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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 Jones College Prep High School, leading up to a full production in a Winter Showcase in December. Ensembles are led by highly-qualified CPS arts teachers and teaching artists from across the district.

Students from the Winter 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 in May.
Accommodations

All-City Performing Arts is committed to providing access to 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

**ORCHESTRA**

Violin, viola, cello, and string bass musicians will come together in the Orchestra to rehearse and perform a variety of music. Orchestra members will have the opportunity to perform in a full orchestra, a string orchestra, and a chamber orchestra for advanced players. Ensemble members will show superior leadership by consistent rehearsal attendance and at-home practice.

**Grade Levels:** 4th through 12th Grade (alumni are welcome to volunteer)

**Preferred Experience Level:** Students should have at least one year of playing experience in an orchestra ensemble or through private lessons.

**Placement Information:** Students should be prepared to play major scales in the keys of C, G, D, A, and F and a solo excerpt that best demonstrates their abilities. First-year students should prepare 1-octave scales. Students with 2 or more years should prepare 2-octave scales.

**SYMPHONIC BAND I AND II (formerly Concert and Symphonic Bands)**

Woodwind, brass, and percussion students will rehearse a wide array of wind band repertoire ranging in difficulty, style, and time period. There will be a focus on developing fundamental ensemble skills, including tone, balance, blend, musical expression, phrasing, intonation, and rhythm. Students in these ensembles are expected to attend all rehearsals, maintain a consistent at-home practice routine, and come to rehearsals with their music prepared. Students will work in collaboration with the directors and fellow musicians to create a musical experience that is satisfying for performers and audience members alike.

**Grade Levels:** 4th through 12th

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

**Placement Information:** All students will be asked to perform a Concert B-flat major scale and their choice of one of the provided excerpts found here. Students should choose the excerpt that best showcases their individual ability. In order to be considered for higher placement (Symphonic Band I), students should prepare major scales up to 3 sharps and 3 flats. Scales may be performed in the style/articulation pattern of the student’s choice. Students may be asked to sight read.
PERCUSSION ENSEMBLE
Percussion students will rehearse a variety of pieces written for a range of percussion instruments. Students will have a direct focus on their instrument in a setting that provides the opportunity to play familiar instrumentation and experiment with more unconventional approaches to percussion.

**Grade Levels:** 6th through 12th (and 4th and 5th graders in ACPA Bands)

**Preferred Experience Level:** Students should have at least one year of performing experience on a percussion instrument.

**Placement Information:** Placement into ACPA Bands guarantees placement into Percussion Ensemble. Any student who is not in an ACPA Band and who wishes to ONLY perform in the Percussion Ensemble must audition (see the Symphonic Band Placement Information).

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

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

**Placement Information:** The audition material is composed of two main musical works which vary in difficulty: Sonnymoon and Tenor Madness (click links to download music). Students should choose and prepare to play the piece that best showcases their playing skills. In addition, all students will be asked to sight read from a lead sheet together as a group, and each student should be prepared to play an improvised solo over a blues progression.

CHOIR
Students in Choir will develop individual vocal skills while strengthening their ability to perform as part of an ensemble. Students will be given a chance to explore their vocal capacity and receive training in music theory and vocal technique that includes developing good tone quality, vowel uniformity, breathing techniques, and blend. Through exercises, rehearsals, and performances, students will receive exposure to and experience in a variety of choral music, including spirituals, folk music, madrigals, contemporary pieces, and more.
Grade Levels: 3rd through 12th Grade

Preferred Experience Level: Students of all experience and skill levels are welcome in this ensemble.

Placement Information: An audition process will be used to place students in the appropriate parts. In order to receive the most successful placement, students should find a song that they feel best demonstrates and highlights the strengths of their voice to perform at the first rehearsal.

THEATRE
Theatre students will work and develop scenes and write monologues using script analysis, personalization, and in-depth study of character traits and motivation. They will work on material tailored to their interests and conflicts within self-defined communities. Final performances will be a reflection of not only the scenes they present, but of the artist’s role in their community.

