, but within a limited amount of time specified by the teacher following the actual exam.

In addition, students will participate in "Band Hero." Students will receive more information about "Band Hero" during class. **Active and regular participation in "Band Hero" will be a large portion of a student's grade.**

Students will also be asked to attend and participate in sectional rehearsals to demonstrate their performance abilities. Students will have advance notice of sectionals and they will be provided with numerous options to complete sectional rehearsals.

2. ***Written Exams and Assignments [30% of total grade]***: All students will be expected to demonstrate their musical knowledge and development through written exams and assignments. Written exams and assignments provide another means for students to demonstrate their knowledge and understanding of the musical concepts covered in the class. This area allows students who are still developing the facility to perform certain techniques and concepts on their instruments to demonstrate their comprehension of the material in a written format.

Students will be given written exams and assignments throughout the year. Written exams will include musical concepts and performance skill knowledge covered in the class. Concepts will include musical terminology, rhythm counting, note reading, scales, articulation markings, expression markings, and musical style. Written assignments will include handouts and worksheets covering similar concepts, such as rhythm counting and music terminology, as well as online assignments. Exams and assignments will be graded using a point system. The teacher will assign points to each exam or assignment when given.

***Binder:*** Students will be expected to create and maintain a binder. The binder will include reflections and key concepts. It will also include practice evaluations. The binder can be used as a reference manual. In addition, it will be the place that students keep their music. The binder will provide students with a means to organize their materials as well as to monitor their progress throughout the year.

The binder assignment may include self and group reflections/critiques of students' recorded performances based on criteria established by the teacher. Students will also be asked to reflect on

non-recorded rehearsals to evaluate progress. In addition, the binder will include a section with music terminology and definitions that students will collect throughout the course. Also, students will be asked to track and evaluate their practice because musical development requires practice beyond the regularly scheduled class time, just as other classes ask students to practice their skills through homework. Students will be provided with a means to assess their practice. Further information will be provided in class to help students complete the assignments.

3. **Performances [25% of total grade]:** Performance attendance is **MANDATORY** for **ALL** concerts, adjudicated events, and extra rehearsals. Performances are like a final exam or comprehensive unit test. Performance attendance gives students the opportunity to display a culmination of the knowledge and skills they have acquired through class and practice, in a setting similar to what an actual practicing musician would utilize, and that can only be demonstrated when playing music with others.

Students will be given further information as the events approach; however, **the calendar of events for the school year is included with this information, and at** ([https://drive.google.com/file/d/1rM6v\\_jmfjj77q1fHYEddO5FaaV30rDRJ/view?usp=sharing](https://drive.google.com/file/d/1rM6v_jmfjj77q1fHYEddO5FaaV30rDRJ/view?usp=sharing)) Even though these dates seem a long way off, please mark the dates on your calendar now, and plan your schedule for the year accordingly! Absences for illness and other valid reasons will be excused. Acceptable excuses include excused absences from school as noted in the student handbook. Students with excused absences will need to complete a make-up assignment determined by the teacher. However, it is the student's responsibility to request a make-up assignment and to complete it within a week of returning to school.

4. **Participation [15% of total grade]:** Active engagement in class allows individual students and the ensemble to grow and progress. Rehearsals are the setting where students gain musical knowledge and develop musical skills so that they may meet the objectives for the class, such as developing their performing skills. For students to meet these objectives, they must be in class with the necessary materials (instrument, music, pencil, etc.), and they must be participating so they can acquire and hone the skills being taught and practiced. Any assessment given will reflect the level of active participation in class.

Students will have the possibility to earn up to 10 points per rehearsal for meeting these criteria.

#### Assessment

| ASSIGNMENT  | GENERAL GRADING CRITERIA  | WEIGHT |
|---|---|--------|
| Playing<br>Exams/Sectionals                               | Students demonstrate proficiency on their instruments by demonstrating musical abilities, such as tone quality, rhythm, intonation, technique, and expression. Students actively participate in sectionals and "Band Hero." | 0.30   |
| Written Exams<br>and Assignments<br>(Including<br>Binder) | Percent of correct answers. Complete, thorough answers on exams and assignments. Binder contains all materials (Critiques, reflections, terminology, music, notes, etc.), and depth of thought in responses.                | 0.30   |
| Performances  | Attend and actively participate in concerts, adjudicated events, and extra rehearsals, demonstrating knowledge and skills developed in class.   | 0.25   |
| Participation   | Students have all materials: instruments, music, pencils, etc., and actively participate in rehearsal by playing their instruments.   | 0.15   |

| Grading Scale |    |
|---------------|----|
| 98-100        | A+ |
| 93-97         | A  |
| 90-92         | A- |
| 88-89         | B+ |
| 83-87         | B  |
| 80-82         | B- |
| 78-79         | C+ |
| 73-77         | C  |
| 70-72         | C- |
| 68-69         | D+ |
| 63-67         | D  |
| 60-62         | D- |
| 59 & below    | F  |

