

Canadian Advanced Academic Program "CAAP"

DEFINITION OF GIFTED LEARNER

- ❖ The Texas Education Code defines a "gifted and talented" student as a child or youth who performs at or shows the potential to perform at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:
 - (1) exhibits high performance capability in an intellectual, creative, or artistic area;
 - (2) possesses an unusual capacity for leadership
 - (3) excels in a specific academic field

NOMINATIONS

- ❖ Nomination of students in grades K-12 for screening may be made by any of the following individuals:
 - (1) Teachers
 - (2) Principals
 - (3) Counselors
 - (4) Parents/Guardians
 - (5) Community
 - (6) Students/Peers
- ❖ Nominations will be made on nomination forms obtained from the office of each campus or from the program coordinator. These forms will be sent to the program coordinator for processing. Nominations will be accepted during the following time periods:
 - (1) *New nominations* will be accepted during the 3rd six weeks
 - (2) *Transfer* students that have been participating in a similar program will be processed as soon as information has been received from former school. This information will be assessed and the CAAP Committee will determine further assessment and placement. Transfer student's forwarded scores from previous school shall be assessed by the CAAP committee to determine eligibility. All students' information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
- ❖ Arrangements for Spanish interpretation will be made.
- ❖ Staff or family members wishing to schedule a conference to discuss the nomination and screening procedures may schedule a conference with the program coordinator. An interpreter for non-English speaking family members will be provided upon request.

IDENTIFICATION PROCESS

- ❖ Upon receipt of nomination of students currently in grades K-12, the program coordinator will obtain written parent/guardian consent for screening. *Screening* for placement in CAAP will be done during the second semester. Students placed by the CAAP Committee will be enrolled in CAAP at the beginning of the next fall term. Kindergarten students will be identified and placed by March 1st. The following screening instruments will be used to identify students qualifying for placement in CAAP:
 - (1) Intelligence Scale
 - (2) Learning Abilities Test
 - (3) Achievement Scores

- (4) Teacher Checklist
- (5) Portfolios

PLACEMENT PROCESS

- ❖ The CAAP Placement Committees will be made up of two separate committees representing the elementary and secondary levels. The Elementary committee will be composed of three Elementary staff members representing both CES and BES along with the GT coordinator. The Secondary committee will be composed of three Secondary staff members representing both the Middle School and High School, along with the GT coordinator. All committee members will be trained in the nature and needs of gifted students.
- ❖ The CAAP Committee will meet to place/non-place students during the second semester.
- ❖ The CAAP Committee will meet to place/non-place transfer students as soon as all necessary information can be obtained by the program coordinator.
- ❖ The CAAP Committee will determine qualification for placement in CAAP. The CAAP Committee will review the scores of the screening instruments as well as all pertinent information received. The CAAP Committee may choose to defer a decision on placement pending further information.
- ❖ Parents/Guardians shall be notified in writing by mail of the placement/non-placement of their child into CAAP. Students not placed by the CAAP Committee may be re-nominated and re-tested for placement during the regular nomination period.

PARTICIPATION IN CAAP

- ❖ *Students qualifying for placement in CAAP* will begin participation in the program at the beginning of the fall term the following school year. Kindergarten students will be placed and served by March 1st of the current school year. Written permission to place students in CAAP will be obtained from parents/guardians by the program coordinator.
- ❖ *New transfer students* (those enrolled in a similar program in a previous school) will be placed/non-placed as soon as all records from the sending school are received and all necessary screening is completed. Parent/Guardian permission must be obtained in writing for screening and placement in CAAP.
- ❖ Students participating in CAAP will continue to be registered and participate in the program when moving from one campus to another within CISD.
- ❖ Students transferring out of CISD into another district will need to make a written request for screening and placement information to be forwarded to the new district.
- ❖ Students will be offered an array of learning opportunities that are commensurate with the abilities of gifted/talented students and emphasize content in (4) core academic areas. Services will be available during the school day as well as the entire school year. Participating students will work together as a group, work with other students, and work independently during the school day. Out of school options will be provided when possible and will be relevant to the student's area of strength.

PROGRAM GUIDELINES

(1) ***Furlough*** A student may have a leave of absence from the CAAP program services for specified reasons and for a certain period of time without being exited. The CAAP committee will meet to determine the length of furlough on an individual basis. EHBB(Local)

(2) **Exit Provisions** Student performance in the program shall be monitored. A student shall be removed from the program at any time the CAAP Committee determines it is in the student's best interest. If a parent requests removal from the program, the CAAP Committee shall meet with the parent and student before honoring the request. EHBB (Local)

(3) **Appeals** Parents or students or educators may appeal any final decision of the CAAP Committee regarding selection for or removal from CAAP. Appeals shall be made first to the CAAP Committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two. All appeals will be heard and decisions made in a timely manner. EHBB (Local)

(4) **Absence Due To CAAP** Students participating in CAAP are working on projects, which necessitate their absence from regularly scheduled classes occasionally.

(a) **Make-Up Work:** Teachers may choose one of the following ways to allow a CAAP student to turn in make-up work

1. Excuse the student completely from the assignment if it is not vital to his/her understanding of the subject.
2. Reduce the amount of the assignment to avoid repetitious drill.
3. Provide extra time for the student to make up the assignment missed

(b) **Grading:** No student should be penalized for participating in the program. If a student has been excused from an assignment or given a reduced assignment, he/she should be graded on the quality of the work, rather than the amount. A student is not considered absent, so exemption status should not be affected in any way.

(5) **Program Evaluation** CAAP shall be evaluated annually, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in CAAP, and the community. The data gathered will be used to modify and update district and campus improvement plans. EHBB (Local)

(a) Parents/Students/Teachers will be given the opportunity to evaluate the CAAP program annually.

(6) **Community Awareness** The District shall ensure that information about CAAP is available to parents and community members and that they have an opportunity to develop an understanding of and support the program. EHBB (Local)

(a) Brochures describing CAAP will be available in the office of each campus.

(b) Student handbooks will contain information about CAAP.

(7) **STAFF** Administrators, counselors, coordinators, and teachers who have authority over or facilitate the program will meet state guidelines for professional development. DMB (Legal)

(a) Teachers who provide instruction and services that are part of the program have a minimum of 30 clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.

(b) Teachers who provide instruction and services and already have the required 30 hours of staff development in GT that are part of the program for gifted students must receive a minimum of 6 hours annually of professional development in gifted education.

(c) Administrators and counselors who have authority for program decisions have a minimum of 6 hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students.

(d) Evaluation of professional development activities for gifted/talented education is ongoing, and the results of the evaluation are used in making decisions regarding future staff development. .