

CPS Department of Arts Education All-City Performing Arts Handbook 2018-19



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Handbook Advisory Committee

Tim Anderson, Schurz High School

Michael Block, Jones College Prep

Justin Boyd, Teaching Artist

Aquil Charlton, Teaching Artist

Budway Ferris, Little Kids Rock

Omar Fong-Bances, Amundsen High School

Paul Gilvary, Little Kids Rock

Katy Johnson, Teaching Artist

Erik Juhl, Horace Greeley Elementary

Elizabeth Limon, Calmecca Academy of Fine Arts

Charlie Mills, Jones College Prep

Einnaf Smith, Hamilton Elementary

Sarah Todd, Mary Lyon Elementary

Melisa Rutkelis, CPS Department of Arts Education

Pamela Swope, Talcott Elementary

Holly Wysel, Portage Park Elementary

Program Overview

All-City Performing Arts (ACPA) is a free program offered by the Department of Arts Education (DAE) for students in grades 3–12 at all CPS schools (district-managed, contract, charter, and options). Students rehearse in music, theater and dance ensembles every Saturday during the fall semester at two regional sites, leading up to full productions at Regional Showcases.

Students from the Regional Ensembles may then be eligible for nomination to the All-City Performing Arts Ensembles, which perform at the Harris Theater for Music & Dance in downtown Chicago in a Spring Showcase.

Accommodations

All-City Performing Arts is committed to providing access all students, including diverse learners.

Non-academic and extracurricular activities in which a student with an IEP will or may participate should be discussed by the IEP team, including a discussion of any supports or accommodations needed in order for the student to participate in the activities.

If your child has an IEP, please feel free to discuss this program with their IEP team.

When applicable, please share any known IEP or modifications for your student with All-City Performing Arts directors and staff.

Ensemble Descriptions

1. Orchestra

Violin, viola, cello, and string bass musicians will come together to rehearse and perform some of the world's greatest music. Orchestra members will show superior leadership by consistent rehearsal attendance and at-home practice. Orchestra members may also be invited to perform at some of Chicago's most prominent performance and art venues. Both directors and students will maintain a supportive and positive environment in which the highest degree of music making is possible.

Grades Allowed: 6th through 12th

Placement Information: Please refer to Level of Preferred Experience (above).

Level of Preferred Experience: Students should have at least one year of ensemble or private lessons. Experience playing in the major keys of D, G, F, and C will also be helpful.

2. Symphonic Band (advanced ensembles)

Woodwind, brass, and percussion students will rehearse a wide array of repertoire ranging from medium to advanced concert band and orchestral transcriptions while developing the individual's technical and ensemble performance skills. Students in this ensemble are expected to maintain a consistent at home practice routine to prepare the music to be rehearsed in a large group setting. Students will work in collaboration with the directors and fellow musicians to prepare a musical experience that is satisfying for performers and audience members alike.

Grade Levels: 4th through 12th

Placement Information: Students should be able to play 2 minor and major scales of their choice. They should also have a prepared solo or band piece that showcases their ability and be prepared for sight reading.

Level of Preferred Experience: Students should have at least one year of playing experience, either in band, or through private lessons.

3. Concert Band (intermediate ensemble)

Woodwind, brass, and percussion players will join together to rehearse and develop each members' individual technical ability and group musicianship. Various styles of music will be performed, ranging from lyrical classics, to pop styles, to contemporary

pieces. Students and directors will collaborate to produce a fun and rewarding musical experience for all involved.

Grade Levels: 4th through 12th

Placement Information: Students should be able to play a concert B-flat major scale and play one prepared selection.

Level of Preferred Experience: Students should have at least one year of playing experience, either in band or through private lessons.

4. Jazz Band

Through playing, listening and improvising in the various jazz styles, students will rehearse and perform a varied repertoire of music in the combo and big band formats. Instruments include trumpet, trombone, saxophone, guitar, bass, piano and drums.

Grade Levels: 4th through 12th

Placement Information: Students should prepare the following: a blues scale, pentatonic scale, major or minor scale of their choice (both preferred). Students will be asked at the audition to play from a rhythm and lead sheet.