Grade Levels: 6th through 12th

Placement Information: Students will be placed in the ensemble based on fluency, clarity, and volume of speech, honesty/emotional truthfulness in performance, stage presence, and body movement.

Level of Preferred Experience: Students at all experience levels are welcome.

DANCE
Students in the Dance ensemble will have the opportunity to learn and explore different styles of dance such as ballet, modern, jazz, tap, musical theatre, and hip-hop. Students will learn how to use dance to convey meaning and a narrative. Students will exhibit notable growth and change in their physical coordination, body placement, dance vocabulary, spatial awareness, self-confidence, musicality, and performance skills. Students will also have the opportunity to use their own knowledge of dance to collaborate with their peers and instructor in creating choreography. 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

Preferred Experience Level: Students at all experience levels are welcome.
Placement Information: There will be an audition process for dancers to determine their skill level. Students will be placed into two groups: Beginner/Intermediate and Intermediate/Advanced. Students should be able to copy and/or create simple movement sequences in the audition. Please print and fill out this Placement Form and bring it to your first rehearsal.

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 and perform music in a rock and pop style 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

Preferred Experience Level: Students should ideally have at least a year of experience on their desired instrument. Students should be able to read charts for their instrument and be able to play independently.

MUSIC AND MEDIA PRODUCTION (formerly New Music)
Students in this ensemble will primarily focus on writing and improvising original music. As new music is generated, students will record and produce original songs using Digital Audio Workstations (DAWs) like Garageband, Ableton, and other professional equipment. Students will decide on how they want to present their music to the public through conversations about branding, design, and format. Packaged songs will then be published online via private links on digital media platforms like Bandcamp and Soundcloud. Through these practices, students will gain digital literacy and experience with using technology and software for professional artistic applications.

Grade Levels: 6th through 12th

Preferred Experience Level: Open to students of all experience levels and musical talents. Students must have a strong desire to create original music and a willingness to experiment. Exposure to digital music production software preferred.

Placement Information: Students must demonstrate their talents for at least one minute at the first rehearsal.
MARIACHI

This ensemble will be made up of students who play violin, trumpet, guitar, vihuela, guitarrón, harp, and guitarra de golpe; however, other instrumentalists or vocalists will be considered. This performance-driven ensemble will focus on traditional mariachi song styles and techniques, and exploring how the mariachi culture has evolved through present day.

Grade Levels: 3rd through 12th

Placement Information: Every student who has at least a few months of experience on traditional instruments will be placed. Other instruments will be placed on an individual basis at the discretion of the directors.

Level of Preferred Experience: Students should have at least a few months of experience on their instrument and a strong desire to learn and contribute to the ensemble. Experience in playing the major keys of G, D, and A are preferred.
ACPA Chain of Command

Melisa Rutkelis
Manager of Student Programs
CPS Department of Arts Education

ACPA Site Director

Ensemble Directors

Students

Families

Security, Custodians,
Site Expectations

1. Site Coordinator Responsibilities
   a. Weekly Procedures
      i. Scan and email ACPA Director timesheets to Melisa Rutkels at mrutkels@cps.edu by 9:00am on the Monday following each All-City rehearsal.
      ii. Have students sign in at the front table at the 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 Coordinator 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 Coordinator 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 Consent and Medical Forms
      i. Site Coordinator 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. Winter Showcase Performance Day Preparation
      i. Site Coordinator should communicate with Directors at least five (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. Site Coordinator should provide support to technicians (either DAE or school staff) who are operating lights and sound on the day of the show.
   iii. Site Coordinator should communicate with any stage management team members (students and/or school staff), arranging day-of performance logistics with them well 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 Winter 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 the Site Director and Security check that all students and parents have left the building.
      ii. Security (one dedicated employee for duration of program)
         1. Security should follow school-designated protocols to ensure safety of ACPA students.
         2. 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 Band, Percussion, Orchestra, 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 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. **Winter Showcase Expectations**
   a. The host school will provide one or more performance spaces for the Winter Showcase.
   b. A DAE representative should 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 Winter Showcase.
   c. The performance space(s) will be in good condition (clean; appropriate equipment provided; 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: 100

