MERCER SCHOOL DISTRICT

**Music Department**

**Handbook**



Mr. Johnathan Erickson

4K-12 Music Teacher

*Revised Mar. 31, 2022*

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**GENERAL INFORMATION**

**School Information:**

Mercer School District

*Address:* 2690 Margaret St., Mercer, WI 54547

*Office Phone:* (715) 476 - 2154

**Teacher Information:**

Mr. Johnathan Erickson

PK-12 Music Teacher

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*Office Hours:* TBD

*Biography:* Johnathan Erickson is a 2020 graduate of the University of Wisconsin-Superior, where he studied Music Education and Percussion Performance with Dr. Pamela Bustos, Dr. Lois Guderian, and Dr. Brett Jones. Born and raised in Superior, WI, Mr. Erickson is a graduate of Superior High School where he received the John Philip Sousa Band Award.

Mr. Erickson maintains an active performance schedule outside of his teaching duties performing with a number of organizations in and around the Twin Ports. Outside of his professional work Mr. Erickson enjoys reading, film, and opera. He is also an avid traveler.

*Musical Heroes:* Maria Callas, David Maslanka, Keiko Abe, Paul Creston, Frederick Fennell

*Favorite Quote:* “Life is the leaves which shape and nourish a plant, but art is the flower which embodies its meaning.” – Charles Rennie Mackintosh

**MERCER SCHOOL DISTRICT MISSION STATEMENT**

We the staff, students, and community of Mercer believe that all students can become lifelong learners and productive citizens in a global society. Our mission is to inspire, challenge, and provide every student with the opportunity to acquire the necessary knowledge and skills to reach their potential.

**MUSIC DEPARTMENT MISSION STATEMENT**

It is the goal of the Mercer School District’s music program to foster meaningful and informed relationships with music in students’ lives through praxial musical learning, authentic musical experiences, and engagement in a musical community that values respect and the celebration of diversity.

**DIVERSITY STATEMENT**

This music department is committed to the acceptance, uplifting, and celebration of all people regardless of race, gender, orientation, creed, or origin. It is the goal of this program to enrich lives through exposure to new and diverse ways of living.

**LETTER OF WELCOME**

Dear Tiger Families,

I warmly welcome you to the Mercer School District Music Program. I can’t express how excited I am for what we will accomplish in the music classroom, and how thankful I am that you choose to be a part of it. I am humbled by the warm welcome that I have received thus far by the Mercer community. This has meant so much to me considering my own family connections to Mercer.

I feel it is important to share with you my journey into music education, and why I do what I do. Growing up, music class was always one of my favorite parts of the week. My first memory of wanting to become a teacher was in second grade. I was in Mrs. Johnson’s class, and I loved that class so much that it made me want to do what she did. Fast forward to middle school, and my first year in band. Band quickly became my favorite class. I’d find myself in the band room before and after school. Not long after, I’d realize that the band room was where I belonged and music education was the path for me.

My musical journey has been accompanied by many great teachers who have inspired me, cared about me, and have always seen the best in me. This includes my high school band director, Mr. Kasparek, my collegiate band director, Dr. Bustos, and my percussion teacher, Dr. Jones. It is these teachers and their actions that I wish to emulate. It is the joy of music that they instilled in me, that I wish to pass on to my students. Music has added so much joy and *meaning* to my life. As my relationship with music has given me so much, it is my goal as a music educator to work with students to build these musical relationships in their own lives, as music and the arts are such a central element to the human experience and personal expression.

I look forward to my journey here in Mercer, and all you will contribute to that journey. I also thank you for letting me be a part of your musical journey!

Sincerely,

Mr. Erickson

**LETTER OF ADVOCACY**

*I think it is important to express the importance of music education within the school curriculum, as the points laid out here also underpin my teaching philosophies.*

While subjects such as math, English, and science are considered “core” subjects in many schools, music and the arts are perhaps a more core piece of the human experience than those areas. Art and music can be traced back to prehistoric times, some of the oldest examples of art being hundreds of thousands years old. Humans have been making art and dance and music since long before they could read or write; since long before they could count; since long before they could track the cycles of our solar system. If you were to research any society or culture at any time period since the start of recorded history, you would find evidence of musical and artistic engagement.