Level of Preferred Experience: Students should have at least one year of playing experience, either in band, or through private lessons.

5. Chorus

Students in the Chorus will rehearse and perform a variety of choral music including traditionals, madrigals, contemporary pieces and more. In rehearsing these works, students will develop their vocal technique and strengthen their independence when singing in harmony. Through this vocal training and shared experience, this diverse ensemble will learn to sing with one voice.

Grade Levels: 3rd grade through 12th

Placement Information: Students should choose a song to perform that emphasize singing strengths.

Level of Preferred Experience: Students should have at least one year of experience singing and be comfortable and proficient at singing in a round in a group setting.

6. Theatre

Theatre students will work in both individual and group settings to generate original material to be performed on stage. Students will get to experience the theatre process of writing, acting, and directing while collaborating with peers to build a final performance. Monologue development, acting technique, and performance basics will be covered.

Grade Levels: 6th through 12th

Placement Information: Students should be able to read provided scripts with dramatic inflection.

Level of Preferred Experience: Any

7. Dance

Dance students will rehearse and perform different styles of dance such as modern, ballet, jazz and hip-hop. Students will learn how to use dance to convey meaning and/or tell a story. In addition, they will be asked to use their own knowledge of dance to create small dance sequences throughout the rehearsal process. Dance ensemble members will work together to create a positive and thorough dance experience for each other and the audience.

Grade Levels: 6th through 12th Grade

Placement Information: Students should be able to copy and/or create simple movement sequences.

Level of Preferred Experience: Any

8. Elementary and High School Modern Bands

The Modern Bands consist of vocalists, keyboardists, guitarists, bassists, drummers, and occasional featured horn players. These young musicians come together to create an ensemble sound through collaborative song selection, independent practice, and focused group rehearsals. This ensemble extends the skills student musicians have acquired in their classrooms and provides them with a unique musical experience.

Grade Levels: Elementary: 5th through 8th; High School: 9th through 12th

Placement Information: Students should ideally have at least a year of experience on their desired instrument.

Level of Preferred Experience: Students should be able to read charts for their instrument and be able to play independently.

9. New Music Ensemble

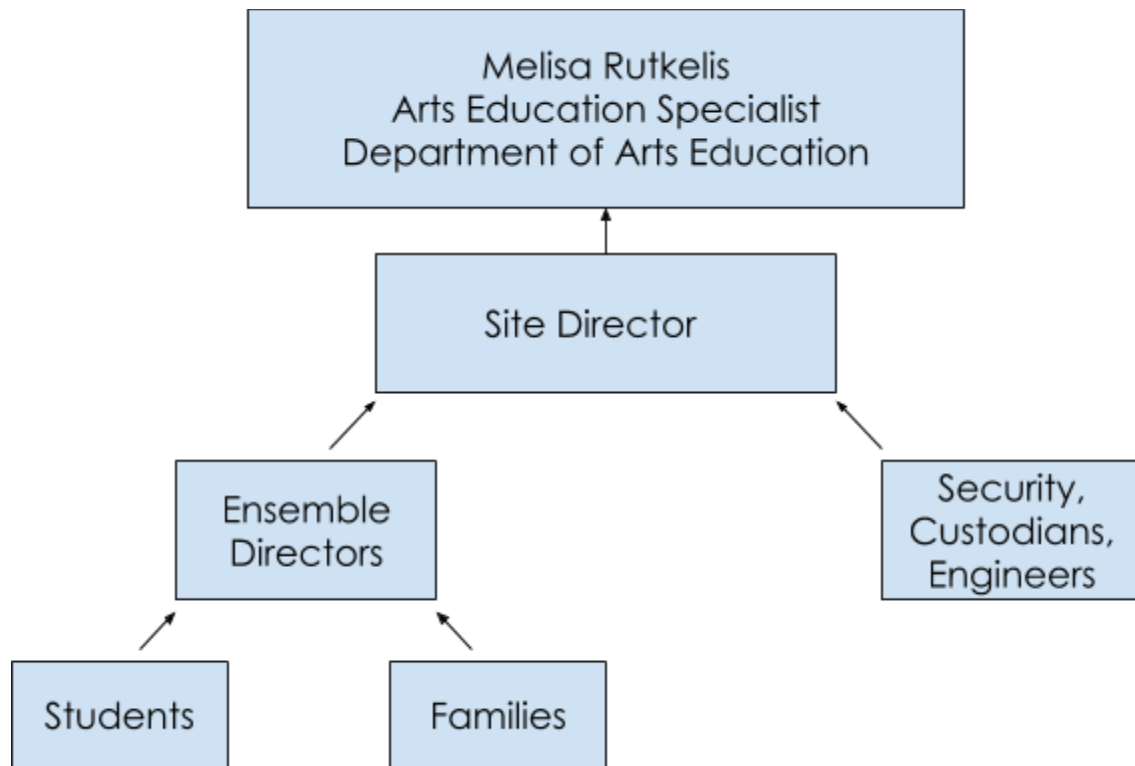
Singer/songwriters, rappers, beat-makers, and jamming musicians are highly encouraged to join.

