




BAND
PROGRAM

Welcome


On behalf of the Stevenson Band family, thank you for your interest in our program. Our hope is that this booklet will serve to answer any questions you may have. Inside, you will find information about our ensembles, leadership and service opportunities, registration for band and more.

Please do not hesitate to contact us for further information, and we look forward to having you become a part of our band family!


Band Directors




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Ensemble Staff

| | | | |
|-------------------------------|-------------------|------------------------------|----------------------------|
| Brass Choir | Sean O'Donnell | Jazz Band | Gustavo Cortinas-Fouilloux |
| Clarinet Choir | Claire Werling | Marching Band Staff | Mitchell Clark |
| Color Guard Instructor | Mitchell Stolberg | | Rick Frankowki |
| Color Guard Instructor | Daniel Mondragon | | Vanessa Lostumbo |
| Double Reed Ensemble | Madi Cardenas | Percussion Specialist | Savannah Hendricks |
| Flute Choir | Nanci Karlin | Saxophone Ensemble | Andrew Carpenter |

Our Mission and Vision



Band Mission

The Stevenson High School Band Program seeks to provide all of its students with opportunities to grow *individually, cognitively, and socially* through shared musical experiences. We believe that these experiences develop values that will benefit students, not only in their high school careers, but throughout their lifetimes.

Band Vision

Integrity
Through daily interactions, we seek to develop sound personal character.

Excellence
As musicians and citizens, we aspire to make excellence a habit in all that we do.

Family
Through shared social experiences, we strive to create lasting and meaningful relationships.

D125 Consortium Mission

Our PreK-12 Consortium Music Mission is to provide an essential experience to all students through the study and performance of music that is purposeful, enduring, and joyful.

D125 Consortium Vision

The Music Artistic Processes are: *Creating, Responding, Connecting, and Performing*. Students will explore music as a whole body, mind, and soul experience that provides:

- An intellectual pursuit that uniquely develops the full capacity of the brain
- Music literacy
- Opportunities to expand creative potential connections across history, cultures, and other areas of study
- A place of belonging and community
- Joy and accomplishment

Ensembles



Large Class Ensembles

Our large class performing ensembles are the cornerstone of our program, performing a wide range of traditional and modern literature. All band students are assigned a class based on a yearly performance assessment each May. Yearly performances include the fall, winter, and spring concerts. Ensembles include the following:

- Freshman Band
- Concert Band
- Symphonic Band
- Advanced Symphonic Band
- Honor Band (Freshman are not eligible for this ensemble)

Marching Band

The Marching Band is a co-curricular group within the Stevenson Band program. Participation in Marching Band is optional for band students, however, in order to be eligible, members must be registered for a large class ensemble. Those who participate in Marching Band are eligible to receive a one semester P.E. waiver each year they participate. Read the Marching Band section in this brochure for more information.

Pep Band

Pep Band is a volunteer ensemble that performs at 12 varsity boys and girls basketball games each year. All students in grades 9-12 who are members of the Band are eligible to participate.



Jazz Program

The jazz program at Stevenson High School consists of six co-curricular groups: four large ensembles and two jazz combos. Placement in a jazz group is determined by an audition the beginning of the school year. Any instrument can be played in Lab Band, one of our large ensembles, but all other groups use traditional jazz instrumentation. All jazz groups have regular performances at school and in the community throughout the year.



Small Ensembles

Small ensembles are co-curricular groups open to all band students (grades 9-12) who are enrolled in a large class ensemble. These ensembles meet one to two times per week, either before or after school from September through April. The ensembles perform at various events throughout the year. Ensembles include:

- | | |
|------------------------|-----------------------|
| • Brass Choir | • Flute Choir |
| • Clarinet Choir | • Percussion Ensemble |
| • Double Reed Ensemble | • Saxophone Ensemble |

Private Lessons

While not required, it is highly recommended that all band students sign up for supplemental private music lessons. Weekly lessons are offered on all instruments with professional music instructors from around the greater Chicago area.

