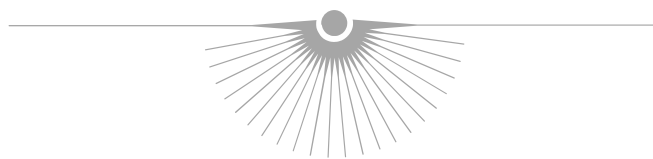


Revere High School

Choral Music Education
Department

RHS Choral Music Handbook
2022-2023 Academic School Year
Sierra L. Pabon, Director



-Greeting & Introduction-

Dear Students & Families,

My name is Sierra Pabon, and I will be serving as the Director of Choral Activities at Revere High School (grades 8-12). In May of 2021, I graduated from Baldwin Wallace University's Conservatory of Music with a Bachelor's degree in Music Education. In addition to my degree, I fulfilled an emphasis in Vocal Pedagogy to further understand the anatomy and physiology of the voice. This specialized knowledge and training plays a key role in my philosophy of vocal instruction. Through practice and study, we will learn of the anatomical intricacies of the voice and use that knowledge to manipulate the voice in various capacities and styles.

During the 2021-2022 school year, I served as the Director of Choral Activities at Euclid High School. Throughout my time at Euclid, I had the privilege of working with students grades 6-12 in traditional and contemporary settings, as well as collaborating with students to create and record original music in a music appreciation elective course.

I am native to the Cleveland area, having graduated from the Avon Local School District. I completed my student teaching in the North Olmsted City School District and worked with both traditional and contemporary vocal ensembles in grades 6-12. I have been very fortunate to be involved in the rich musical community in Cleveland in numerous capacities, including collaborations with the Community Arts School in Berea and co-directing "Sing With Intent," a choir for individuals with Parkinson's Disease. Outside of the traditional choral scene, I have actively performed in contemporary a cappella ensembles in high school, collegiate, and professional capacities.

I cannot express how eager and excited I have been to hit the ground running this year! Our students deserve the highest quality of instruction now more than ever, and I am proud to represent Revere High School and its mission to provide exactly that. This year, our program-wide focus will be to build and strengthen a culture of academic excellence through choral music education. With the support of our students, families, and administration, we will no doubt accomplish this goal! Once again, I am beyond excited to work with the students of Revere, and I look forward to meeting the wonderful families!

Sincerely,

Sierra Pabon
Director of Choral Activities
Revere High School

-Philosophy of Choral Music Education-

Why Choral Music?

As musicians, we have the ability to heal, to tell stories, to educate, to evoke emotions, to inspire, and to learn. While every type of musician has an instrument, singers have a unique characteristic: their body is their instrument. The voice is the most accessible, affordable, and universal instrument. With this advantage, singers can express meaning through facial expressions, body language, actual language, and their own special voice. Due to the fact that our bodies are our instruments, a certain level of vulnerability comes along with music making.

Establishing Relationships

To ensure that students feel comfortable being vulnerable enough to effectively make music, many nonmusical goals must be met. First, it is necessary to build and promote a strong and supportive culture where students are comfortable making mistakes and experimenting with their instruments. Bonds formed through music making are some of the strongest bonds that I have ever encountered. There is something about listening to others around you, blending, and balancing sound that creates a sense of dependence on all ensemble members. Having such a vast range of personalities, cultures, heritages, and backgrounds represented in any classroom creates the perfect opportunity for us to explore different cultures and methods of learning. Students will learn how to trust and depend on one another in the classroom, but they will also learn how to think independently, be leaders, and discover their own individuality. It is anticipated that students leave this class not only with improved musical abilities, but also with an understanding of how to effectively communicate, empathize, collaborate with others, and overall act as contributing members of society.

Teaching Every Student

As teachers, it is our job to serve our students by providing content to them in a way that is palatable. Differentiation in instruction is one way to cater to different types of learners, regardless of skill, ability, cognition, etc. Every student is unique, and as a result, they will learn in different ways. It is also important to present content in multiple different ways that target different learners. I like to include an aural, visual, and kinesthetic component to my lessons to reach as broad of an audience of learners as possible. Again, it is my job to make sure that all students receive the content in a way that absorbs and makes sense!