Grade Levels: 6th through 12th

Placement Information: Students must have a strong desire to create original music and possess a creative talent they have been practicing. Students must demonstrate their talents for at least one minute on the first day.

Level of Preferred Experience: Open to youth of all experience levels and talents. Exposure to digital music production software preferred. Any instrument welcome, must be open to experimenting.

ACPA Chain of Command



Site Expectations

1. Site Coordinator Responsibilities

- a. Weekly Procedures
 - i. Scan and email Director timesheets to Melisa Rutkelis by 9am Monday preceding the All-City rehearsal.
 - ii. Have students sign in at the front table at their site when they arrive. If a parent or security needs to find a child, then there will be a record of this student and where they are located.
 - iii. Breakfast and Lunch
 1. Each week, students will sign up to receive breakfast and/or lunch for the upcoming week.
 2. Site Coordinators will need to tally and submit breakfast and lunch totals at the end of each Saturday rehearsal via [this Food Service Request form](#).
 3. Site Coordinators will also need to provide the filled-out attendance sign-in sheet to the on-site lunchroom manager every day that breakfast and lunch are served.
 - a. If there are less than 35 meals for the day: the school lunchroom manager will coordinate with the site coordinator to determine where the meals will be kept prior to distribution.
 - b. If there are more than 35 meals: CPS will provide a lunchroom staff member to serve the meals. This will be consistent for the duration of the program.
 - iv. The Site Coordinator will keep a record of Director absences and share it with the DAE. More than three (3) unexcused absences could result in dismissal from the program
- b. Collection and Storage of Timesheets/Sign-in/Student Information/Media and Medical Consent Forms
 - i. Site Coordinators should collect all forms from Directors, use the [ACPA Attendance Sheet](#) to record which forms they have received, then keep all forms on site in case of emergency.
- c. Regional Performance Day Preparation
 - i. Communicate with site directors at least 5 weeks prior to the performance to obtain the following information:
 1. Total Length of ensemble performance
 2. Song/piece titles
 3. Stage plan for set-up

4. Equipment needs
- ii. Be able to operate on the day of the show:
 1. Stage lighting
 2. Sound equipment
- iii. Coordinate and communicate with student stage management team (arrange day-of logistics with your students ahead of time)

2. Rehearsal and Performance Site Usage Terms

- a. The host school agrees to provide the building for the ACPA program for either regional rehearsal/performance and/or Spring rehearsal use
- b. A rehearsal calendar will be provided for the school by the DAE.
 - i. Available rehearsal room information (e.g., room numbers) will be provided by the school, and keys will be provided for those locations. Rooms should be appropriate for ensemble use.
- c. The school will provide building staff during the defined rehearsal hours. The DAE will pay building staff provided by the school.

3. Site Staff Expectations

- a. Rehearsal site building staff will report to the Site Coordinator and have the following responsibilities/expectations:
 - i. Engineer
 1. Site Engineer will have the school prepped for staff, instructors, students and parents a minimum of one hour prior to first rehearsal time.
 2. Preparations include, but are not limited to: heat, A/C, snow & ice removal and lighting.
 3. Engineer will secure the building after Site Director & Security check that all students & parents have left the building.
 - ii. Security
 1. Security will be one (1) dedicated employee for the ACPA program.
 2. Security should follow school-designated protocol to ensure safety of ACPA students.
 3. Security will be stationed at the main entrance, and understand the sign in procedures for the program
 - iii. Custodian
 1. Custodian will keep clean all restrooms, classrooms, and hallways used by ACPA program directors, students, and staff.

