

Holahan Voice

Studio Policies

[last updated April 2026]

Welcome to Reese Holahan's voice studio—I am excited to work with you!

Teacher Contact:

Name: Reese Holahan

Email: reese@holahanvoice.com

Cell: (315)945-8037

Location:

In-person lessons are held at Central Park United Methodist Church in Buffalo, NY.

Online Lessons (offered via Zoom) and Traveling Lessons (offered in-person at a venue other than the regular studio) may be scheduled as well but will result in a change of rate.

Lesson Schedule:

- Frequency: Lessons are held *weekly or bi-weekly* on a regular schedule.
- Length: 30, 45, or 60 minutes
- The final 2-3 minutes of any lesson may be reserved for “passing time” given scheduling considerations
- Frequency and length *can* be adjusted on a case-by-case basis

Lesson Rates:

Note: the following rates represent my standard pricing. I am happy to say that ***I offer sliding scale pricing on a case-by-case basis.*** If you feel that the listed prices are prohibitive or if you have a meaningful change in financial outlook, we can make an adjustment.

- Individual Lessons:
 - \$40 for 30 min
 - \$50 for 45 min
 - \$60 for 60 min
- Lesson Packages:
 - Monthly (4 lessons): \$150 (30 min), \$180 (45 min), \$200 (60 min)
 - Summer Lessons (6 lessons): \$225 (30 min), \$275 (45 min), \$350 (60 min)
 - Semesterly (15 lessons): \$550 (30 min), \$700 (45 min), \$850 (60 min)
- Note: scheduling occurs on a first-come-first-served basis. If a student schedules and pays lesson-to-lesson, there is no guarantee that their lesson time will be open in any given week. Scheduling a lesson package ensures that the student can maintain their lesson time of choice.

Payment:

- Forms accepted:
 - Cash (in a sealed envelope)
 - Check (made out to “Reese Holahan”)
 - Venmo (@reese-holahan)
 - Zelle (Reese Holahan)
- Payment is due at the beginning of each lesson.

- For lesson packages, payment should be made at the start of the package.
- Semester-long packages may be broken into two payments with the first being made before the first lesson and the second being made before the eighth lesson.

Cancellation Policies:

Student:

- If a student cancels *more than 48 hours before* their scheduled lesson the teacher will coordinate a make-up time (to be completed within 3 months of initial lesson).
- If a student cancels *within 48 hours* of a scheduled lesson, they will be charged for the lesson and will not receive a make-up lesson.
- In cases of sickness, family emergency, inclement weather, or other extenuating circumstances, the teacher may make exceptions on a case-by-case basis.
- Note – if you are ill, please do not attend your lesson. In the interest of maintaining everyone's health (vocal and general), please stay home. We will coordinate.

Teacher:

- The teacher will communicate teacher-absences *at least 2 weeks prior* to absence and will coordinate make-up times accordingly.
- If the teacher cancels *within 2 weeks* of a scheduled lesson (due to sickness or other unforeseen circumstances), a make-up lesson will be offered. Additionally, more than 2 absences of this variety over a given 3-month period will result in the student being awarded a free-lesson credit to be redeemed in the future.

In-Studio Expectations:

Student:

- Arrive on time and prepared to sing
- Positive attitude and willing to learn
- Bring all necessary materials (see below)
- Communicate conflicts clearly and in advance

Teacher:

- Arrive on time and prepared to teach
- Positive attitude and willing to adapt
- Bring all necessary materials
- Prepare for students between their lessons

Materials:

Student:

- Lesson binder
- Voice journal
- Water bottle
- Recording device (phone or separate device)
- Any other materials for current voice exercises (e.g. exercise bands, straws, balloons)

Teacher:

- Teaching Binder
- Water bottle
- Working repertoire
- Relevant materials

Scope of Lessons:

Lessons track and scope are defined by students' individual interests, goals, and progress. While the teacher will lead lessons and draw on experience and knowledge to shape the course, it is important that the student is prepared to discuss their own goals, ideas, and sense of progress. Through collaboration, the student and teacher will determine which repertoire, points of focus, exercises, and other elements will serve to guide the course of lessons.

Practice:

Students are *expected* to practice outside of their lesson time every week. Lessons only account for a small fraction of your singing/learning time. By making use of practice time, students can maximize the effectiveness and benefits of their studies. The student and teacher will work together to determine a reasonable goal for practice time/frequency.

Repertoire:

Repertoire will be determined through collaboration between student and teacher. In many cases, the teacher will suggest particular repertoire that he expects will be beneficial to the student's vocal and musical growth. The student is encouraged to bring their own ideas when it comes to choosing repertoire. Students' interests, goals, vocal/musical strengths, and progress are all considered while choosing repertoire.

Scores and Sheet Music:

The teacher maintains a library of a variety of musical scores as well as access to a number of music sharing forums and other resources. As a result, the teacher is equipped to provide the materials needed for *most* studies.

If a student would like to work on a piece of music to which the teacher does *not* have access, it is the student's responsibility to purchase said sheet music. The teacher is happy to help locate sources for purchasing music.