The most powerful benefits of music are often difficult to describe, but the skills and experiences that arts afford students are real and immense. For instance, research has shown correlation in arts participation and higher levels of academic achievement. Research has also proven the importance of the arts in social and emotional development. The arts and their processes are riddled with social and emotional experiences. The arts also work to create skills in community building. As music is a social experience, it is an incredible tool in bringing people together.

The core skills taught in arts classrooms are the skills that our society value so much: creative and critical thinking, self-awareness, self-management, work ethic, relationship skills, social awareness, abstract and analytical thinking, and decision-making. These are the skills that lie at the core of arts curriculums. The instruments, the singing, the paintbrush, the clay; those are just the mediums through which arts educators teach those lessons.

Mr. Erickson

**COMMUNITY STATEMENT**

The Mercer School District Music Department is an extension of the community, and as such seeks to offer quality musical events for the community. Community members (whether you are related to a student or not) are encouraged to attend and enjoy any of our public events free of charge. This organization cannot exist without the support of the community, and as such hopes to involve the community in as much of what we do as possible.

**PROGRAM STRUCTURE**

**COURSE OFFERINGS**

*The MSD Music Program has course offerings for all students, grades 4K through 12.*

**COURSES:** Pre-K Music, Kindergarten Music, Grade 1 Music

**DESCRIPTION:** The first three years of music serves as students’ first steps in music. Just like you learn how to talk before you learn how to read or write, these courses will focus on learning how to speak in music; that is, gaining experience in making and listening to music. It is the goal of these foundational courses to make students *tuneful* (ability to carry/recognize a tune), *beatful* (ability to create/recognize a steady beat), and *artful* (ability to create/recognize musical expression).

**COURSES:** Grade 2 Music, Grade 3 Music

**DESCRIPTION:** These courses introduce students to the inner machinations of music. Learning will focus primarily on music literacy (becoming proficient in the reading, writing, speaking, listening, and thinking of music), while tuneful, beatful, and artfulness skills will be expanded upon. Students will also receive more in depth instrumental instruction on piano, recorder, and percussion instruments.

**COURSE:** Beginning Band

**DESCRIPTION:** Beginning Band serves as a pivot point in the music program from classroom music instruction to ensemble instruction. Students will explore the possibilities in music provided by musical literacy and expression, while beginning instrumental instruction in a band setting. Students will be expected to practice outside of class, and will be required to attend regular individual lessons outside of the regular class time.

**COURSE:** Tiger Band

**OFFERED:** Annually to students Grades 5 & 6

**DESCRIPTION:** Tiger Band is the ensemble that fifth and sixth grade students will participate in. Students will explore new possibilities in instrumental performance, while being exposed to the many facets music has to offer. Students will be expected to practice outside of class, and will be required to attend regular individual lessons outside of the regular class time.

**COURSE:** Concert Band

**OFFERED:** Annually to students Grades 7 & 8

**DESCRIPTION:** Concert Band is the ensemble that seventh and eighth grade students will participate in. Students will focus on the creation of a meaningful relationship with music that will continue with them and evolve throughout their adult lives. This will be done through examining individual music interests and connecting the musical skills they have learned to their lives beyond the music room. Students in this class are expected to practice outside the classroom. Students will also participate in marching band and pep band. Students in this course will be required to attend regular individual lessons outside of the regular class time.

**COURSE:** Wind Ensemble

**OFFERED:** Annually to students Grade 9-12

**DESCRIPTION:** The Wind Ensemble is a musical ensemble that focuses on the performance of diverse music for winds, percussion, and voice. The ensemble is open to all students, no matter the level of musical ability. All ensemble members are required to audition at the start of term to inform the teacher of each student’s playing ability. As this course focuses on musical performance, students will be required to participate in numerous performances throughout the year, and are expected to practice their instruments outside of class. Students in this ensemble will also participate in marching band and pep band. Students in this course will be required to attend regular individual lessons outside of the regular class time.