View the Stevenson Prep Private Lesson Program at www.d125.org/prep for a full biography on our instructors and applications for lessons.

Private Lesson Instructors

- | |
|---|
| Baritone/Tuba Kendra Gohr |
| Bassoon Madi Cardenas |
| Clarinet Howard Green |
| Clarinet/Sax Andrew Carpenter Claire Werling |
| Flute Jean Bishop Nanci Karlin Agatha Le |
| French Horn Jeremiah Frederick |
| Jazz Bass Sam Peters |
| Jazz Sax Neil Carson |
| Oboe Julie Koscinski |
| Trombone Colleen Bayoneto |
| Trumpet Sean O'Donnell |
| Percussion Dani Dileto |



Color Guard and Winter Guard



Color Guard

Color Guard is a co-curricular group that is open to all Stevenson High students grade 9-12. No previous experience is required—all are welcome. In the fall, the Color Guard performs as a section of the Stevenson High School Marching Band.

Winter Guard

In the winter, members may continue to perform as members of the Winter Guard, a competitive performance group. The Color Guard and Winter Guard rehearse two to three times a week depending upon their performance schedule.

Auditions

All band students are eligible and encouraged to consider auditioning for the Color Guard program. There is no dance or other experience necessary. There will be a two week workshop each spring followed by a brief tryout for placement. Specific dates and times will be given out at your middle school in early spring.

“Band is a creative outlet for me to express myself through music. It also means being able to meet new people and make friends.”

—CURRENT STEVENSON BAND STUDENT

Marching Band

The first performance with the Marching Band is typically at the end of the second week of school. By this time, pregame and halftime shows are fully prepared. These shows include: learning and memorizing music, learning drill, and learning multiple stands’ tunes to play during the game. Summer practices are an essential part of preparing students for these performances, and play a critical role in ensuring long-term success for the band throughout the season. Because of this, student attendance at these practices is critical. Once the school year begins, practices drop significantly with a minimal time commitment relative to other school activities.



Academics

Our band students perform exceptionally well in the classroom. We encourage students to engage in rigorous courses and to explore their interests. We are proud to see our students supporting each other in and out of the classroom. Some impressive academic statistics from the 2017-18 school year are shown below.

Band Student Achievement



Grade Point Average

| | |
|--|--------------|
| Weighted GPA | 3.98 |
| Unweighted GPA | 3.70 |
| 4.0 GPA or Higher (of 360 Students) | |
| Weighted | 243 Students |
| Unweighted | 130 Students |



National Merit Recognition

| |
|--------------------------|
| 8 Commended Students |
| 7 Semi-Finalist Students |



Average College Test Scores

| | |
|--------------------|------------|
| Band Average ACT | 31 |
| Band Average SAT | 1400 |
| Perfect ACT (36) | 4 Students |
| Perfect SAT (1600) | 1 Student |

2019 National ACT average is 20.7; 2019 Illinois ACT average is 24.3.
2019 National SAT average is 1059; 2019 Illinois SAT average is 1013.



Advanced Placement (AP) Courses

A total of 213 band students took at least one AP class during this school year.



Travel and Performance Opportunities

The program takes a major trip every two years. Trips which involve a marching parade performance (Disney) will be open to Marching Band students only. Trips that involve a concert performance (New York) will be open to all band students. While optional, it is strongly encouraged that all students take advantage of these wonderful opportunities. Past trips include the following destinations:

| | | |
|-------------------------|-----------------------|----------------------------|
| Disney World, Orlando | St. Louis, Missouri | Philadelphia, Pennsylvania |
| New York City, New York | San Antonio, Texas | Pasadena, California |
| Washington D.C. | Toronto, Canada | Copenhagen, Denmark |
| | Boston, Massachusetts | Vienna, Austria |

“The very best engineers and technical designers in the Silicon Valley are, nearly without exception, practicing musicians.”
— GRANT VENERABLE, “THE PARADOX OF THE SILICON SAVIOR”



Leadership Opportunities and Community Service

Students in the band program are given multiple opportunities to develop their leadership skills by serving as either student leaders or executive board members. Leadership workshops are provided annually by a nationally recognized expert in the field of student leadership.

