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**Garfield Jazz Foundation
www.garfieldjazz.org**

Family Handbook

2019-2020

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| **GARFIELD****JAZZ****FOUNDATION**A TAX-EXEMPT NON-PROFIT CORPORATION COMMITTED TO EXCELLENCE IN JAZZ ATGARFIELD HIGH SCHOOLwww.garfieldjazz.org   | September 6, 2019Dear Jazz Families:On behalf of Jared Sessink and the Garfield Jazz Foundation (“GJF”), I would like to congratulate and welcome all new and returning ensemble members and their families to the Garfield Jazz community! Garfield has been providing an outstanding jazz ensemble experience for decades. Founded by Clarence Acox in 1979, Garfield Jazz has allowed students to reach such heights that Garfield’s jazz program is easily recognized as one of the finest in the United States. Beginning this year, Garfield Jazz will be led by Jared Sessink, who recently joined Garfield from Washington Middle School. While this will be a transitional year, we are excited by a number of changes that have and will take place, while continuing to uphold Garfield’s excellence in music education. This year Garfield will again feature multiple jazz ensembles, Bands I and II directed by Mr. Sessink; and Band III directed by Mike Sundt, who is the new Director of Bands at Washington Middle School.Through the years, GJF has worked to support the directors and the continued success of the ensembles. **Please join us for the first GJF meeting of the school year on Monday, October 7th at 7 p.m. in the Band Room #219.** This is a key meeting in which families will learn more about the school year and learn ways to get involved in planning/volunteer efforts for the year. It is therefore important **that every family send at least one representative to this meeting.** We have also provided you with this copy of the **Garfield Jazz Parent Handbook**, which contains detailed information about the program, including how to stay informed, descriptions of volunteer opportunities and more. Please familiarize yourself with the contents of the handbook. Within the coming weeks, you will receive an email message inviting you to a password protected area of our website. This is where you will find band rosters, a list of Board members, volunteer opportunities and committee chairs and minutes from the GJF meetings and more!. We are looking forward to a great year! If you have any questions or would like to volunteer, please contact me. Best,Caroline PlattActing Presidentpresident@garfieldjazz.org  |

**WELCOME TO THE GARFIELD JAZZ FOUNDATION**

Welcome to Garfield’s jazz program! Garfield Jazz provides jazz band experiences at an exemplary level under the direction of our band directors, Jared Sessink (Band 1 and 2) and Mike Sundt (Band 3).

As the parent/guardian of a Garfield Jazz musician, you are automatically a part of the jazz band booster organization called the Garfield Jazz Foundation (GJF) . We welcome and invite you to support and enhance your student’s experience in Garfield Jazz by becoming involved in the GJF. To introduce you to Garfield Jazz and help you better understand the GJF, we've designed this handbook to answer many of your questions.

**HISTORY OF THE GARFIELD JAZZ FOUNDATION**

Clarence Acox taught music at Garfield High School for over 47 years and launched the Garfield Jazz program in 1979. The GJF was created by Jazz parents in 1991 to support this ambitious program. In 2002, the GJF was established as a 501(c)(3) nonprofit organization with a mission to provide financial and administrative support for the study, performance, and outreach activities of jazz at Garfield. Following Mr. Acox’s retirement in 2019, Jared Sessink was named Director of Bands and Drumlines at Garfield (including Jazz). The GJF will continue to support Garfield Jazz despite Mr. Sessink’s broader responsibilities.

**THE WORK OF THE GARFIELD JAZZ FOUNDATION**

The GJF exists to provide financial, administrative and logistical support to the Garfield High School jazz program. We accomplish this through our families’ generous donations of time, talent, creativity, energy and dollars.

Each year, Mr. Sessink plans a calendar of performances for the three jazz bands. Each band performs in a wide variety of performances and competitions both local and regional. The GJF develops a budget to support this schedule.

Carrying out the year’s performances and trips requires volunteer support. There are plenty of ways you can help, large and small—such as coordinating an out-of-town band trip, providing and selling baked goods at concerts, selling tickets and printing concert programs, etc. The GJF also needs ongoing support in areas such as maintaining the Garfield Jazz Foundation website and social media presence, community outreach, photography, videography, etc. See page 4 for a full list of volunteer opportunities.