**COURSE:** Music and History

**OFFERED:** Every other year to students Grade 9-12 (semester-long course)

**DESCRIPTION:** This survey course will examine the history of Western Music from ancient times and the earliest examples of notated music to the popular music of today. This course focuses on developing an appreciation for music through identifying musical qualities and contextual information that informs the experience of listening to music. This course will also develop students’ research, writing, composition and presentation skills.

**COURSE:** Music and Life

**OFFERED:** Every other year to students Grade 9-12 (semester-long course)

**DESCRIPTION:** This survey course will examine diverse musics from around the globe with special emphasis on the cultural use of music, and how music is used in our lives. This course focuses on exposing students to a wide array of cultures through research-based and hands-on experiential methods. This course will also develop students’ global awareness, and listening skills.

**COURSE:** Music and Film

**OFFERED:** Every other year to students Grade 9-12 (semester-long course)

**DESCRIPTION:** This survey course will examine the use of music in film with special emphasis on the analysis of music as a craft. This course focuses on addressing how to manipulate music to have different effects on an audience, especially when combined with other media. This course will also address different careers to be made in the music field. This course will also develop students’ composition, analysis, and listening skills.

**COURSE:** Music and Leadership

**OFFERED:** Every other year to students Grade 9-12 (semester-long course)

**DESCRIPTION:** This survey course is an introduction to the art of conducting. Through examining the job of the conductor students will learn about music theory, ear training, analysis, and leadership. It is recommended that students be able to play an instrument and/or participate in the Wind Ensemble. This course will develop students’ awareness for music as a profession, and develop leadership and public speaking skills.

**EXTRA-CURRICULAR OFFERINGS**

**MARCHING BAND:** All students in Concert Band and Wind Ensemble are welcome to participate in the marching band that will perform at select parades and football games.

**PEP BAND:** All students in Concert Band and Wind Ensemble are welcome to participate in the pep band that will perform at select home and tournament-based sporting events.

**CHAMBER ENSEMBLES:** Students are encouraged to work with Mr. Erickson and their peers to develop small chamber ensembles that explore different types of music performance (Examples: Trios, Quartets, Polka Band, Choir, Jazz Combo, Opera Workshop, Percussion Ensemble, etc.). These ensembles will have access to public performance opportunities and festival.

**FESTIVAL:** All students in Tiger Band, Concert Band and Wind Ensemble are encouraged to participate in the annual Mercer School Music Festival where each large ensemble will be critiqued by guest judges. Soloists and small ensembles will also have the opportunity to perform for critique.

**HONOR BAND:** Students in Wind Ensemble will have the opportunity to be nominated for local honor bands such as the Tri-State Honor Band Festival hosted by UW-Superior.

**4-YEAR PLANNING**

*This sample 4-year plan for high school coursework (grades 9-12) accounts for 28 credits of coursework (only 25 are required to graduate). Courses do not need to be taken as they are laid out here, as this is only an example of how you could plan music courses into your schedule. Students should work with their guidance counselor to come up with the best 4-year plan for them. Elective credits are highlighted in grey, and required credits are in white.*

|  |
| --- |
| **FRESHMAN YEAR** |
| English – 1 Credit |
| Mathematics – 1 Credit |
| Science – 1 Credit |
| Social Studies – 1 Credit |
| Phy. Ed. – ½ Cr. | Health – ½ Cr. |
| Wind Ensemble – 1 Credit |
| Elective – 1 Credit |

|  |
| --- |
| **SOPHOMORE YEAR** |
| English – 1 Credit |
| Mathematics – 1 Credit |
| Science – 1 Credit |
| Social Studies – 1 Credit |
| Phy. Ed. – ½ Cr. | Personal Fin. – ½ Cr.  |
| Wind Ensemble – 1 Credit |
| Elective – 1 Credit |