One of the most important parts of our program is teaching students that “giving back” to the community is something we can always do regardless of career choice or final geographic location. To support this, we volunteer on a regular basis at non-profit organizations around District 125. All students are encouraged to participate. Examples of non-profits we assist include the following:

- Give-A-Thon
- Feed My Starving Children
- Bernie’s Book Bank



Band Students Extra-Curricular Involvement:

121 band students participated in 18 different sports.

113 band students enrolled in multiple fine arts classes.

261 band students participate in 139 different Stevenson clubs.

“Band means so much to me because not only have I learned an amazing talent but I’ve built character, learned leadership skills, given back to the community, and made my best friends through band.”
—STEVENSON BAND STUDENT



Co-Curricular Activities

We not only appreciate the fact that our students are involved in multiple activities outside of band, we embrace it!

We believe this involvement is one of the things that makes our program so strong.

Band Placement Benchmark Audition for Incoming Freshman Students

In order to enroll in band at Stevenson, all incoming freshman students must complete the Band Placement Benchmark Audition in one of the following ways:

Important Note:
Students should only complete one level of audition materials.

If you chose the optional Level 2 Audition, you do not need to complete the Level 1 Audition.

OPTION 1 Level 1: Benchmark Freshman Band Placement

Step 1

Register for Freshman Band when signing up for classes in the spring of your eighth grade year. For most students, this will be the class you take as a freshman.

Step 2

See your middle school band director for audition materials.

All students seeking Freshman Band placement will need to play the Level 1 Audition. This includes:

- Student Selected Scales (major)
- Assigned Études

Step 3: Audition

This will take place during your band class at your middle school in the spring of your eighth grade year.

OPTION 2 Level 2: Advanced Symphonic Band, Symphonic Band and Concert Band Placement*

Step 1

Register for Freshman Band when signing up for classes in the spring of your eighth grade year. For most students, this will be the class you take as a freshman.



Step 2

Complete the Online Registration at www.d125.org/arts/band.

Any student seeking placement into Concert Band must play the Level 1 Audition. This includes: etude provided by the SHS Band Directors, provided scale sheet, and sight reading.

Any student seeking placement into Advanced Symphonic Band or Symphonic Band must play the Level 2 Audition. This includes: excerpts from the coming year’s ILMEA High School All-State Études, provided scale sheet, and sight reading.

Step 3

Once all of the requests for auditions are in, you will receive an email with your audition music, as well as the date and time that you will be required to play.

Step 4: Audition

This will take place at Stevenson High School outside of the school day in the spring of your eighth grade year.

Drumline Auditions

All percussion students will be asked to perform a placement audition in the spring of their eighth grade year. Materials will be given out at your middle school in early spring each year regarding audition requirements, dates and times (see above).

All Marching Band assignments will be determined by a separate audition in May.

Final Band Placement

Students will be notified of their final band placement by the end of the spring of their eighth grade year. Final placement will be determined by the benchmark audition, teacher recommendation, and instrumentation.

* *Choosing the Level 2 Audition does not guarantee that you will be selected for an advanced ensemble. Students who are placed in these ensembles must meet a minimum number of performance criteria before being considered.*



“Band at Stevenson both motivates me to play my instrument to the best of my ability and supports me to accomplish that. With the many opportunities and encouragement band offers, I am constantly improving and growing as a person.”

—CURRENT STEVENSON BAND STUDENT

More Information

For more detailed information regarding specific dates and times of all band-related activities, please refer to our website at www.d125.org/arts/band.

Registering for Band

Band Class

Band at Stevenson High School is an accredited course that meets for a full period each day.

P.E. Waiver

Students who participate in Marching Band may waive the P.E. requirement for the fall semester of that school year.

Scheduling World History

World History may be taken during sophomore year or during summer school before or after freshman year, making up to 30 semester credits available for electives.