The GJF also leads the development and execution of all fundraising events that support the annual Jazz budget and calendar including: bake sales at concerts held at Garfield, the Winter Fundraiser (Poinsettia and Wreath Sale), Student Gigs, the Amazon Affiliate program, and our Annual Garfield Jazz Gala, which is our biggest fundraiser of the year.

The GJF also is the recipient of an annual distribution of funds from Clarence Acox Jazz Endowment,which was formed to provide funding for jazz education and outreach. We’re able to offer financial assistance for things like private music instruction, sheet music, and other related student expenses for families in need of support. Applications for the CAJE are distributed in the fall and are based on demonstrated financial need.

**THE GARFIELD JAZZ FOUNDATION BOARD OF DIRECTORS**

The GJF is governed by a Board of Directors, elected by the jazz families. Board members are voted in at the GJF Annual Meeting, which for the 2019-20 school year will be on September 30, 2019. The following Garfield Jazz parents have been nominated to serve on the 2019-20 Board:

**President** Caroline Platt

 caroline.a.platt@gmail.com

**Vice President** Trina Torgelson

 tntorg@msn.com

**Treasurer** Doug & Tasha Irvine

tashasirvine@gmail.com
dgirvine@gmail.com

**Secretary** Elise Kim ballardmama@hotmail.com

**Communication Lead OPEN**

**Fundraising Lead** John Holdcroft

 holdcroft.john@gmail.com

**Band Representative At-large** Mark Craemer

 markcraemer@gmail.com

**Additional GJF Volunteer Roles**

Community Outreach Website Content Lead

Social Media Lead

Public Relations Lead

GJF Annual Gala Lead

Winter Fundraising Sale (Poinsettia/Wreath/Winter decorations)

Hot Java Cool Jazz Coordinator (Band 1)

Reno Trip Coordinator (Band 2, 3)

Europe Trip Coordinator (Band 1)

Ellington Trip Coordinator (Band 1)

Clark College Trip Coordinator (Band 1, 2)

Jam Session Coordinator

Student Gig Coordinator

Concert Coordinator (one per concert)

Legal Advisor

Merchandise Coordinator

Photographer

Videographer

**GJF MEETINGS**

The GJF holds monthly meetings which are open to all families. These meetings provide important updates on upcoming events, details for performances, and fundraising updates. While not mandatory, attending the monthly GJF meetings is the best way to stay informed and to offer input and suggestions. Mr. Sessink will usually attend these meetings and we encourage all families to attend.

Monthly GJF Meetings are held on the first Monday of each month of the school year at

7:00 p.m. in the Band Room #219 or in Room #217. Please enter building through SE entrance of the school on Alder Street. The meeting schedule for 2019-2020 is:

Monday, October 7, 2019

Monday, November 4, 2019

Monday, December 2, 2019

Monday, January 6, 2020

Monday, February 3, 2020

Monday, March 2, 2020

Monday, April 6, 2020

Monday, May 4, 2020

Monday, June 1, 2020

Please look for updated announcements sent via email prior to each meeting date.

In addition, the GJF holds an Annual Meeting in which the incoming Board Members and Budget for the following school year are approved. This meeting is typically held in June of the current school year. Due to the timing of transitions in teaching staff in 2019, **the Annual Meeting was postponed and will be held on September 30, 2019.** Any parent or guardian is welcome to attend this meeting.

**HOW TO STAY INFORMED**

There are several ways to stay connected with what’s happening in the jazz program, and your student’s band.

**Garfield Jazz Website:** The GJF maintains a website ([www.garfieldjazz.org](http://www.garfieldjazz.org/)) with information about the program, including a calendar, general announcements, and updates to the program. Through the website, you can also purchase tickets to the Gala, pay your annual registration fee or make donations to GJF. You can also shop at www.amazon.com through a special portal on the website, and amazon.com will donate up to 10% of the purchase price to GJF!

**Email List:** The primary way the GJF communicates with families regarding events, trips and last-minute changes is by email. If you’re not receiving these emails or if your email address changes, please contact us at communications@garfieldjazz.org.