In some cases, the teacher may offer to purchase relevant music on behalf of the student. In such cases, the teacher will provide the student with a receipt of purchase and the student will be expected to reimburse the teacher within 2 weeks of initial purchase.

Accompaniment:

In most cases, the teacher will serve as a "functional accompanist" in lessons. Depending on the repertoire, a combination of piano accompaniment and pre-recorded tracks will be used in lessons.

In some cases (recitals, performances, recording auditions, etc.) it may be necessary for the student to work with a collaborative pianist to meet their needs. Unless otherwise stated, the student is responsible for paying the pianist in these cases. Often, the teacher will provide a shortlist of recommendations or will suggest a particular pianist for a given performance/recording. In the case of studio recitals (see below), a pianist will be provided; their time will be paid for via recital fees.

Recitals:

Occasionally (and based on interest), the teacher will organize studio recitals as an opportunity to showcase students' work and allow students the opportunity to perform in a public setting.

Recitals will generally take place at Central Park United Methodist Church but may also occur at other venues. Recitals fees will be communicated at the time of initial communication (typically free or low-cost to cover cost teacher and/or pianist time).

Recording:

Either student and teacher may choose to record lessons (audio or video) at any time. Students are encouraged to record lessons as a practice and learning tool.

Photo and Video for Studio Use:

There may be instances in which the teacher wishes to use photo or video footage from lessons for various purposes including:

- Marketing
- Teaching samples (for applications)
- In-studio use (instructional videos, etc.)

While the teacher and student both maintain the right to record lessons at any time, the teacher will make it clear and ask permission when recording content that he expects to use for the purposes stated above.

Students Under the Age of 18:

Students under the age of 18 are expected to provide contact information and a signature of their legal guardian when signing the following studio agreement *even if the student is the direct source of payment for lessons*.

Guardians are invited and welcome to attend lessons but are highly discouraged from interjecting during the lesson unless the teacher invites them to actively participate.

Guests and Observers:

Students are welcome to invite guests to observe their lessons, but they are expected to ask permission from the teacher in advance (preferably at least 1 week in advance; *never* at the time of lesson in question).

Parents and guardians are always welcome to observe.

Communication:

Email will be the standard method of communication between student (or parent/guardian) and teacher regarding all issues regarding lessons (scheduling, payment, etc.). Reaching the teacher via phone is a secondary method to be reserved for emergencies or other time-sensitive matters.

Students can expect timely email responses from the teacher (generally within 48 hours). The teacher expects relatively timely responses from the student when coordinating scheduling or other factors that require consensus and student input.

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Teaching Philosophy and Diversity Statement

Teaching Philosophy:

Studying singing should be an exciting, challenging, and fulfilling pursuit. My primary goal as a teacher is to create an environment that is welcoming and supportive, allowing every student to experience everything that comes with learning to sing.

My teaching is grounded in functional voice pedagogy and a deep understanding of vocal anatomy, physiology, and acoustics along with an appreciation for historical pedagogy. I believe that establishing foundational technique that is comfortable, healthy, and efficient is important to singing any genre. I aim to guide students as they discover both the simplicity and the complexity within their vocal instrument and fine-tune the coordination necessary for singing. My process is not tied to a particular methodology or rigid structure. Instead, I employ a systematic yet flexible approach that adapts to meet the needs of each student. I enjoy working with students across a wide range of genres including classical, musical theatre, popular, and folk music.

My approach to lessons remains student-centric and relies on healthy communication and productive collaboration. Students' self-identified goals shape the scope, pace, and structure of our work together. Moreover, students' unique interests, strengths, and obstacles inform our course of study. Students are encouraged to ask questions, make observations, and share their thoughts and feelings. I prioritize creating a positive atmosphere and a safe environment in which students feel welcomed and comfortable expressing their thoughts.

My primary goal in teaching is to guide students toward independence and autonomy over their own instrument. While teacher feedback is a fundamental component of lessons, I aim to help students to develop the ability to make vocal and artistic adjustments on their own.

Diversity Statement:

Music is for everyone.

Holahan Voice has a non-discrimination policy concerning age, sex, gender identity and/or expression, sexual orientation, race, ethnicity, national origin, religious beliefs, marital status, disability status.

This studio is built on a foundation of mutual respect along with clear and kind communication.

The studio reserves the right to dismiss any student and/or end a lesson if it is felt that the student (or student's guardian) is engaging in behavior that conflicts with the studio's diversity policy or is damaging to other parties (including the teacher, pianists, or other students).

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Studio Agreement and Student Contact Sheet

Agreement

I, _____, have read and understand all policies listed in Holahan Voice Studio Policies. I agree to abide by all policies.

Student:

(print) (sign) (date)

Parent/Guardian (if applicable):

(print) (sign) (date)

Teacher:

(print) (sign) (date)

Student Contact

Parent/Guardian Contact (if applicable)

(email)

(phone)

(phone)

(phone)

Emergency Contact

(email)

(phone)

(relation)