4. Host Site Storage Expectations

- a. Instruments stored will have an inventory list made by the DAE and Little Kids Rock.

- b. Teachers at the host school may check out ACPA instruments for use during their school day, as long as that use does not conflict with ACPA program hours.
 - i. If ACPA instruments are damaged by host-school students or staff, the host school will be responsible for replacement or repair.

5. Host Site Instrument Usage Expectations

- a. Jazz, symphonic, concert, and choir ensembles will have access to instruments belonging to the host school for use each week in the ACPA program.
 - i. These instruments will be agreed upon between the ACPA directors and host school staff.
 - ii. If host school instruments are damaged by ACPA program students, directors, or staff, the DAE will assume responsibility for replacement or repair.

6. Regional Showcase Expectations

- a. The host school will provide one or more performance spaces for the Regional Showcase.
- b. A DAE representative will be given a walkthrough of the technology and lighting equipment in the performance space(s) in order to operate it successfully, or a school staff member knowledgeable about the equipment will be paid to assist with the Regional Showcase.
- c. The performance space(s) will be in good condition (clean and will have the appropriate equipment, etc.) for guests, students, and ACPA staff.

Director Expectations

1. Recruitment and Retention of Students

- a. Directors are responsible for recruiting for their ensemble. Low-threshold and capacity numbers have been established so that students in ACPA will have access to exemplary collaborative learning opportunities. Fully-enrolled programs provide ideal learning conditions for students.
 - i. If an ensemble's enrollment does not reach the low-threshold number (below) by the end of October, that ensemble may not be run.
 - ii. Low-threshold and capacity numbers are as follows:

Orchestra

Low Threshold: 16

Capacity: Regional 50; Spring 100

Symphonic and Concert Band

Low Threshold: 20

Capacity: Regional 60; Spring 120

Jazz Band

Low Threshold: 3

Capacity: 23

Chorus

Low Threshold: 10

Capacity: 40

Theatre

Low Threshold: 2

Capacity: 20

Dance

Low Threshold: 5

Capacity: Regional 25; Spring 50

Elementary and High School Modern Band

Low Threshold: 5

Capacity: Regional 15, with unlimited horns (potential two-ensemble split if enrollment is more than 15)

New Music Ensemble

Low Threshold: 5

Capacity: 25

- b. The DAE will support recruitment efforts in the following ways:
 - i. Publishing ACPA information to the cpsarts.org website, DAE social media channels, the CPS Teacher Newsletter, the CPS Principal Newsletter, and the CPS Network Chief Memo
 - ii. Promoting the programs at network events (e.g., Back to School Bashes, Town Halls, etc.)
 - iii. Designing and printing recruitment flyers for CPS teachers to pick up at other DAE events (e.g., professional learning sessions) and distribute to students
- c. At the Director's discretion, each ensemble can collectively determine the final date for adding new students to the group.

2. Student Promotion to Spring ACPA Program

- a. Directors from the Regional Ensembles will be required to identify and promote successful students into the Spring All-City ensembles. Students will be given a letter at the completion of the Regional Ensemble to inform them of their promotion. The following elements are considered for promotion to all ensembles except Modern Band (detailed below):
 - i. **Attendance:** Students should have a good standing record of attendance and regularly report their absences to the Google Form.
 - ii. **Behavior:** Students will follow the CPS code of conduct at all times.
 - iii. **Classroom Engagement:** Students will regularly practice in advance of rehearsals and performances, and consistently bring all necessary materials to rehearsals and performances.
- b. Modern Band Ensemble promotion is dependent on [this rubric](#).