Summer School

Many band students take advantage of Stevenson's rapidly expanding summer school offerings to make room for more electives during the regular school year. For more information see the sample schedules on the following page.

Credit

All band courses earn regular credit that is counted in the student's grade point average (GPA). Seniors who have been in the band program for three years may receive accelerated-level credit if they are in the Honor Band during their senior year.

Grade Point Waiver

Accelerated and AP students may also take advantage of the “Grade Point Waiver” option. See the Coursebook for more information: www.d125.org/academics/coursebook.

Course Selection Worksheet

| 2021-22 COURSE SELECTION WORKSHEET | | | |
|---|--------------|-----------------|--|
| USE THIS WORKSHEET TO PLAN YOUR COURSES FOR THE 2021-22 SCHOOL YEAR. | | | |
| STUDENT NAME _____ | | ID NUMBER _____ | 20 GRADE _____ / DATE OF BIRTH _____ / ____ |
| Once completed, follow the instructions provided by your counselor to enter your courses into Infinite Campus. Remember to include waivers, study hall, and free periods. | | | |
| SEMESTER 1 | | SEMESTER 2 | |
| COURSE NUMBER | COURSE NAME | COURSE NUMBER | COURSE NAME |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |
| | | | |
| | | | |
| — | LUNCH | — | LUNCH |
| * | | * | |

* Add P.E. athletic waiver if applicable

* Add Early Bird Choice P.E. if applicable

* Add Band or Color Guard P.E. waiver if applicable (Semester 1 only)

* Add after-school Student Council if applicable (You must be enrolled in seven classes during the school day.)

DRIVER EDUCATION

To request Driver Education, your date of birth must be on or before:
 12/9/05 for Semester 1 and 4/15/06 for Semester 2.

CAREER AND/OR POST SECONDARY GOALS:

CLUB AND/OR ACTIVITY PLANS:

Print out the Course Selection worksheet in the online Coursebook to help make course selections for next year.

Four-Year Course Plan Worksheet

FOUR-YEAR COURSE PLAN WORKSHEET

| | | |
|--|------------|--|
| NAME _____ | DATE _____ | |
| COUNSELOR _____ | | |
| GRADUATION YEAR _____ | | |
| COLLEGE CHOICES: <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> | | |
| CAREER GOAL (UNACOR) <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> | | |
| <div style="border: 1px solid black; padding: 5px;"> GO CURRICULAR ACTIVITIES <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> </div> | | |
| <div style="border: 1px solid black; padding: 5px;"> OUTSIDE ACTIVITIES/JOBS <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> </div> | | |
| <div style="border: 1px solid black; padding: 5px;"> 8TH GRADE GOAL <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> </div> | | |
| <div style="border: 1px solid black; padding: 5px;"> 11TH GRADE GOAL <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> </div> | | |
| <div style="border: 1px solid black; padding: 5px;"> 12TH GRADE GOAL <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> </div> | | |

REQUIRED COURSES TO ADD: Physical Education, Fine Arts, Health, World History and Geography, U.S. History, Economics/Personal Finance, and Government.

| STEVENSON HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS | |
|---|-----------------------------|
| English _____ | 6 semesters/credits |
| Mathematics _____ | 6 semesters/credits |
| Biology _____ | 2 semesters/credits |
| Physical Science _____ | 2 semesters/credits |
| U.S. History _____ | 2 semesters/credits |
| World History and Geography _____ | 2 semesters/credits |
| Government _____ | 1 semester/credit |
| Economics or Personal Finance _____ | 1 semester/credit |
| Health _____ | 1 semester/credit |
| Physical Education _____ | 1 semester/credit |
| Required Electives (Two Arts, Applied Arts, or World Languages) _____ | 4 semesters/credits |
| Additional Credits and PE _____ | 17 semesters/credits |
| Total Credits | 65 semesters/credits |

College-bound students should schedule a minimum of four academic credits each semester. Academic units include English, mathematics, sciences, social studies, and world language courses. Certain college courses may require additional elective in Fine Arts or Applied Arts for admission. Students are strongly encouraged to contact colleges to determine admission requirements. Students should use their counselor for personalized assistance.