|  |
| --- |
| **JUNIOR YEAR** |
| English – 1 Credit |
| Mathematics – 1 Credit |
| Science – 1 Credit |
| Social Studies – 1 Credit |
| Phy. Ed. – ½ Cr. | Elective – ½ Cr. |
| Wind Ensemble – 1 Credit |
| Music And… – 1 Credit |

|  |
| --- |
| **SENIOR YEAR** |
| English – 1 Credit |
| Phy. Ed. – ½ Credit | Elective – ½ Cr. |
| Wind Ensemble – 1 Credit |
| Music And… – 1 Credit |
| Elective – 1 Credit |
| Elective – 1 Credit |
| Elective – 1 Credit |

**DEPARTMENT CALENDAR**

**SCHEDULE ANNOUNCEMENTS:** The announcement of the music schedule for any given school year will be announced via letter and online publication (*see Appendix B, pg.17* ) by the end of the school year prior. For example: the schedule for the ’82-’83 school year will be announced by the end of the ’81-’82 school year (by June of ’82). This advance notice should provide families with the opportunity to plan ahead for student performances and events. Any special events such as non-annual performances or travel will also be announced with advance notice.

**REQUIRED EVENING EVENTS:** For all students (4K-12) enrolled in music, there will take place required performances that will occur at 6:00 in the evening. For all students in Tiger Band, Concert Band, or Wind Ensemble there is one required evening event per quarter. Grades PK-3 have one required evening event per semester.\* Events are as follows:

QUARTER 1: Fall Pops Concert

This concert will take place in mid-late October and feature both popular and Halloween-themed selections.

QUARTER 2: Songs for the Solstice\*

This concert will take place in late December and will feature holiday-inspired performances by all students.

QUARTER 3: Student Spotlight Night

This event is part performance, part informance and will take place toward the end of the third quarter. Students who participated in the annual Mercer School Music Festival will perform their solo or small ensemble pieces, and all students will display their work from the year so far that can’t be heard in a concert setting.

QUARTER 4: Spring Concert\*

This concert will take place in late May and will feature performances by all student ensembles.

**OTHER EVENTS:** Students will also have other performance opportunities that take place during the school day. These could include events being held to commemorate annual holidays (Veteran’s Day, Halloween, MLK Jr. Day, Arbor Day, Memorial Day, etc.). Such events may require student participation in accordance with their grades. These events will be announced along with the evening events in the manner listed above.

One annual event of note that is required for students to participate in is the annual Mercer School Music Festival. All ensembles will perform before judges for critiques and scores. Students can also perform solos or small ensemble pieces for judging as well (this is optional, however).

**ATTENDANCE POLICIES:** As performance is a cornerstone aspect of music study, attendance in department performances and events may be tied to student grading (as will be laid out in detail in the course syllabus, *see Grading, pg. 15*). The only excuses for missing a required performance are personal or family health issues, death of a loved one, or religious observances. In these instances Mr. Erickson will work with students to make up their absence. If there are transportation or logistical challenges to getting students to evening events please let Mr. Erickson know (with at least 3 days’ notice, ideally more if possible) and he can work to find a way to ensure attendance.

**HIGH SCHOOL CONSIDERATIONS**

*Outlined here is special information pertaining to high school (Grades 9-12) coursework.*

**AWARDS:** Each year, music awards will be given to graduating seniors. These seniors must be in Wind Ensemble to be eligible. Selection of recipients will take into account student achievements while in the music program (including performances and grades), participation in musical activities outside of Wind Ensemble (including taking other music elective courses, participating in non-required events, or performing in the Mercer School Music Festival), and qualities of character. Other than the John Philip Sousa Band Award and Leonard Bernstein Musicianship Award, not every award listed here may be awarded annually if there are no students who meet the requisites:

JOHN PHILIP SOUSA BAND AWARD: Introduced in 1955 to honor the top student in the high school band, this award recognizes superior musicianship and outstanding dedication. It was created with the approval of Helen Sousa Albert and Priscilla Sousa, daughters of the famous composer and bandmaster. Students will be added to the national registry of Sousa Award winners.