**Social Media:** Another way to keep up is via social media. You can follow us on Facebook at Garfield High School Jazz. You can also watch videos of student performances on the Garfield Jazz channel on YouTube.

**REGISTRATION FEE**

We ask for an annual registration fee to help cover the cost of your student’s participation in the jazz program. This fee covers things like festival fees, trip costs, sheet music, etc. The registration fee covers approximately 50 percent of the actual costs of each student’s participation in the program. The rest is provided by the GJF’s fundraising efforts.

You can pay your registration fee in a single payment or installments, either by mailing your check (payable to “Garfield Jazz Foundation”) to Heidi Berge, Treasurer at 2424 E Madison St. #206, Seattle, 98122, or online at [www.garfieldjazz.org](http://www.garfieldjazz.org). Fees for the 2019-20 school year will be announced at the monthly GJF Meeting on October 7, 2019.

We want to be sure that we’re creating an environment where all students can fully participate in the jazz program. We take pride in welcoming all students into Garfield Jazz. For information about scholarship support, please contact our Treasurer at treasurer@garfieldjazz.org. The deadline for scholarship requests is October 18, 2019 and all scholarship requests will remain confidential.

**Note:** Garfield Jazz Band 1 travels to Europe for a tour of jazz festivals every other year, on even numbered years. Band 1 students – and seniors regardless of band placement - will have the opportunity to go on the Europe trip in 2020. In addition, Band 1 may be selected to participate in the Essentially Ellington Festival in the spring. Those families will pay a separate fee to cover approximately 50% of the fees of these activities.

**FUNDRAISING**

As a booster organization, one of the GJF’s primary responsibilities is raising funds to support all the student activities and trips in Garfield Jazz. Fundraising covers the most of the administrative costs of the Garfield Jazz program as well as approximately 50% of the cost per student. Costs include scholarships, competition expenses, instructional expenses, travel fees, the purchase and maintenance of instruments and equipment and miscellaneous supplies. All students and families are highly encouraged to participate in GJF fundraising.

The GJF supports numerous fundraising eventseach year. Some of our fundraisers include:

**The Annual Garfield Jazz Gala:** The Gala is the biggest fundraising event of the year and **will be held on** **May 15, 2020**. The Gala is a celebration of our students and features performances by all 3 bands, all while enjoying a fabulous dinner and the company of other Garfield Jazz families and supporters. Fundraising activities at the Gala include a raffle, dessert dash and raise-the paddle. The GJF will notify families about ways that you can get involved in the planning process, and your participation is highly encouraged. More information will be made available in January 2020.

 **Citrus fundraiser:** This fundraiser will occur in the early spring. Students will be encouraged to sell boxes of oranges and grapefruit. More information about the fundraiser will be coming shortly. We ask that each family participate in this fundraiser.

**Hot Java Cool Jazz:** Since 1995,Starbucks Coffee has generously hosted an annual benefit concert featuring outstanding area high school jazz bands and has raised $675,000 for local high school music programs. Garfield Jazz has participated in this concert every year since its inception! Band 1 will be one of the featured ensembles at the 24th Annual “Hot Java Cool Jazz” concert, which will take place on **March 27th, 2020** at the **Paramount Theater.** As each participating music program receives proceeds from the ticket sales, we encourage you to recruit as many concert attendees as possible.

**Student Gigs:** A wide variety of clients contact the GJF to request a combo for an event. Students can volunteer to perform as a part of a combo for hire that performs at parties, receptions, and other functions around the community. The Gig Coordinator is the liaison between the client and the jazz program and arranges the details for the combo. Students get community service hours that count toward graduation, or after volunteering five gigs, students can choose to be paid. This is a wonderful way for students to help with our fundraising efforts as well as having some unique performance opportunities.

 **Amazon Affiliate program:** Did you know that up to 10% of every purchase you make on www.[amazon.com](http://amazon.com/) can go to Garfield Jazz?  This is an amazing way to contribute to our jazz program and it won't cost you a penny!! All you need to do is go to [www.garfieldjazz.org](http://www.garfieldjazz.org/) and click on the "Shop at Amazon" button.  A portion of your purchase will go to Garfield Jazz.  Do this every time you shop on Amazon and please let your friends and family know as well.