   **Symphonic Band I & II**  
   Low Threshold: 20  
   Capacity: 120

   **Jazz Band**  
   Low Threshold: 3  
   Capacity: 23

   **Choir**  
   Low Threshold: 10  
   Capacity: 40

   **Theatre**  
   Low Threshold: 2  
   Capacity: 20

   **Dance**  
   Low Threshold: 5  
   Capacity: 50

   **Elementary and High School Modern Band**  
   Low Threshold: 5  
   Capacity: 20, with unlimited horns (potential two-ensemble split if enrollment is more than 15)
Music and Media Production Ensemble
Low Threshold: 10
Capacity: 15

Mariachi
Low Threshold: 8
Capacity: 30

Percussion Ensemble
Low Threshold: 3
Capacity: 20

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 Announcements, and the CPS ONS Memo.
   ii. Promoting the programs at CPS 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 Winter 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 Winter 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 Absence Reporting Form for student- and family-reported absences.

c. Absence Follow-up Reporting
   i. Directors must follow this process when multiple absences occur:
      1. Email the student after one unexcused absence (following the Acceptable Use Policy).
      2. Email and call the parent/guardian after two (2) unexcused absences.
      3. Email and call the parent/guardian, and schedule a meeting/phone call after three (3) unexcused absences. At the meeting, a plan for remediation or dismissal will be discussed.

   ii. Directors should note their action in their attendance roster in the box where the absence-warranting action occurs.
      1. The director who made the communication should initial next to the result.

   iii. Follow-up on absences should be ongoing throughout the Winter and Spring rehearsals and showcases.

d. Attendance-related Dismissal from an Ensemble
   i. Students who have more than three (3) unexcused absences and the directors have followed the above process can be dismissed from the ensemble roster after notification to the student and family.

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 three (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, and 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 (see 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 Student Forms (includes the Student Information form, Media Consent form, and Medical form) to the Site Coordinator within two (2) rehearsals. If any student has not turned in their forms by then, directors should ask the student to call a parent/guardian to come and complete the forms onsite (or drop completed forms off) before they can participate in rehearsal.

6. Director Absence Reporting
   a. Planned Director absences: Directors should communicate their absence to the Site Coordinator with at least a week’s notice.
   b. Unplanned Director 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. Winter 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. Full 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 Showcase 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 Winter 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 any student does not have their Student Forms completed and turned in by the second ACPA rehearsal, they will be asked to call a parent/guardian to come and complete the forms onsite (or drop completed forms off) before they can 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. NOTE: 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.

DANCE

Materials:
N/A

Uniforms:
Female-identifying students:
- Black leotard
- Pink or black tights
- Neutral/flesh-colored tights (for Showcases only)
- Pink ballet shoes
- Black jazz shoes

Male-identifying students:
- Fitted black or white shirt
- Black shorts
- Black sweatpants/jazz pants
- Black ballet shoes
- Black jazz shoes
ORCHESTRA

Materials:
- Instrument, bow, and required accessories (e.g., shoulder rest, rock stop, and rosin)
- Pencil
- Tuner/metronome
- iPad (if available)
- All-City music folder (provided)

Uniforms:
- All-black, semi-formal attire should be worn for Showcases. This can include:
  - Black slacks/pants
  - Black dress shirts or blouses
  - Black knee-length skirts or dresses
  - Black socks/tights
  - Black closed-toe shoes
- Less-formal concerts may allow for different attire (such as holiday colors) and will be communicated by Directors.