SUGGESTED COLLEGE ADMISSION SEQUENCE

| | |
|---|---------------------|
| English on writers and oral _____ | 8 semesters/credits |
| English on science and math _____ | 8 semesters/credits |
| Mathematics _____ | 6 semesters/credits |
| Including algebra, advanced algebra, geometry and/or trigonometry _____ | |
| Science _____ | 6 semesters/credits |
| Including an laboratory course with a foundation in biology, chemistry, and physics _____ | |
| Social Studies _____ | 6 semesters/credits |
| Including on history and government _____ | |
| Electives _____ | 4 semesters/credits |
| Your semesters in foreign language, applied arts, or fine arts _____ | |

One credit is earned for each semester course passed. One credit is earned for each course study half.

If you intend to participate in college activities, refer to the NCAA Eligibility Center online at www.eligibilitycenter.org

Pacing the English and Federal Contributions must be achieved to meet graduation requirements. To participate in the graduation ceremony, the "Main Credit" test must be passed.

The school day 5AM gives in juniors in the spring is a graduation requirement in the State of Illinois. No other self-administration skills are required.

| FRESHMAN YEAR | | | | SOPHOMORE YEAR | | | | JUNIOR YEAR | | | | SENIOR YEAR | | | |
|---------------------------------------|------------|-------------------------|------------|---------------------------------------|------------|-------------------------|------------|---------------------------------------|------------|-------------------------|------------|---------------------------------------|------------|-------------------------|------------|
| SEMESTER 1 | | SEMESTER 2 | | SEMESTER 1 | | SEMESTER 2 | | SEMESTER 1 | | SEMESTER 2 | | SEMESTER 1 | | SEMESTER 2 | |
| 1. English | 1. English | 2. English | 2. English | 1. English | 1. English | 1. English | 1. English | 1. English | 1. English | 1. English | 1. English | 1. English | 1. English | 1. English | 1. English |
| 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math | 2. Math |
| 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science | 3. Science |
| 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch | 4. Lunch |
| 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ | 5. _____ |
| 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ | 6. _____ |
| 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ | 7. _____ |
| 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ | 8. _____ |
| Semester Credits: _____ | | Semester Credits: _____ | | Semester Credits: _____ | | Semester Credits: _____ | | Semester Credits: _____ | | Semester Credits: _____ | | Semester Credits: _____ | | Semester Credits: _____ | |
| Previous Summer School Credits: _____ | | | | Previous Summer School Credits: _____ | | | | Previous Summer School Credits: _____ | | | | Previous Summer School Credits: _____ | | | |
| Total Year Credits: _____ | | | | Total Year Credits: _____ | | | | Total Year Credits: _____ | | | | Total Year Credits: _____ | | | |

Use the Four-Year Course Plan worksheet in the online Coursebook to begin mapping out a personalized four-year plan.

Schedule Examples

Freshman Year Schedule Examples

Options A and B reflect utilizing the P.E. Waiver which is available to all band members each first semester that they are enrolled in Band.

Options A and C include the two-semester World History* course that must be taken prior to junior year. Alternatively, Option D assumes the student takes World History during freshman or sophomore summer school.

| Option A | | Option B | | Option C | | Option D | |
|-------------------------------------|---------|-------------------------------------|---------|------------------------|---------|--------------------------|---------|
| Course | Credits | Course | Credits | Course | Credits | Course | Credits |
| English | 2 | English | 2 | English | 2 | English | 2 |
| Mathematics | 2 | Mathematics | 2 | Mathematics | 2 | Mathematics | 2 |
| Science | 2 | Science | 2 | Science | 2 | Science | 2 |
| Elective or Study Hall (Semester 1) | 0-1 | Elective or Study Hall (Semester 1) | 0-1 | P.E. | 2 | P.E. | 2 |
| P.E. (Semester 2) | 1 | P.E. (Semester 2) | 1 | Band | 2 | Band | 2 |
| Band | 2 | Band | 2 | World History* | 2 | Elective A | 2 |
| Elective | 2 | Elective A | 2 | Elective or Study Hall | 0-2 | Elective B or Study Hall | 0-2 |
| World History* | 2 | Elective B | 2 | (Lunch/Advisory) | | (Lunch/Advisory) | |
| (Lunch/Advisory) | | (Lunch/Advisory) | | | | | |

Other schedule configurations exist, so students are encouraged to use the Four-Year Course Plan worksheet (see previous page).