Assessment

The most important aspects of assessment are holding students accountable for their learning, documenting student growth and progress, fostering “real life” skills, and empowering students to take advantage of and ownership of their education. Among the surplus of “real life” skills learned through choir are accountability and ownership; these skills will set students up for success in the *real* world. It is important to incorporate frequent assessments that are relevant and worthwhile to students. The authenticity of our assessments will create opportunities for students to relate their learning to real world application of the content. Lastly, it is important to collect quantifiable, objective data about students’ progress, as well as offering quality feedback to students so they know specifically where they are and how they can improve.

-Course Offerings-

RHS Academic Choral Course Offerings

***Chorale**

- Full year (2 semesters); 1 credit; Grades 10-12
- *Prerequisite requirements:* one year participation in Symphonic Choir; audition with director (not a beginner course)

Symphonic Choir

- Full year (2 semesters); 1 credit; Grades 9-12
- *No prerequisites; no formal audition is required*

***Revere A Cappella**

- Full year (2 semesters); 1 credit; Grades 9-12
- *Prerequisite preference:* current enrollment in Symphonic Choir or Chorale; audition with director (not a beginner course)

** Indicates an ensemble that requires an audition. Voicings will take place at the beginning of the school year to ensure all students are in the appropriate ensemble/voice part to ensure their long-term success. Students should keep in mind that EVERY day is an audition.*

**Transfer students will be required to meet with the director for a placement audition. Placement in a previous school's ensemble does not serve as a prerequisite for our ensembles.*

Typical Program Trajectory

Symphonic Choir — Audition Pending >>>>> Placed in Chorale

Chorale — Audition Pending >>>>> Remain in Chorale (and/or placed in Revere A Cappella)

RHS Elective Course Offering (taught by Ms. Pabon)

Guitar Foundations

- One semester; 0.5 credit; Grades 9-12
- *No prerequisites; no audition is required*

-Communications-



***Students** are required to join the Remind for their respective courses to receive important information, updates, & reminders. Students will sign up in class during the first week of school.

***Parents/guardians** are required to join the parent/guardian Remind for their student's course to receive necessary information and follow along with successes & progress occurring in the classroom! **At least 1 parent/guardian per student is required to join.** Students will sign their parents/guardians up in class during the first week of school.

Chorale 22-23 Students Remind ----- Text @k23gbe to 81010
Chorale 22-23 Parents/Guardians Remind ----- Text @df8g99 to 81010

Symphonic Choir 22-23 Students Remind ----- Text @9ac9ea to 81010
Symphonic Choir 22-23 Parents/Guardians Remind ----- Text @4h7c86 to 81010

Revere A Cappella 22-23 Students Remind ----- Text @e3389c2 to 81010
Revere A Cappella 22-23 Parents/Guardians Remind ----- Text @revereac to 81010

Guitar Foundations 22-23 Students Remind ----- Text @3cf4bfh to 81010
Guitar Foundations 22-23 Parents/Guardians Remind ----- Text @guitarfo to 81010



Google Classroom

***Students (only)** are required to join the Google Classroom for their respective courses to receive important information, updates, & reminders. Students will sign up in class during the first week of school.

1° Revere A Cappella — Class Code: hdo7ukk

2° Symphonic Choir — Class Code: ibmtglw

3° Chorale — Class Code: mtmknfu

4° Guitar Foundations — Class Code: rwhhwb3

-The Bel Canto Vocal Technique-

The mastery of the following technique is of the utmost importance in terms of students' vocal health, success, and growth. Students who work diligently at accomplishing the following characteristics have great success in proper vocal production. This technique lays the foundations of proper vocal production in the healthiest, safest, and most successful way, *especially* for young students who are encountering changes in their voices. Once students grasp the foundations of proper vocal technique, they can manipulate these skills to achieve performance of many different musical styles and vocal timbres.

The Bel Canto technique originated, and was made popular in Italy during the 18th century at the dawn of opera. The specific characteristics of Bel Canto technique allow for the healthiest, most resonant, and most beautiful choral sounds across all vocal registers. Although Bel Canto simply translates to "beautiful singing," mastery of the style takes years of practice, and is possible through disciplined study. Many contemporary schools of singing use this term loosely, and I want to be clear in saying that we will practice Bel Canto singing in its most authentic sense.

Due to the nature of choral ensembles being largely performance-based, the achievement of this vocal technique in rehearsal will be evaluated and graded. Students will be graded according to specific, objective, criteria-based rubrics based on their efforts towards different components of technique. Students will regularly be assessed and provided with objective feedback in efforts to promote improvement and growth. In the same way a math teacher requires their students to show their work using a formula to find the correct answer, I require singers to use our Bel Canto formula to sing the healthy way!