**This assessment and grading plan is a guide. It may be adjusted as needed.**

## **VI. Private Lessons**

Individual lessons are **STRONGLY ENCOURAGED** for all students of the Bay Middle School Band Program. The benefits of enrolling in private lessons are priceless because the student spends one-on-one time with a specialist on his/her instrument. Private instruction benefits **every student regardless of ability**.

The advanced student is progressing at a faster pace because there is freedom from the normal pace of class lessons. This quick development makes room for leadership opportunities, competitions, and the potential for college scholarships after high school.

The student who struggles with the instrument needs a slower pace than the class lessons. This can be achieved through one-on-one opportunities in which a slower pace is available.

The cost of private lessons varies by teacher but will be in the neighborhood of \$25-\$35 per half-hour lesson. The success of any major music program is directly related to the strength of the private lesson program of that school; therefore, we highly encourage all students to take private lessons if possible.

Please see the Bay Music Boosters' website for a list of private teachers (<https://baymusicboosters.com/resources/private-teachers/>). Many other teachers are also available. Ask a band director or local music store for more references. In addition, we plan to offer private lessons at the middle school this year.

\*Students are also encouraged to purchase a subscription to "MakeMusic Cloud." This is an interactive computer program that aids student practice through its features, such as music playback, recording and analysis. You may visit <https://www.makemusic.com/> to get more information as well as ask a director. 7<sup>th</sup> and 8<sup>th</sup> grade students will be provided a subscription to use for class.



## **VII. Equipment and Music Care**

**School Equipment:** A student using school-owned equipment **MUST FILL OUT AN INSTRUMENT LOAN CONTRACT AND MAINTAIN THE EQUIPMENT PROPERLY.** The board of education as well as the music department has invested thousands of dollars for the instrument you are borrowing. **Any negligent damage (dropping, unwarranted abuse, etc.) will be the responsibility of the student and parent. NEVER, NEVER, NEVER store anything in an instrument case except for the instrument. This definitely includes your music!**

**Tuba, French Horn, Baritone, Bari Sax, Bass Clarinet, and Bassoon Players** are responsible for having their own mouthpieces and/or reeds. It is recommended that students have a mouthpiece case and keep their mouthpiece with them, and do not leave it with the instrument. Please put your name on these items. Students are responsible for alerting the director immediately about problems with an instrument.

**Instrument Inspections:** There will be periodic inspections of school-owned, rented, or privately-owned equipment. This will ensure a longer lifetime for the instruments.

**Music:** Music is very expensive and strict rules **will be enforced** on the handling of music.

1. Always write in pencil on music. NO EXCEPTIONS!
2. Do not store music in cases, book bags, etc. Music must be placed in **Binders.**
3. **Students are responsible for their own music.** Every student needs to have the proper music or book in class **everyday**. Students will also be held accountable for lost or misplaced music.

**Lockers/Locks:** All students will be provided with a locker to store their instrument and music. Each locker has a combination lock. Students are responsible for keeping their instrument and materials in their locker, and for keeping their locker locked at all times. Students are also responsible for their combination locks and will need to return them at the end of the school year. Students who lose or misplace a lock will need to pay the cost to replace the lock and will need to complete services as requested by the director for having to replace the lock.

**Upgrading Instruments:** Parents wishing to purchase a new instrument should **see the director** before the purchase. He/She can supply you with quality brands and prices as well as a reliable music store. Remember that buying an instrument is much like buying a car—there are plenty of “lemons” out there. In particular, parents are VERY strongly urged to avoid buying instruments from Wal-Mart, Costco, and other similar retailers. These instruments are of such poor quality that most repair shops refuse to even attempt to fix them!

**Instrument Repair:** Just as automobiles and homes need maintenance, so do musical instruments. It is important that students take great care with the instruments they play to ensure long life. If an instrument is in need of repair, the first place you should take it is to the music store from which it is being rented. **Be sure to ask for a loaner instrument if the repair technician needs to keep your instrument.**

You need to know that there are poor instrument repairmen just as there are poor mechanics. It is important that your instrument be repaired not only properly but also promptly. A minor repair should take a maximum of no longer than 2-3 days. For more substantial repairs, ask if you can borrow a loaner instrument so that you don't fall behind on your practicing. The best repair departments in the Bay area are Rettig Music, and Skyline Music.