**JAZZ PROGRAM OVERVIEW & SYLLABUS - From Mr. Sessink**

Garfield offers three levels of jazz instruction ranging from entry level to advanced. Auditions are held in June of each school year to determine ensemble placement. Students are required to participate through one of the following primary instrument choices: saxophone (alto, tenor, bari), trumpet, trombone, drum set, bass, guitar or piano.

The core of our jazz program is centered on the music and big bands of Duke Ellington, Count Basie, Quincy Jones, and other important figures in the history of jazz. All ensembles will explore music by these artists and more, with a heavy focus on establishing a strong swing feel. Other big band jazz styles (Latin, Funk, etc.) and modern big band content will also be explored.

**ENSEMBLE OFFERINGS:**

**Jazz Ensemble I** (Mr. Sessink)

Two-semester class that meets daily during school. This ensemble is comprised of students that demonstrate advanced musical proficiency on their instrument and extensive experience in jazz performance. There is a significant time commitment outside of school for regional and national jazz festivals and performances, including the annual audition for the Essentially Ellington High School Jazz Competition in New York City.

**Jazz Ensemble II** (Mr. Sessink)

Two-semester class that meets daily during school. This ensemble is comprised of students that demonstrate advancing musical proficiency on their instrument and prior experience in jazz performance. There is a significant time commitment outside of school for regional and national jazz festivals and performances.

**Jazz Ensemble III** (Mr. Sundt)

Two-semester club that meets three times a week before school beginning September 23rd, Monday, Tuesday, Thursday from 7:15 – 8:10 AM in room #217. This ensemble is comprised of students that demonstrate intermediate to advancing musical proficiency on their instrument with or without previous experience in jazz performance. Participation requires students to participate in all regional performances and festivals.

\*Please note\* Jazz Ensemble III functions as a non-curricular club that is supported through funding by the Garfield Jazz Foundation. Students who commit to participating are expected to attend all rehearsals and performances as if it were a curricular class. Unexcused absences from rehearsals and performances may impact future ensemble placement. Students with scheduling conflicts, sports, or other activities that will impact attendance must notify Mr. Sundt as soon as possible. mjsundt@seattleschools.org

**LEARNING OBJECTIVES:**

The curriculum, instruction, and grading practices used in our program are based on the following four units: **Creating, Performing, Responding, and Connecting.** All four units are utilized simultaneously throughout the year and are in alignment with National Core Arts Learning and Washington State Standards.

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| **Creating** |  |  |
| Generate and conceptualize artistic ideas and work | Organize and develop artistic ideas and work | Refine and complete artistic work |
| **Performing** |  |  |
| Select, analyze and interpret artistic work for presentation | Develop and refine artistic techniques and work for presentation  | Convey meaning through the presentation of artistic work |
| **Responding** |  |  |
| Perceive and analyze artistic work | Interpret intent and meaning in artistic work | Apply criteria to evaluate artistic work |
| **Connecting** |  |  |
| Synthesize and relate knowledge and personal experience to make art | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding |  |

**EQUIPMENT AND MATERIALS**

* Students will need a 1’’ three-ring **BLACK** binder for their music. Music in the binder must be maintained and organized for every class. Please make sure your name is on the binder! Students are also required to keep a **pencil** in their folder, or otherwise have one daily. Pens are not acceptable. We need to be able to erase.
* Students will need their own instrument, or a school-owned instrument provided. Make sure instruments are clearly labeled and that the serial number is documented somewhere at home. The serial number can be found somewhere on the body of the instrument.

***NOTE:*** *Garfield High School cannot be responsible for lost or damaged instruments. Students that use school instruments assume the responsibilities of keeping that instrument safe and working and will be held liable for damages. Refer to the instrument loan form for more info. All families should check their homeowner/rental policy for coverage of instruments.*

**Brass Instrument Requirements:**

* Valve oil and slide grease – your slides should all move freely, if they don’t, take it into a shop.
* Trombones should have a small spray bottle with water to keep their slide moving freely.
* Cleaning brushes for mouthpiece, valves, and pipes. Clean your instrument once a month.