3. Attendance Reporting and Tracking

- a. Weekly Attendance Reporting
 - i. Directors must use the [ACPA Attendance Sheet](#) to capture student roster information. This information must include:
 - 1. Student Name
 - 2. Parent/Guardian Phone number
 - 3. Email
 - 4. Grade
 - 5. Attendance
 - ii. Directors are required to take student attendance and upload the information to the ACPA Attendance Sheet by end of rehearsal each Saturday.

- iii. Attendance records should clearly indicate *Present*, *Excused Absence*, or *Unexcused Absence*.
- b. Absence Tracking
 - i. Directors are required to consistently check the [Regional Absence Reporting Form](#) for student- and family-reported absences.
- c. Attendance-related Dismissal from an Ensemble
 - i. Students who have more than three (3) unexcused absences can be dismissed from the ensemble roster. Directors must follow this process:
 1. Email the student after one unexcused absence (following the [acceptable use policy](#)).
 2. Email and call the parent/guardian after two unexcused absences.
 3. Email and call the parent/guardian, and schedule a meeting with the Site Coordinator after three (3) unexcused absences. At the meeting, a plan for remediation or dismissal will be discussed.

4. Timesheet Submission

- a. Directors must fill out and sign their timesheets at the start of each rehearsal.
 - i. Unless noted by the DAE, Directors will sign in for NO MORE than 3 hours per weekly rehearsal.
 - ii. For ACPA-related meetings, Directors will be paid for the communicated amount of time and will be released by the communicated stop time.
- b. If an ACPA Director fails to complete timesheet correctly:
 - i. The Director will have to wait until the next pay period to receive their pay, since all timesheets must be signed and completed correctly in order to be submitted to the system.
- c. Payroll Timing
 - i. CPS teachers and Miscellaneous Employees: Pay dates are determined by the [CPS calendar](#).
 - ii. Charter, Options, and Contract Employees: TBD
 - iii. Teaching Artists
 1. Teaching artists will be staffed as miscellaneous employees and will not be able to start work until the staffing process is complete (e.g., clearance of background check and fingerprinting).
 2. Teaching artists will be paid on the same schedule as CPS teachers (listed above).

5. Student Forms

- a. Directors should make sure any new students have registered through the [online ACPA application](#).
- b. Directors should regularly check their attendance sheet to follow up with any students who do not turn in their Media and Medical Consent forms to the Site Coordinator within two (2) rehearsals. If students have not returned their forms by

then, Directors will need to contact parents/guardians.

6. Director Absence Reporting

- a. Planned absences: Directors should communicate their absence to their Site Coordinator with at least a week's notice.
- b. Unplanned absences: DAE understands unexpected absences may occur. Directors should call their Co-Director and Site Coordinator immediately and discuss contingency plans.
- c. The Site Coordinator will keep a record of Director absences and share it with the DAE. More than three (3) unexcused absences could result in dismissal from the program.

7. Weekly Rehearsal Plans

- a. Directors are required to collaborate on a weekly rehearsal plan with their co-director. These plans can be requested by the Site Coordinator or a DAE representative at any time.

8. Communication with Students

- a. Directors should communicate important ACPA information to students in their ensemble via a weekly email, following the [acceptable use policy](#).
- b. This student email communication should be sent by Thursday each week and may include (but is not limited to) the following information:
 - i. Rehearsal time and location
 - ii. What content will be covered in rehearsal
 - iii. What students should bring/wear to rehearsal
 - iv. Any special information related to All-City Performing Arts (e.g., auditions for Blue Lake; Columbia College tours, etc)
 - v. Upcoming Showcase date and time
- c. Communication via text with students is only allowed if they have a [pre-approved text form](#) on file. NOTE: Currently, only students in grades 9–12 may complete a text form for individual texting. No individual texts should be sent to students in grades 3–8. Bulk texts may be sent to students in grades 3–12.
 - i. Individual text messages should be sent to both the parent/guardian and student.
 - ii. Bulk texts to students (via the Remind app) are only allowed if all students receiving the texts have a [pre-approved text form on file](#).