Characteristics of Bel Canto Vocal Technique:

1. Production of a free, unforced sound as a result of the vocal muscles being perfectly coordinated with the breath
2. Freedom of muscular tension (rooted in the neck, jaw, throat, back, tongue, shoulders, etc.)
3. Production of a clean, consistent, and stable vocal tone
4. Proper breathing technique and engagement of the abdominal muscles during vocal production
5. Opening and relaxing of vocal cavities (pharynx, nasal cavities, oral cavity, etc.) for manipulation of acoustics & resonance
6. Achievement of vocal projection that is healthy, sustainable, and appears effortless, which can be directly translated to healthy speech production
7. Trained, coordinated, and strong vocal muscles (just as an athlete would practice)

As mentioned earlier, due to the nature of choral ensembles being largely performance-based, the achievement of this vocal technique in rehearsal will be evaluated and graded. Demonstration of this technique is attainable and expected.

-Classroom Expectations-

Respect our School & Facilities

At times, we become comfortable in our spaces and can easily take them for granted. However, it is vital that we value our space and take care of it accordingly.

1. Vandalism will not be tolerated. (Zero tolerance = immediate office referral).
2. No entering rooms/spaces without permission.
3. Students are not permitted to have gum, food, or drinks in the classroom except for water.
4. Students will keep their hands & feet off of the walls in the classroom.
5. Leave any room you enter cleaner than you found it. Take care of your space.

Rehearsal Etiquette

1. Students are expected to be in their assigned sections when the bell signifies the start of class. Professionalism is required to hold membership in any ensemble at RHS. Flagrant tardiness will result in the appropriate disciplinary action.
2. Talking during rehearsal is not permitted unless instructed otherwise. Conversations are distracting to myself and other classmates, and will ultimately prevent us from accomplishing daily goals. When your attention is required, you are respectful and engaged.
3. No cell phone usage during rehearsal time unless permission is given. Students are to place cell phones in assigned pockets as they enter the classroom every day.
4. Chewing gum, eating food, or drinking beverages other than water are not only health hazards while singing, but these actions also prevent the singer from performing at full capacity; therefore, these actions are prohibited.
5. Students should avoid using the restroom during rehearsal, as our time is very limited. Students must ask before leaving to use the restroom. Two passes will be allowed per quarter.
6. Students should be prepared to sing individually or in small groups to demonstrate mastery of subject material. Individual assignments will typically be recorded or done in a secluded fashion.
7. The RHS code of conduct is always in effect in regards to student behavior. Any safety procedures instituted by the RHS administration will be followed.

Technology Usage

1. The use of electronic devices of any kind during rehearsal is strictly prohibited unless instructed otherwise. This includes, but is not limited to: cell phones, iPad, laptops, smart watches, headphones/AirPods, etc. Electronic devices are to be put away entirely.
2. Cell phones are to be stored in the pockets in the choir room. Students using cell phones in classes will be subject to appropriate disciplinary action. **Students are NOT allowed to charge their phones in lieu of using the phone pockets.**

Foul Language & Violence

1. The use of foul language towards the director or another student will result in an immediate office referral. Students are expected to speak appropriately and professionally, and failure to do so will result in appropriate disciplinary action. Recurring offenses will result in the removal from the course and the forfeiture of the remaining credits to be earned.
2. The use of ANY speech aimed to make another student feel lesser carries the same, if not more, severity as foul language. Be kind. Always. Think before you speak. Any behavior of this kind will result in an immediate office referral. Recurring offenses will result in the removal from the course and the forfeiture of the remaining credits to be earned.
3. Physical violence of any kind will not be tolerated. Throwing items, hitting one another, etc. are all examples of behaviors that are simply not tolerated. Keep hands to selves. Any behavior of this kind will result in an immediate office referral, or appropriate disciplinary action. Recurring offenses will result in the removal from the course and the forfeiture of the remaining credits to be earned.

Classroom Materials

1. Students are expected to have their required materials in class *every day*. This includes a 3-ring binder, music, sharpened pencil, and anything else instructed. Failure to have any of these materials for “material checks” will result in the lowering of the student’s grade. Students on the risers without music will lose points.
2. Students are expected to write their names in all music and binders with the expectation of keeping them in good condition. Our music is our textbook.
3. Students are expected to make markings in their music with their pencil. Failure to have music markings for “material checks” will result in the lowering of the student’s grade.
4. Music will only be issued once. If music is lost or damaged beyond repair, the student will be responsible for providing a replacement copy. The charge will be added to the student’s course fee. Final grades will not be distributed until materials are received.
5. Many of these program requirements mimic those requirements of life past middle school. These expectations are in place to practice professionalism and healthy habits.