LEONARD BERNSTEIN MUSICIANSHIP AWARD: In his long career Leonard Bernstein made an indelible mark on the musical world as a conductor, composer, and teacher. This award will honor students whose musical contributions, dedication, and creativity set them apart as deserving of the highest recognition for the achievements.

LOUIS ARMSTRONG JAZZ AWARD: Inaugurated in 1974 with permission of the widow of jazz legend Louis Armstrong, this award recognizes outstanding achievements in jazz music.

NATIONAL SCHOOL CHORAL AWARD: This award is the highest honor for high school choral performers. It recognizes the dedication and musical achievement of the top vocal student.

FREDERIC CHOPIN PIANO AWARD: This award was first given in 1964 to honor outstanding pianists in the school music program. It recognizes exceptional dedication and superior musicianship.

**LETTER SYSTEM:** Students have the opportunity to letter in music. This can be done by accumulating 75 points following the point system below:

MSMF Solo Event – 20 pts.

MSMF Small Ensemble Event – 10 pts.

One Year Term in Leadership Position – 20 pts.

One Credit of Music Coursework – 5 pts.

Volunteer to Work Event – 5 pts.

Pep Band Performance – 5 pts.

**LEADERSHIP POSITIONS:** Students in Wind Ensemble have the opportunity to earn and apply for leadership positions in the band. Earned leadership positions include the various section leaders throughout the band (flutes, double reeds, clarinets, saxophones, trumpets, horns, low brass, percussion). Section leadership is earned by winning first chair through the audition process which takes place at the beginning of each school year. Leadership positions earned through application or vote include the following:

PRESIDENT: The Wind Ensemble President acts as a councilor on the Music Council, and represents the members of the ensemble and their musical interests. The president will also be in charge of taking daily attendance, and overseeing volunteer workers at events. This position is earned through application.

VICE PRESIDENT: The Wind Ensemble Vice President acts as a councilor on the Music Council, and represents the members of the ensemble and their musical interests. The Vice President will also be in charge of taking official notes at Music Council meetings. This position is earned through application.

LIBRARIAN: The Wind Ensemble Librarian will act as an aid to the director in carrying out administrative tasks during rehearsal, most notably overseeing the distribution and collection of notation. The librarian will also sit on the Music Council. This position is earned through application.

MUSIC COUNCILORS: In addition to the President, Vice President, and Librarian each grade (9-12) will elect a councilor to represent them on Music Council. The council will meet quarterly and by special meeting. The council will act as liaisons between the ensemble members and the director, and carry out the logistic end of various ensemble traditions. Council will also get to vote on special matters such as travel or literature.

RESPONSIBILITIES OF STUDENT LEADERS: It is the responsibility of the student leaders in the afore mentioned positions to carry out their listed duties, maintain a 3.0 GPA or higher, and to act as a positive role model for the other members of the ensemble. If these responsibilities are not being met, the director reserves the right to remove them from their position.

**FUND-RAISING**

The MSD Music Department will offer two kinds of fund-raising activities on an annual basis. The first form will be goodwill offerings. Each public concert or event will have donation baskets for patrons who wish to support the good work they are seeing students do. These donations will go towards general Music Department supplies. The second form of fundraising will be done through student-led sales. Money earned through these sales will go towards student travel funds.

**RELIGIOUS OBSERVATIONS**

If any religious observations will cause class absence, or restrict participation it is the responsibility of the student or their family to inform the teacher. The teacher respects the cultural practices of students and their families, but cannot accommodate if not made aware of any conflicts of time or interest.

**CODE OF CONDUCT**

**CLASSROOM EXPECTATIONS**

The core value that underpins the expectations of the music classroom are RESPECT and SAFETY. All music classes are meant to function as a safe place for students to learn, make mistakes, and accomplish musical and academic success. Specific classroom rules to facilitate these values will be posted in the music room.

**ATTENDANCE & DISCIPLINARY POLICIES**

“Regular attendance is a responsibility that should be shared by parents, students and the school.”