9. Regional and Spring Showcases

- a. Information Submission
 - i. Directors should adhere to deadlines when asked to provide the following information for Showcases:
 1. Repertoire / piece titles for programs
 2. Names of student performers for programs

3. Stage plots (furniture; instrument set-up; lighting)
4. Equipment needs
- b. Performance Time Limits
 - i. Directors are responsible for adhering to a DAE-determined time limit for ensemble performances.
- c. Spring Showcase Finale
 - i. Directors are responsible for collaborative participation in the Spring Finale piece.
 - ii. Directors should attend Finale rehearsals to support their students.
 - iii. Directors should rehearse applicable Finale sections within their normal ensemble rehearsal times.

10. Outside Performances

- a. Directors may submit requests (via email to a DAE representative) for their ensembles to engage in performance opportunities over and above the Regional and Spring Showcases.
- b. Performance approval will be subject to the following:
 - i. Available budget
 - ii. Performance description
- c. Where appropriate, Directors should collaborate across ensembles on performance opportunities.
- d. Directors should clearly communicate performance information and expectations to parents/guardians and students through email and in print, following the [acceptable use policy](#). Performance information must be submitted to the DAE for sign-off before distribution to students and parents/guardians.

11. Supervision

- a. Directors should monitor student whereabouts at all times, and ensure that students never leave a rehearsal or performance site by themselves.
- b. Directors should never leave a rehearsal or performance site with their student(s) for any reason without first obtaining DAE representative or Site Coordinator permission.

Student Expectations

1. Form Completion

- a. If the student does not have their form by the second rehearsal, they will be asked to call home and will not be able to participate in rehearsal

2. Attendance

- a. Students (or their parents/guardians) should use this [Attendance Form](#) to report any absence at least 24 hours before, unless it is an emergency.
- b. Students who have more than three (3) unexcused absences may be dismissed from their ensemble.

3. Materials and Uniforms

- a. Students are expected to bring the following items to every rehearsal in order to participate in the program. If an item is marked with “Provided,” it will be supplied through the program. If students do not have access to certain items on these lists, they should email allcityarts@cps.edu for assistance.

Orchestra

- Instrument and bow in good working condition
- Pencil
- Tuner/metronome
- iPad (if available)
- All-City Music Folder (provided)

Symphonic, Jazz, and Concert Band

- Instrument with required accessories (e.g., reeds)
- Pencil
- Tuner/metronome (if available)
- Jazz Students-Real Book 6th Edition Volume I (if available)
- Folder (provided)

Chorus

- Folder of all musical selections (provided)

Theater

- Comfortable clothing to move in that is aligned to the CPS dress code
- Paper (notebook preferable) and pencil

Dance

Students should acquire the following materials before final performances:

- Black leotard with tank sleeves
- Ballet shoes
- Tan/neutral tights

b. Students are required to have the following Uniforms to wear for Regional and Spring Showcases:

Orchestra

- All-black, semi-formal attire for Showcases. Black shirts (long sleeves preferred), black pants or long skirt, black socks or tights, and black dress shoes. Less-formal concerts may allow for different attire, such as holiday colors, and will be communicated by Directors.

Symphonic, Jazz, and Concert Band

- All-black, semi-formal attire for Showcases. Black shirts (long sleeves preferred), black pants or long skirt, black socks or tights, and black dress shoes. Less-formal concerts may allow for different attire, such as holiday colors, and will be communicated by Directors.

Chorus

- All-black, semi-formal attire for Showcases. This can include slacks, dress shirts, blouses, knee-length skirts or dresses, and closed-toe shoes.

Theater

- Comfortable clothing that reflects the costume choices they will decide on throughout rehearsals.

Dance

- Black leotard with tank sleeves, ballet shoes, and tan/neutral tights for Showcases. Other costume items will be provided.

Elementary and High School Modern Band

- Black shirt (or Little Kids Rock provided tees), black/dark jeans, and black/dark shoes. Each Director will communicate to their ensemble if the uniform will be different.

4. Promotion to Spring ACPA Program

a. Directors of the Regional Ensembles will promote successful students into the Spring All-City ensembles. Students will be given a letter at the completion of the Regional Ensembles to inform them of their promotion. For all ensembles except Modern Band (detailed below), the following elements are considered in order for students to receive promotions:

- **Attendance:** Students should have a good standing record of attendance and regularly report their absences to the Google Form.
 - **Behavior:** Students will follow the CPS code of conduct at all times.
 - **Classroom Engagement:** Students will regularly practice in advance of rehearsals and performances, and consistently bring all necessary materials to rehearsals and performances.
- b. Modern Band Ensemble promotion is dependent on [this rubric](#).