-Hierarchy of Consequences-

*Consequences will be determined on a case by case basis depending on the violation of expectations and severity of the violation. The following hierarchy will apply, but the resulting consequence is to be determined by the instructor based on the severity of the offense.

- Nonverbal and/or verbal warning
- Confiscation
- Conference with student and/or parent
- Parent contact
- Removal from classroom
- Detention
- Saturday School Detention
- Office referral
- Suspension

-Rehearsal Objectives-

1. Students will demonstrate proper body alignment when seated or standing during rehearsal.
2. Students will sing with and maintain breath support and engagement of abdominals.
3. Students will not abuse their voice during rehearsal (ex. screaming, vocal fry, etc.)
4. Students will demonstrate principles of good intonation and be proactive in adjusting intonation when necessary.
5. Students will demonstrate the knowledge and application of proper vowels & consonants, and their modifications during performance.
6. Students will demonstrate proper dynamics.
7. Students will regularly perform their part aloud with others. Even if the part is incorrect, it must be sung! Otherwise, we cannot be proactive in fixing it before performance. This is how we rehearse.
8. Students will demonstrate the qualities of an active participant through asking questions, being mindful of rehearsal etiquette, and making a conscious effort to accomplish the above.
9. Students will learn to sing *fearlessly*.
10. Students will learn to sight-read at a high-level. **MUSIC LITERACY IS A REQUIRED PORTION OF THE COURSE.**
11. **Students must SING in choir. Students who do not sing will not earn a passing grade.**

-Concert Attendance-

Every concert is mandatory, and should be attended by all members.

The performance is a culmination of all of the hard work put in during rehearsals and on our own time. It is with great pride and joy that we bring these concerts to our community, and they should be seen as opportunities to showcase such efforts. It is also an opportunity to recruit, build our program, and make a presence in our community. The concert is one of our largest summative assessments and is a staple in our education.

Students involved in extracurricular activities are expected to give their advisors a list of concert dates immediately so that we may be proactive. Advisors & coaches need to know ahead of time that you will be missing a game, practice, or event for the concert.

Event Hierarchy

It must be understood that choir is a class worth the same credit as a math or a science class. It is not an extracurricular activity, it is a curricular course. That being said, the director works year-round with the athletic director, club advisors, parents, and students to make sure RHS choir students shine in ALL aspects of their life. In the case of conflicts with a concert, a student must inform the director and their advisor/coach immediately.

- Athletics
 - A concert may not be missed for a dual-meet, regular season game, or practice.
 - A student may be excused from a concert when extended length travel is involved. This includes but is not limited to tournaments, college showcases, other *career impacting events*, etc. These must be communicated as soon as they are known.
 - A state choir contest out-ranks a district athletic event, and the same would apply for a state athletic event. These courses are curricular. RHS choirs may/may not perform in state contest this year. Any conflict must be communicated as soon as it is known.
- Extracurricular arts/clubs
 - A student *may* be excused for a concert when they are in a performance in a musical, dance/art recital.
 - A student will not be excused for another rehearsal or practice (dress or not). Communicate with your directors regarding your conflicts.
 - Clubs have events of great importance as well and Ms. Pabon will support students in these endeavors when at all possible.

Excused Absences

If a student is to miss a concert, the student and parent/guardian may submit an **excused absence request form** detailing the reason for missing the concert (on following page, and available in the choir room). The director and building administrators will then decide if the absence is excused or not based upon the submitted information. In the case of an absence being excused, the student will have a performance based make-up assignment that may be recorded or performed. **Note: Communication is required in all instances of absences regardless of it being excused or unexcused.** Failure to communicate an absence for a concert (no call, no show) will qualify as an unexcused absence, and ultimately a 0% for said concert grade.

RHS Choral Department Excused Absence Request Form

Name _____ Event _____

Please detail the specific circumstances that will prevent you from attending the concert *and* the reasoning why you believe your absence should be approved and excused.

Note: In order for this form to be considered, it must be submitted two weeks before the missed performance. If you have a prior commitment made before the start of the school year, this form must be submitted no later than one week after learning the performance was scheduled after the commitment. The director will make the decision promptly.