Sample of a Four-Year Schedule

Band is a class that can not only fit into a freshman year schedule, it can also be maintained consistently throughout a four-year high school career. Below is an example of a student's schedule. This student was also involved in athletics and many other activities at Stevenson. The student went on to enroll at Harvard University.

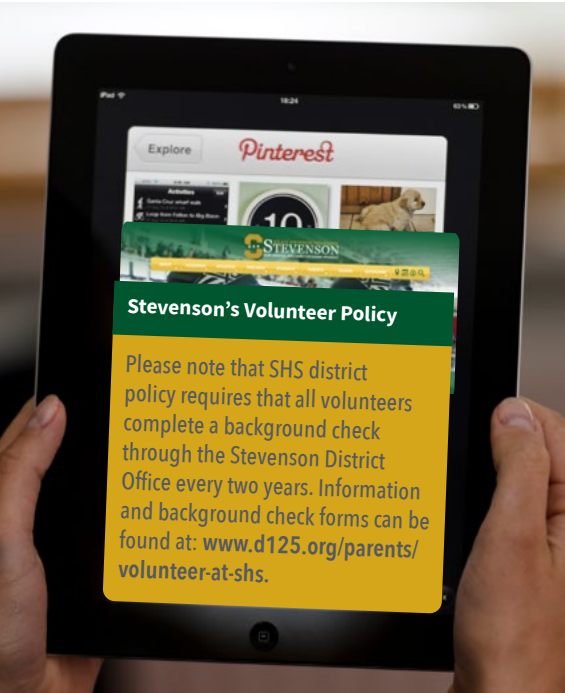
| Freshman Year | Sophomore Year | Junior Year | Senior Year |
|--------------------------------------|-------------------------------|---------------------|-------------------------|
| First Semester | First Semester | First Semester | First Semester |
| Band | AP European History | AP Biology | AP Government |
| Art and Design | AP Physics | AP Calculus BC | AP Macro Economics |
| Beginning Dance | Honor Band | AP Junior English | AP Physics |
| Chemistry Accelerated | Intermediate Dance | AP Spanish Language | AP Themes |
| Freshman Accelerated English | Precalculus Honors | AP U.S. History | Calculus 3 Honors |
| Geometry Honors | Sophomore English Accelerated | Honor Band | Honor Band |
| Spanish 2 Accelerated | Spanish 3-4 Accelerated | | |
| Talented Young Mathematicians (TYMP) | | | |
| Second Semester | Second Semester | Second Semester | Second Semester |
| Band | AP European History | AP Biology | Advanced Linear Algebra |
| Beginning Dance | AP Physics | AP Calculus BC | AP Government |
| Chemistry Accelerated | Applied Health Education | AP Junior English | AP Microeconomics |
| Computer Programming | Honor Band | AP Spanish Language | AP Physics |
| Freshman English Accelerated | Precalculus Honors | AP U.S. History | AP Themes |
| Geometry Honors | Sophomore English Accelerated | Honor Band | Honor Band |
| Spanish 2 Accelerated | Spanish 3-4 Accelerated | | |
| Talented Young Mathematicians (TYMP) | | | |

Stevenson Band Parents’ Organization (BPO)

The Stevenson Band Parents’ Organization (BPO) provides support, both functionally and financially, to the Stevenson Band and Color Guard Programs. Our organization is far-reaching and:

- Helps students and directors at performances
- Sells concessions at football and basketball games
- Chaperones trips
- Organizes fundraisers
- Provides photography at events
- Fits the students in their uniforms and formal wear
- Helps the directors at school with special projects
- Funds some program activities and helps to purchase a wide range of supplies and equipment that are not included in the regular school budget

With 350–400 students in band every year, there are a lot of ways to help. We encourage all parents to get involved! We have many volunteer opportunities and can match you with an appropriate volunteer experience.