5. Behavior Expectations

- a. All students involved in ACPA rehearsals and performances will adhere to the [CPS Student Code of Conduct](#).

6. Lunch/Breakfast Policies

- a. Starting on 10/6/18, students can receive breakfast and lunch at their All-City site.
- To receive breakfast and/or lunch for the upcoming week, students need to sign up when they sign in with their Site Coordinator at rehearsal. The first meal sign-up will be on September 29th (for breakfast and lunch on October 6th).
 - Students should arrive at least 20 minutes prior to their rehearsal start time in order to eat and arrive on time to their rehearsal.

Rehearsal/Performance Schedule

Regional Ensemble Schedule

Regional Rehearsal Dates

North: Carl Schurz High School, 3601 N Milwaukee Ave, Chicago, IL

Loop/South: Jones College Prep High School, 700 S State St, Chicago, IL

- **September:** 15th (placement/1st rehearsal), 22nd, 29th
- **October:** 6th, 13th, 20th (Arts in the Dark Parade), 27th
- **November:** 3rd, 10th, 17th, (24th no rehearsal)
- **December:** 1st, 8th, 15th (rehearsal and showcase)

Regional Rehearsal Times

Please see the charts below for ACPA ensemble rehearsal times and room locations at each site.

		REGIONAL TIMES AND ROOM NUMBERS				
		9am-11am	10am-12pm	11am-1pm	12pm-2pm	1pm-3pm
SCHURZ NORTH	ELEM CHORUS					424
	CONCERT BAND	500				
	SYMPHONIC BAND					500
	ORCHESTRA		421			
	DANCE			Stage		
	THEATRE	415				
	JAZZ			500		
	MODERN BAND HS		134			
	MODERN BAND ES				134	

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REGIONAL TIMES AND ROOM NUMBERS						
		10am-12pm		12:30pm-2:30pm		
JONES SOUTH	ELEM CHORUS				3014	
	CONCERT BAND		3002			
	SYMPHONIC BAND				3002	
	ORCHESTRA				North Cafeteria	
	DANCE		6009			
	THEATRE				6009	
	JAZZ		3014			
	NEW MUSIC				3011	
	MODERN BAND HS				North Aud	
	MODERN BAND ES		North Aud			

Regional Showcases

December 15, 2018 | Times TBD

North: Carl Schurz High School, 3601 N Milwaukee Ave, Chicago, IL

Loop/South: Jones College Prep High School, 700 S State St, Chicago, IL

Spring Ensemble Schedule

Spring Rehearsal Dates and Times

TBD

Spring Showcase

May 19, 2019 | Time TBD

Harris Theater for Music and Dance

205 E. Randolph Street, Chicago, IL

All-City Student Council

1. In their initial ACPA application, students will indicate their interest in being a part of the ACPA Student Council. Students will be chosen in collaboration with their Director upon completion of their first month of rehearsals. There will be two (2) representatives per ensemble.
 - a. The Council meets once a month with the DAE representative to discuss future All-City rehearsals and performances, including (but not limited to): repertoire, outside performance opportunities, Finale ideas, challenges and potential solutions, and ways to increase student-centered learning in the program.
 - b. Members will be required to attend the monthly Council meeting or send another student from their ensemble on their behalf.
 - c. If interested, Student Council members will be given opportunities for other volunteer work, including (but not limited to): sectional help, student recruitment, and collaboration across other DAE programs (e.g., Visual Art Exhibitions, DAE Conference, etc.).

Student Opportunities Outside ACPA

1. The Department of Arts Education works to cultivate unique opportunities for All-City students. These opportunities include:
 - a. Columbia College
 - i. Students who participate in this program are eligible for a Columbia College Scholarship. Information and sign-up for this will be communicated each year to students.
 - b. Summer Camps
 - i. Blue Lake Fine Arts Camp offers auditions specific to ACPA students. Scholarship opportunities are given based on student auditions.