Parent Signature

Student Signature

-Concert Attire-

Uniforms/attire expectations are a required aspect of all performing ensembles. All students must adhere to the uniform for their respective group, or they will not perform. Failure to perform due to uniform violation will count as a ZERO in the gradebook. It is important that the students understand that the presentation of a concert is integral in the preparation for professional life after high school.

Symphonic Choir

- “Concert black” or professional black
- The following options are approved:
 - Appropriate length dress (approved past the knee only)
 - Appropriate length skirt (approved past the knee only)
 - Professional black dress pants
 - Professional black blouse/button-down shirt (short or long sleeve)
 - Conservative, closed toe, black heels (no more than 2 in.) or flats
 - Black dress socks
 - Black belt
 - Black tie
 - NO tennis shoes, combat boots, sandals, flip-flops, etc.
 - NO jeggings, leggings, or rips/tears
 - NO white socks

Chorale

- “Concert black” or professional black (same criteria as above for Symphonic Choir).

Revere A Cappella

- We will talk, decide together, & finalize our decision regarding concert attire at the beginning of the year.

Jewelry/Accessories

Jewelry is permitted in good taste if it does not become a distraction and is not excessive. Students who wear an excessive amount of jewelry or distracting jewelry will be asked to remove it.

**If a student is not adhering to the concert attire expectations, it is at the discretion of the director to handle the situation. Students may be asked to change if necessary.*

-Grading Policy-

Students should expect to see a wide variety of assignments that will be worth a varied amount of points. Due to the choral ensemble rehearsal being largely performance-based, students will complete both performance-based and non-performance based assessments. Assignments & assessments will not be “weighted.” Simply put, if an assignment requires more work, or is more difficult it will be worth more points. For example, a concert will be worth more than a worksheet.

The focus of choral music education is not solely affective. Rather, choral ensembles, like all classes on a student’s schedule, should be treated with the utmost academic importance. It is when the academic needs of choral music are attended to that the affective parts of music become so much more meaningful and impactful. A student will remember their music for a lifetime when it is sung from the heart, beautifully and meaningfully.

It is with this preface in mind that the grading policy for the RHS Choral Program reflects assessment that is both subjective and objective. While the effort of the student is of course valued and included in determining participation & contribution grades, it is NOT the only aspect of the student’s grade. Effort in any course is *expected*. Students have made the conscious decision to enroll in this course; it is not required. However, effort is required regardless of the course being elective or required. Effort in this class is directly proportional to student success.

Promotion is Not Based on Grading Alone

Students are not guaranteed a spot in the next level course based on having a passing grade. For example, a student may be an extremely hard worker, but struggle to match pitch, thus earning a mid level B (hypothetically). This student may not be able to progress forward until the vocal facilities are in line with the requirements of the next level. Ultimately the director reserves the right to place students in the ensemble which serves the student best.

Gradebook Breakdown: Assignments & Assessments

Active Participation & Effective Contribution

- Each student starts every day with full credit for active participation and effective contribution during rehearsal. Every student is expected to earn and maintain a 100% in this category.
- Students will only receive less than full credit for the week if they do not actively participate/contribute to rehearsal, or if they fail to comply with expectations (ex. talking during rehearsal, phone usage, etc.), therefore preventing them from actively participating/contributing.

Sight Reading Recordings

- Students will be given an exercise that they will take home, learn, and audio record on their cell phones. They will then email the file to me. Students without phones will be given an alternate way to record.
- Graded according to an objective, criteria-based rubric with the following aspects:
 - Accuracy of pitch
 - Accuracy of rhythms
 - Vocal technique
 - Musicality

Content Area Worksheets

- After completing a unit in class, students will be required to complete a worksheet in order to review concepts and make new material concrete. The arts are cumulative. Skills you learn in one unit will be vital to the next

Repertoire Recordings

- Students will be assigned an excerpt from repertoire that was taught in class; they will bring music home and audio record on their cell phones/iPads. They will then email the file to me. Students without technology will be given an alternate way to record.
- Graded according to an objective, criteria-based rubric with the following aspects:
 - Accuracy of pitch
 - Accuracy of rhythms
 - Vocal technique
 - Musicality

Music Markings & Materials Check

- Checked at RANDOM
- Graded on pass/fail system
- Students will bring binders to my desk to check music markings & class materials
- If any markings are missing the student fails