“Music is about communication, creativity, and cooperation, and by studying music in schools, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective.”

– BILL CLINTON, FORMER PRESIDENT OF THE UNITED STATES

BPO Committees

Executive Board. Oversee all aspects of the BPO organization. These are elected positions voted upon by the BPO membership.

Band Camp. Organize the Rookie Ice Cream Social and Color Warz during band camp.

Benefit Days. Schedule restaurant fundraiser nights throughout the year.

Color Guard/Winter Guard. Support the guards and be the liaison between band and guards.

Communications. Responsible for all BPO communications to include the website and email correspondence.

Concessions. Work the concession stand during football and basketball games.

Fundraising. Work with the directors to raise funds for the BPO program for student travel and BPO business related expenses.

Hospitality. Set up, serve refreshments, and clean up at concerts and other events.

Newcomers. Coordinate, recruit and train new parents to the BPO organization.

Parent Power. Recruit volunteers and help the band directors wherever needed, such as assisting in transportation, securing equipment, or just lending a helping hand.

Patriot Cards. Organize the distribution of Patriot Cards and collection of funds raised.

Photography. Take pictures or videos of band events. Manage multi-media website.


Sign-up Genius. Responsible for maintaining the sign-up genius website with up to date volunteer opportunities.


Spirit wear. Process and distribute spirit wear orders in the fall.


Student Accounts. Work with the BPO Treasurer to maintain student accounts for travel.


Uniforms and Formal Wear. Organize, distribute, collect, and have cleaned, all marching uniforms and concert formal wear.

How We Stay Connected


 **Band Parents Organization (BPO) Website:** <https://sites.google.com/site/stevensonbpo>


 **BPO Email:** StevensonBandParents@gmail.com


 **Photography.** BPO maintains a SmugMug website where all current band parents can log in, view and download photos for free.

 **Facebook.** BPO maintains a closed Facebook site for parents. It's a forum to share information, ask questions, and find out about band events. Band parents can join Stevenson BPO (Band Parents’ Organization) once their student enrolls at Stevenson and joins the band.

 **Rhythm & News Newsletter.** BPO electronically distributes a free quarterly newsletter to all band parents.

 **SignUpGenius.** BPO maintains a SignUpGenius website which serves as a central location for all volunteering opportunities.

 **BPO Meetings.** The BPO meets once a month, usually on the first or second Tuesday. Meetings are at 7 p.m. in the band room and all parents are welcome and encouraged to attend. Band directors attend BPO meetings and always give an updated report on the band program.

 **Band Director Email Blast.** All band members and parents should subscribe to the **SHS Band Email List**. To subscribe, please send an email to: shs_band+subscribe@d125.org. Write “Subscribe” in the subject line, and write “subscribe” in the email.

All Color Guard members and parents should subscribe to the **SHS Color Guard Email List**. To subscribe, please send an email to: shs_colorguard+subscribe@d125.org. Write “Subscribe” in the subject line, and write “subscribe” in the email.

 **Band Website.** Stevenson maintains a band webpage on the district website www.d125.org/arts/band.



Band

STEVENSON HIGH SCHOOL
DEPARTMENT OF FINE ARTS



@SHS_FineArts



@stevenson.band



www.d125.org/arts



[youtu.be/
35JPlw_ohe0](https://youtu.be/35JPlw_ohe0)



1 STEVENSON DRIVE
LINCOLNSHIRE, IL 60069
847-415-4000
WWW.D125.ORG/ARTS/BAND



"Band is my biggest family and my best high school decision." —CURRENT STEVENSON BAND STUDENT