**Woodwind Instrument Requirements:**

* At least **THREE (3)** working reeds in the case always. Rotate your reeds, don’t use one reed until it is toast. If you need school provided reeds, do not wait to ask until you are completely out.
* Swabs and cleaning clothes to keep the instrument working well.
* Not required but recommended to purchase: an eyeglass screw kit in case the small screws come lose.

**GRADING PROCEDURES (Bands I and II only)**

Grading is split into two categories:

**Summative** - 30% of total grade “the culmination of our work in and out of class”

* Required Performances: attendance, attire, attitude
* Semester Progress Check: passing off required skills and showing measurable growth

**Formative** – 70% of total grade “the ongoing daily work in and out of class”

* Musician/Citizen Skills (Daily Procedures) includes: having all materials, positive contributions, best effort, evidence of practice, etc.
* Playing Assessments: advanced notice playing checks, typically short and sometimes done in small groups
* Projects & Misc.: covers any group work or projects (transcriptions, etc.)

**ATTENDANCE AT PERFORMANCES & EVENTS**

Performances and events that are listed on the calendar are required and graded. Unavoidable conflicts must be communicated in a written note, either through use of the designated online Google form (on Schoology) or a note delivered direct to Mr. Sessink in person. Communicate your absence as far in advance as possible. Email notifications of absences are not accepted. Absences should be communicated by students, not parents or other family members. Parents may be contacted to discuss the absence once it has been reviewed by Mr. Sessink. All absences are managed case by case and handled with compassion and understanding, while adhering to an expectation of promptness and reasonability as it relates to the request.

**CITIZENSHIP & PARTICIPATION EXPECTATIONS**

It is expected and required that students adhere to standard behavioral expectations, which include:

* **Being Flexible –** Show willingness to adjust to change. This can include changes in when you need to show up for something, added rehearsals, or it can be small changes like an adjustment to the music or your seat assignment. Being flexible is a life skill, so it must be practiced here.
* **Being Kind and Thoughtful –** People often put their needs before the needs of others to cope with the challenges of life. We all have our bad days. It’s okay for you to have a bad day but be conscious of how it impacts others. Additionally, reach out to those who you know are struggling and offer support to them. If you need space, tell those around you, including the teacher.
* **Showing Up –** Showing up means you came prepared to deliver. This includes showing up with all your gear, having practiced, and making sure your attitude is right. We can’t accomplish our goals unless every person is prepared to deliver. You should accept nothing less than your best possible efforts, which should be present in every rehearsal and performance.
* **Fighting Hate –** Interactions between all members of the band must remain positive and professional. Working as a team can be challenging, and it requires tolerance, patience, and forgiveness. You don’t have to personally like everyone, but you must treat them with dignity and respect. Any instances of racist, sexist or other hurtful and hateful acts will not be tolerated. Additionally, it is extremely unprofessional and unacceptable for members of the group to speak negatively about someone in the ensemble behind their back.

**CLASSROOM POLICIES AND PROCEDURES**

Cell phone use is not permitted during rehearsal except for tuning and rehearsal purposes. Attendance will be taken at the start of class time, and rehearsal begins with tuning procedures/warm up activity 5 minutes after start time. Students regularly not in their seat and prepared for class with all required materials at the start time will experience a negative impact to their semester grade. We will work collaboratively to establish other classroom norms that allow us to achieve musical success at the highest level. Food and drink, except water, is not permitted in rehearsal.

**CONCERT ATTIRE**

All ensembles will adhere to a concert black dress code centered on uniformity and professional appearance. This includes wearing black clothing over the torso, legs, and feet. Unless otherwise specified by the directors, students are expected to wear the following attire at concerts, festivals and performances. Casual or athletic attire is not acceptable.

**Jazz Ensembles II and III**

All students:

Black dress slacks or black skirt/dress, black dress shirt/blouse, black dress shoes and long black socks (when applicable). Black tights are required for skirts or dresses that do not fall at or below knee. Black suit jacket is optional. Students may wear a purple tie, bow tie, scarf, or other flare if it is tasteful and appropriate.