Concerts & Performances

- IF A PERFORMANCE MUST BE MISSED STUDENTS ARE REQUIRED TO FILL OUT AN EXCUSED ABSENCE REQUEST FORM & COMPLETE MAKE-UP ASSIGNMENT
- Graded according to an objective, criteria-based rubric with the following aspects:
 - Attendance/timeliness
 - Professionalism
 - Class score
 - Individual written critique
- Students who miss a concert unexcused should expect letter grade deductions, as the grade for the assignment will be a zero. Concerts & performances will be worth more points because it requires more work

-RHS Choral Department Calendar-

Event	Date	Event Time	Call Time	Location
First Day of School	08/25/2022	–	–	RHS
RHS Open House	08/30/2022	6:00-7:30PM	–	RHS
Homecoming Game Performance	10/14/2022	TBD	TBD	RHS
RHS Choir Showcase	10/25/2022	7:00PM	6:00PM	RHS Auditorium
RHS Fall Play	11/17-11/20/2022	7:00PM (11/17-11/19); 1:00PM (11/20)	–	RHS Auditorium
Veterans Day Performance	11/11/2022	10:00AM	TBD	RHS
RHS Winter Concert (RHS choir, band & orchestra)	12/13/2022	7:00PM	6:00PM	RHS Auditorium
OMEA Solo & Ensemble	01/21/2023	TBD	TBD	TBD
Choir in the Rounds (RHS & RMS choirs)	02/28/2023	7:00PM	6:00PM	RHS Auditorium
OMEA Large Group District Adjudicated Event	03/10/2023	TBD	TBD	Nordonia
RHS Spring Musical	04/20-04/23/2023	7:00PM (04/20-04/22); 1:00PM (04/23)	–	RHS Auditorium
OMEA Large Group State Adjudicated Event	04/28/2023	TBD	TBD	TBD
RHS Spring Choral Concert	05/02/2023	7:00PM	6:00PM	RHS Auditorium
Last Day of School	06/06/2023	–	–	RHS

**Please understand that this calendar may be fluid and changing throughout the year. All changes to the calendar will be communicated as early as possible and shared with students.*

JOIN US!



REVERE MUSIC PARENT ASSOCIATION

What is RMPA?

The mission of RMPA (Revere Music Parent Association) is to provide social reinforcement and financial support to the music department of Revere High School. The efforts of this organization include purchasing and maintenance of uniforms, purchasing of supplemental curricular materials and equipment, support and organization for student trips and adjudicated events, and so much more.

All parents are encouraged to be active members of RMPA, because it is only with your donation of time and effort that the Revere music student experience can be made even better! Through the enrichment that RMPA provides, the Revere Music Department is better equipped to foster the environment of academic excellence through music education that all of your students deserve.

How Do I Become a Member of the RMPA?

If you have a student in the music program, you are a “music parent” and a member of the Revere Music Parents Association. No membership fee required! ***RMPA booster meetings are held in the RHS band room on the first Tuesday of each month at 7:30 PM.*** For more information, please visit the RMPA website (www.reveremusic.org). If you have any questions, please do not hesitate to contact Ms. Sierra Pabon (Director of Choral Activities) and/or Ms. Deb Hermann (President of RMPA). Thank you, and we look forward to collaborating with you this year!

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WWW.REVEREMUSIC.ORG

Revere High School Choral Department Course Contract

After you have reviewed the handbook/syllabus with your parent(s)/guardian(s), please sign & return **ONLY THIS SHEET** to Ms. Pabon by class time on ***Friday, September 2nd.***
Keep the handbook to reference for the remainder of the school year.

- I have read the course guidelines, I understand what is expected of me in this course, and I agree to comply with all terms & conditions of the handbook.*
- I have signed up for the Remind channel & Google Classroom for my ensemble*
- I have added all important dates to my personal calendar, and will communicate conflicts*

Student Name (please print): _____

Student Signature: _____

Student Cell Phone #: _____

- I have read the course guidelines, and I understand what is expected of my student in this course.*
- I am signed up for the parent/guardian Remind channel for my student's ensemble.*
- My ProgressBook information is up to date*
- I have added all important dates to my personal calendar*

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Parent Daytime Phone #: _____

Parent Email: _____

Questions, comments, or concerns?

Sierra Pabon, Director of Choral Activities 8-12

Email: spabon@revereschools.org