 - MSD Student Handbook (rev. 2019)

All school absence and disciplinary procedures apply to music courses. Unless excused, students are expected to be present and on time for class. Class participation as outlined by the course syllabus will be graded in the form of rehearsal effectiveness. Classes will start promptly according to the daily schedule, and tardiness may affect student participation grades. Class begins when: the teacher steps on the podium, and ends when the teacher dismisses the students. Students should remain in their seats until they are dismissed. Lastly, not being prepared for class or having the necessary resources may also affect student participation grades.

If students are not behaving according to the established classroom expectations they may be subject to disciplinary action. First offenses will earn a warning, and subsequent offenses will result in actions including but not limited to: loss of rehearsal effectiveness points, assignment of graded apology/paper, student conference, calling parents/guardians, referring student to District Administrator. Consequences are a natural result of misbehavior, and as such students will be disciplined in a manner that is consistent with their offense. Poor classroom behavior may result in a negative effect on grades, as not engaging in classroom activities demonstrates that a student is not engaged in learning or content. The only exception to this principle is misbehavior caused by something beyond the students control.

**USE OF SCHOOL EQUIPMENT**

Students will have access to the use of school equipment including but not limited to instruments, notation, technology, books, lockers, and printed materials. Course syllabi will include an agreement that misuse of school equipment could result in disciplinary action or fines to cover damage/replacement fees. Students who take equipment/materials out on loan are expected to return said equipment in the quality in which it was given to them.

**INSTRUMENT POLICIES**

All students in Grade 4 Music, Tiger Band, Concert Band, and Wind Ensemble will be required to have an instrument. Families have the option of purchasing an instrument, though families should consult with Mr. Erickson or a music specialist to ensure the purchase of a quality instrument. Families can also rent instruments from music retailers such as Schmitt Music. Lastly, if purchase or rental are not an option the Music Department has instruments available for loan. Instrument loans are subject to the policies laid out by this document and the instrument loan agreement form.

Students are expected to have their instruments for every class and performance unless told otherwise by Mr. Erickson. Students are also expected to bring their instruments home on a daily basis in order to practice outside of school, again, unless another agreement has been made with Mr. Erickson.

**DEVELOPMENT OF MUSICIANSHIP**

It is expected of all students enrolled in music courses to advance their musicianship skills (of which there are many) throughout their study. Courses will be structured to ensure this, and employ assignments and grading policies that reflect the demonstration of musical advancement. The most important methods through which musical progression is achieved is individual instruction (which is required in numerous courses, as laid out by those course syllabi), and individual practice. Students are expected to practice assigned materials outside of class, in order to create a higher quality musical experience for themselves and their peers. Making music as an ensemble is, after all, a team affair and requires each member to pull their weight.

While students will have access to individual instruction through the school, families are encouraged to look into finding regular private lessons for their students as able. Nothing will ever be able to replace individual lessons in the pursuit of learning an instrument, and finding a credible source for regular (weekly) instruction can make a remarkable difference in how one’s musical journey progresses.

Lastly, student success in music relies heavily on parent/guardian support. Parents and guardians are encouraged to help their students with their music in a number of ways. You can ensure students are bringing their instrument to and from school (as they would their backpack or homework), and that they are practicing regularly at home. Students should play their instrument EVERY day, even if only for ten minutes or in a restricted manner (such as playing on their mouthpiece, or silently practicing fingerings). You can also listen to your students play. You know what sounds good and you can tell when they are getting better at their instrument and their music. Please let your students perform for you and provide feedback.