### **VIII. Jazz Ensemble (7<sup>th</sup> & 8<sup>th</sup> Grade Students Only)**

The BMS Jazz Program is committed to teaching various styles of music in the jazz genre. The Jazz Ensemble meets daily during “Zero Period” from 7:00-7:40 A.M. and **students receive a grade for participation in the program**. This activity has the same high expectations in terms of attendance, behavior, and preparedness as the rest of the Bay Instrumental Music Programs. As this is a select group, and a privilege for students to participate in, it is expected that students put forth a quality effort and are proficient on their instruments to allow for the greatest possible success of the group. **Members are expected to arrive promptly and be ready to rehearse by 7:00 A.M.**

Students interested in the Jazz Ensemble must audition. The audition process will focus primarily on playing ability, but attitude and behavior also play a major role. **The audition will include the performance of prepared pieces as well as sight-reading.** Initially, all students interested in playing in the jazz ensemble will meet with the group to play music and begin to learn about jazz style. Following this period, auditions will take place. Where conflicts, such as athletics, dance, or doctor appointments occur, the parent is responsible for working out an agreement with the director of the Jazz Ensemble in advance of the conflict. More information on specific audition procedures is available from the director.

### **IX. Uniform Expectations:**

**5<sup>th</sup> & 6<sup>th</sup> Grade Bands:** The 5<sup>th</sup> and 6<sup>th</sup> grade bands have no official uniform. However, students are expected to wear very nice clothing for all performances. Gentlemen may wear ties and ladies should wear slacks or a skirt below the knees. No tennis shoes, jeans or shorts of any color are permitted! If you are not dressed appropriately, you will not be allowed to perform, and will be marked absent for grading purposes!

**7<sup>th</sup> Grade Band:** 7<sup>th</sup> grade band students are responsible for purchasing a light blue oxford shirt with khaki pants or skirt. Skirts **MUST** be below the knees. Gentlemen are to wear ties. All students should wear brown or black dress shoes and brown or dark socks. No tennis shoes, jeans, or shorts of any color are permitted! If you are not dressed appropriately, you will not be allowed to perform, and will be marked absent for grading purposes! Please plan ahead to find your uniform so that you may avoid any supply issues.

**8<sup>th</sup> Grade Band:** 8<sup>th</sup> grade band students are responsible for purchasing a light blue oxford shirt with khaki pants or skirt. Skirts **MUST** be below the knees. Blue “Bay Band” Blazers will be provided. Students will be fitted for these jackets before the first concert. Gentlemen will also be provided with ties. All students should wear brown or black dress shoes and brown or dark socks. No tennis shoes of any kind are appropriate for performance. If you are not dressed appropriately, you will not be allowed to perform, and will be marked absent for grading purposes! Please plan ahead to find your uniform so that you may avoid any supply issues.

**Jazz Ensemble:** The jazz ensemble uniform will consist of khaki pants, a light blue oxford shirt, dress shoes, and gentlemen should wear a tie. Khaki skirts may be worn as long as the hem line falls below the knees. (Same as the 7<sup>th</sup> Grade Band Uniform, and 8<sup>th</sup> Grade Band Uniform minus the blazer)

### **X. Bay Music Boosters**

Parents interested in getting involved with the music program are welcomed with open arms! We would not be able to offer our high level of quality in our music program without the strong support of our Music Boosters. The organization welcomes the involvement of any parents with music students in Bay, definitely including middle school parents. For more information, please visit the Music Booster’s website: <http://baymusicboosters.com>, or contact the Music Booster President, Brandy Marriott (Contact information is available on the Music Booster website).

### **XI. Fundraising**

The Bay Music Boosters is an organization designed to provide support to all music students. All funds are raised through some sort of fundraising venture. Items such as new instruments, music, office equipment, and music camp scholarships are just a few ways they offer support.