SYMPHONIC BAND I & II and JAZZ BAND

Materials:
- Instrument and all required accessories (e.g., reeds, mutes)
- Music, folder, and name tag (provided)
- Pencil
- Tuner/metronome
- All-City music folder (provided)
- Jazz Students Only: Real Book 6th Edition Volume I (if available)

Uniforms:
- All-black, semi-formal attire should be worn for Showcases. This can include:
  - Black slacks/pants
  - Black dress shirts or blouses
  - Black knee-length skirts or dresses
  - Black socks/tights
  - Black closed-toe shoes
- Less-formal concerts may allow for different attire (such as holiday colors) and will be communicated by Directors.
PERCUSSION ENSEMBLE

Materials:
All percussion instruments needed for rehearsals will be provided by the program. Students should bring the following with them to each rehearsal:
- One pair of drum sticks or mallets with student initials on them
- Stick bag
- Pencil
- Black hand towel
- All-City music folder (provided)

Uniforms:
- All-black semi-formal attire should be worn for Showcases:
  - Black shirts (long sleeved)
  - Black pants or long skirt
  - Black dresses
  - Black socks or tights
  - Black dress shoes

CHOIR

Materials:
- Pencil and yellow highlighter
- Bottle of water
- All-City music folder with all musical selections (provided)

Uniforms:
- All-black, semi-formal attire should be worn for Showcases. This can include:
  - Black slacks/pants
  - Black dress shirts or blouses
  - Black knee-length skirts or dresses
  - Black socks/tights
  - Black closed-toe shoes

THEATRE

Materials:
- Paper (notebook preferable) and pencil
Uniforms:
- Comfortable clothing aligned to the CPS dress code that is easy to move in and that reflects the costume choices students will decide on throughout rehearsals.

**ELEMENTARY AND HIGH SCHOOL MODERN BAND**

**Materials:**
Students should bring their own instruments and all required accessories.

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

**MARIACHI**

**Materials:**
- Instrument and all required accessories.
- Pencil
- Tuner/metronome
- All-City music folder (provided)

**Uniforms:**
- For concerts/showcases, students should wear:
  - White, long-sleeved collared dress shirt
  - Black dress pants or long black skirt
  - Black dress shoes and socks
  - Mariachi bow ties (provided)

4. **Promotion to Spring ACPA Program**
   a. Directors of the Winter Ensembles will promote successful students into the Spring All-City ensembles. Students will be given a letter at the completion of the Winter 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:
      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](#).

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 the first week students can receive breakfast and lunch at the All-City rehearsal site.
      i. To receive breakfast and/or lunch for the upcoming week, students need to sign up when they sign in with the Site Coordinator at rehearsal.
      ii. 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 Schedules

**WINTER ENSEMBLES**

**Winter Ensemble Rehearsal Dates**
All rehearsals take place at Jones College Prep High School, 700 S State St, Chicago, IL.

- **September:** 28th (Ensemble placement/auditions)
- **October:** 5th, 19th (Arts in the Dark Parade), 26th [no rehearsal Oct 12]
- **November:** 2nd, 9th, 16th, 23rd [no rehearsal Nov 30]
- **December:** 7th, 14th (rehearsal and Winter Showcase)

**Winter Ensemble Rehearsal Times**

**9:30am-11:30am:**
- Theatre
- Jazz
- HS Modern Band
- Symphonic Band II
- Music and Media Production

**11:30am-12:30pm:**
- Advanced Dance
- Percussion Ensemble

**1:00pm - 3:00pm:**
- Dance
- Choir
- Orchestra
- Mariachi
- Elementary Modern Band
- Symphonic Band I

**Winter Showcase Information**
December 14, 2019 | *Time TBD*
Jones College Prep High School, 700 S State St, Chicago, IL
**SPRING ENSEMBLES**

Spring Ensemble Rehearsal Dates and Times

- **February**: 8th, 15th, 22nd, 29th
- **March**: 7th, 14th, 21st, 28th
- **April**: 18th, 25th [no rehearsal April 4th or 11th]
- **May**: 2nd, 9th (dress rehearsal), 10th (rehearsal and Spring Showcase)

Spring Ensemble Rehearsal Times

TBD

Spring Showcase Information

May 10, 2020 | Time TBD
Harris Theater for Music and Dance
205 E. Randolph Street, Chicago, IL