**CONCERT ETIQUETTE**

In their courses students will be taught good concert etiquette. This includes audience and performer practices. At all Music Department events students are to conduct themselves in a manner consistent with etiquette teachings, whether they are acting as a performer or audience member. Students are also encouraged to share what they learn about audience etiquette with those who come to support them at their concerts. To avoid taking away from student work and achievement, all department events expect audiences to adhere to the following guidelines:

* No flash photography or video recording during the performance – recordings and photographs will be taken of the event
* Cell phones and devices should be turned OFF – the lights and sounds of phones can be very distracting to the performers
* The making of noise should be avoided during the performance – please save any talking or noise making for during applause
* Please do not get up or move about the room during a performance – wait for applause
* While children are welcome at concerts, crying children should be brought out of the performance space until they’ve quieted
* Listen respectfully and with curiosity – the performers have worked hard to prepare this concert; give them your full attention

Lastly, all students are expected to dress nicely for public performances. While there is no specific dress code for grades K-8, the following should be avoided: Jeans, T-Shirts, Hoodies, Leggings, Sweatpants, and anything worn or torn. Any dresses worn should fall below the knees when sitting. The Wind Ensemble will have its own dress code which will be outlined in the course syllabus. If concert dress is an issue for anyone, don’t hesitate to contact Mr. Erickson so a solution can be reached.

**PHONE POLICIES**

The use of cell phones is expressly prohibited during any and all music courses. Students should have their phones turned OFF and put away. A classroom charging station will be available to students so they can charge their phones during class. Any student who uses their phones, or whose phone causes distraction in class may be subject to loss of rehearsal effectiveness points or disciplinary action. Use of phones during class (without explicit permission) is viewed as not being present for class. If the student is expecting a call or any important updates they need to either wait for passing time to check for said update, or have these updates sent to the school office who can then reach the student in class. No exceptions are given to this phone policy.

**TRAVEL**

Any and all travel conducted by the Music Department will require participants to sign a conduct agreement which is to be strictly adhered to during the trip. Any trip participant that does not adhere to this agreement may be subject to immediate removal from the trip.

**GRADING**

All grading policies and expectations for any music course will be laid out in that course’s syllabus, which will be given to students each semester and require a parent/guardian signature (unless the student is age 18 or older). Grades Pre-K through 3 will be graded using the same number or letter system as their homeroom teacher. Grades 4-12 will be given a letter grade (each quarter) based on a point system. Parents will have access to student grades at any time through PowerSchool or direct request. Music grades will be updated every Friday.

Specific Grading Policies:

* Course-specific grading policies (including point breakdown) will be outlined in the course syllabus.
* All music courses will include rehearsal effectiveness in its grading system.
* All music courses will include opportunities for extra credit.
* Performances or lessons scheduled outside of class may be required. If a conflict prevents attendance at such a scheduled event, it is the responsibility of the student to work with the teacher to make it up.
* Excused absences will result in either an extension or excusal.
* Opportunities to make up lost points will be provided.
* Submission of late work will be allowed up until the last day of the quarter, for partial to full credit (at teacher discretion).

**ACADEMIC HONESTY**

All work student work must be original work completed by the student explicitly for their respective course. Any work submitted that is found to have plagiarized or been produced dishonestly will result in an automatic zero and will be reported to school administration.

**APPENDIX A**

**FREQUENTLY ASKED QUESTIONS**

*As Mr. Erickson is still new to the Mercer School District, this section may yet be sparse.*

*Questions and answers will be added as they arise.*

QUESTION: Who can participate in music study in the Mercer School District?

ANSWER: Anyone!

QUESTION: Are music classes fun *and* beneficial?

ANSWER: Absolutely!

**APPENDIX B**

**MUSIC DEPARTMENT WEBSITE INFORMATION**

*As Mr. Erickson is still new to the Mercer School District, this section may yet be sparse.*

*More information will be added as able.*

The Music Department website can be found attached to Mr. Erickson’s name in the staff directory of the MSD website. The URL is: [www.mercer.k12.wi.us/faculty/jerickson](http://www.mercer.k12.wi.us/faculty/jerickson)

This webpage includes the department’s mission statements, and teacher information. Mr. Erickson is working to add links to this handbook, and any online resources students may need.

**APPENDIX C**

**FORMS**

*As Mr. Erickson is still new to the Mercer School District, this section may yet be sparse.*

*Forms will be added as they are generated.*

**