*\*\*\*\*Although this handbook provides an accurate description of the BMS Band Program, its goals, and important dates, the directors reserve the right to make alterations that they feel are necessary or that are in the best interests of the students.*

# Bay Middle School Instrumental Music

## *Calendar of Events 2025/2026*

**August 27 (Wed.), 6:00pm.....5<sup>th</sup> Grade Band Instrument Rental Meeting**

**September 3 (Wed.), 6:00pm.....5<sup>th</sup> Grade Band Instrument Distribution and First Lesson Night**

**October 7 (Tues.), 6:30pm.....8<sup>th</sup> Grade Band Rehearsal with Marching Band**

*Bay High School/8<sup>th</sup> Grade Band Only*

**October 9 (Thurs.), 6:40pm.....8<sup>th</sup> Grade Band Performs at High School Football Game**

*Bay High Football Stadium/8<sup>th</sup> Grade Band Only/ Report times TBA*

**December 12 (Fri.), (9:00am).....6<sup>th</sup> Grade Holiday Performance**

*Bay Middle School Cafeteria/6<sup>th</sup> Grade Band Only*

**December 17 (Wed.), 7:00pm.....Middle School Holiday Band Concert**

*Bay High Auditorium/7<sup>th</sup> & 8<sup>th</sup> Grade Bands, BMS Jazz Ensemble/ Report Time TBA*

**February 25 (Wed.), 7:00pm..... Big Band Bash Jazz Concert**

*Bay High Auditorium/MS Jazz Ensemble/Report Time TBA*

**March 4 (Wed.), 7:00pm ..... Mid-Winter Band Concert**

*Bay High Auditorium /6<sup>th</sup>-8<sup>th</sup> Grade Bands/Students report times TBA*

**March 18 (Wed.), 7:00pm .....Middle School Band Solo and Ensemble Recital**

*Bay Middle School Cafeteria /7<sup>th</sup> and 8<sup>th</sup> Grade Band Solo and Ensemble Participants Only/Report times TBA*

**March 21 (Sat.), All Day ..... Solo & Ensemble Contest**

*7<sup>th</sup>/8<sup>th</sup> Grade Band & Strings (Optional)/ Lakewood High School/ Performance times TBA.*

**March 30 (Mon.), 7:00pm .....Rocky River Middle School Jazz Festival**

*Rocky River Middle School/BMS Jazz Ensemble Only /Report Time TBA*

**April 25 (Sat.), 6:15pm-10:30pm .....Ballroom Blitz**

*Bay High School Cafeteria/BMS Jazz Ensemble Only /Report at 6:00 PM*

**\* PLEASE SEE OTHER SIDE FOR MORE DATES \***

**May 7 (Thurs.), 3:00pm-5:00pm .....7<sup>th</sup> and 8<sup>th</sup> Grade Band Combined Rehearsal**

*Bay Middle School Band Room/7<sup>TH</sup> AND 8<sup>TH</sup> GRADE BANDS ONLY.*

**May 9 (Sat.), All Day.....Cedar Point Trip and Adjudicated Performance**

*Sandusky, Ohio—Cedar Point/ Times TBA/ BMS Orchestra, BMS 7<sup>th</sup> and 8<sup>th</sup> Grade Bands/Report Times TBA*

**May 12 (Tues.), 7:00pm .....Spring Jazz Concert**

*Bay High Auditorium/Jazz Ensemble only/report at 6:30 PM*

**May 13 (Wed.), 6:30pm & 7:30pm ..... Middle School Spring Band Concerts**

*Bay High Auditorium/5<sup>th</sup> & 6<sup>th</sup> Grade Bands 6:30 PM, 7<sup>th</sup> & 8<sup>th</sup> Grade Bands & Jazz Band 7:30 PM/Report Times TBA*

**May 15 (Fri.), 7:00pm.....Barnes and Noble Jazz Band Performance**

*Barnes and Noble Bookstore in Crocker Park/Jazz Ensemble only/report time TBA*

**May 25 (Mon.), 8:00am-10:30am.....Gazebo Memorial Day Concert (7<sup>th</sup> and 8<sup>th</sup> Grade Bands)**

*Gazebo next to Community House/7<sup>TH</sup> AND 8<sup>TH</sup> GRADE BANDS ONLY-Report time TBA.*

**Schedule is also online at <http://baymusicboosters.com> and on  
Google Classroom**

**\*Please include this information in your personal schedule and keep  
this calendar readily available.**

# **Bay Middle School Instrumental Music Student-Parent-Director Contract**

**Please go to the following link to complete the Google Form indicating that you and your child have read and reviewed the handbook: <https://forms.gle/CZJJxbAuu4nvafor7>**

## **IMPORTANT!!!!**

**Please also set up a profile on the Bay Music Booster website: <http://baymusicboosters.com>. The website allows you to find important music information, in addition to allowing directors to send information to you based on your profile. It should only take a few minutes to complete, so please complete a profile—this is another means we would like to use to communicate information to you.**

**Please complete the form by August 26, 2025 (Tuesday)  
5<sup>th</sup> Grade Band please complete the form by the date specified in class or at  
the meeting.**