**Jazz Ensemble I:**

Students that identify as Male:

Fitted tuxedo, banded collar black dress shirt (provided by the GJF), black dress shoes w/long black socks. Students will be fitted for tuxedos at the beginning of the school year. The cost of the tuxedo jacket and pants is approximately $150.

Students that identify as Female:

Black dress slacks or black skirt/dress, black dress shirt or blouse, black dress shoes. Black tights are required for skirts or dresses that do not fall at or below the knee. Black suit jacket is optional.

Students that identify as Non-Binary:

May select either option above and/or discuss other options with their teacher.

**CLARENCE ACOX JAZZ ENDOWMENT**

## To honor the enduring legacy of Garfield High School jazz director Clarence Acox, the Garfield Jazz Foundation (GJF) established the Clarence Acox Jazz Endowment (CAJE) in 2004. CAJE has a professionally and independently managed permanent fund for Garfield Jazz students’ education and community outreach activities.

## The income and investment returns from the fund are used for:

* Assist Garfield students participating in the jazz program with private music instruction, sheet music, and other related student expenses. Assistance is based on demonstrated financial need.
* Enhance quality instruction in jazz music performance at Garfield High School. This includes supplementing instructor funding for Jazz Ensemble III, which in turn promotes the high level of students moving into Ensembles II and I.
* Fund outreach programs to elementary and middle schools that feed into Garfield High School and increase the number and diversity of qualified students for the Garfield jazz program. Such programs may include music instruction, sheet music, recordings, transportation, and other expenses to allow Garfield jazz band members to visit those schools.
* If Endowment income and investment returns permit, assist with defraying expenses of the Garfield Jazz Foundation.

**FAQ - STUDENT GIGS**

One of our main sources of fundraising comes from student gigs, where organizations (both private and public) around Seattle hire student combos to entertain at a variety of different events (e.g., parties, receptions).

***Who decides the size of the combo?*** The size of a combo is determined by how much a client is willing to spend. Requests come from charitable organizations with limited budgets as well as companies booking for private functions. We book quartets, quintets, and larger combos, depending on the client’s needs and budget.

***How are student musicians assigned to combo gigs?***The Gig Coordinator contacts students who are on the Student Gig list and asks about their availability for an event.  Students respond and gig combos are created. A record is kept of all bookings and musician assignments so that everyone has an opportunity to participate.

***My student prefers to play with particular band members. Is it possible to use only those players with him/her?*** Assignments are generally made to fill client requests, not those of an individual student. But if a student wants to play with particular band members, the students should volunteer as a group to fill a particular gig request.

***What is the time commitment? Are there additional expectations?*** The Gig Coordinator relays necessary details about a performance to the students. Gigs generally do not exceed two hours of playing time but it is necessary to arrive at least one-half hour early for set-up. Students should decide on a playlist ahead of time, be on time to the venue and arrive prepared to play. They should bring music stands, “Real Books and be ready to adjust the play list as necessary.

***Do students play outside of Seattle?***Gigs are almost always located in the Seattle area. This is important because families and students need arrange their own transportation.

***What is the dress code for gigs?***Dress codes will vary but always require the musician to be neat.  Black dressy formal or khaki casual (khakis and a nice shirt or blouse) are the general uniforms. In any case, the Gig Coordinator will inform the musicians about the dress code in advance of the performance.

***Why are community service-learning hours awarded for combos?*** Service learning is a requirement for graduation and students earn these hours in a variety of ways. Because student gigs benefit the entire Garfield jazz program, community service-learning hours are awarded to combo participants. The Gig Coordinator records service-learning hours only for combos that he/she books.

***Is it possible to get paid for performing?*** Once you have played in 5 gigs for community service credit, you are eligible to be paid $50 per gig in lieu of community service credits. Students can opt to continue earning community service hours once they reach the minimum if they desire, instead of being paid.

***How do I know if my student is ready to participate?***Please contact Mr. Sessink about this. He determines which musicians are ready for gigs.