



2020-2021
Student and Family Handbook
West CAPA Grades 6-8
Auburn CAPA Grades 9-12



The Program

CAPA is the leading art and arts integrated program that gives artistically gifted and talented students intensive guidance and opportunities to pursue a lifelong engagement with the arts.

The CAPA Program was established as part of the gifted program in the Rockford Public Schools in 1978. CAPA is a comprehensive 6th-12th grade program, which inspires creativity and offers each student a unique, real-life experience in one or more arts disciplines. CAPA produces highly skilled artists and technicians who are committed to the arts in the Rockford Community and beyond.

Acceptance into the program is by audition. Students audition for the West program, and must audition again for the Auburn program. Additional information about the audition process is available online at:

<http://www3.rps205.com/programs/Pages/CAPA.aspx/>

Use and follow our hashtag on twitter and instagram!

#CAPAmazing

CAPA Strategic Plan 2021



Mission Collaboratively engage CAPA students in a world-class arts education

Vision CAPA is a professional community that inspires, imagines and innovates through art.

Goals

<p>1</p> <p>Quality Staff</p> <p>Attract Recruit Retain</p>	<p>2</p> <p>Defined Outcomes</p> <p>Recruit, Retain and Educate Artistically Talented and Gifted Students</p> <p>Individual Pathways</p>	<p>3</p> <p>Systems and Structures</p> <p>Positions and Roles</p> <p>Systems and Procedures</p> <p>Communication and Advocacy</p>	<p>4</p> <p>Branding</p> <p>Promote Brand</p> <p>Relationships & Communication</p> <p>Feeder Program</p>	<p>5</p> <p>World-Class Arts Curriculum and Pathways</p> <p>Specialized Curriculum</p> <p>Aligned Pathways</p>
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Values Mentoring Individuality • Creativity
Diverse Community • Commitment • Humility



General CAPA Expectations

The CAPA program expects a certain level of professionalism in behavior and academic responsibilities. It is the belief that the following expectations are important to the success of all CAPA students.

All CAPA students are expected to:

1. Be an active participant in every required and art academic area.
2. Be engaged in arts integration with the alignment of arts and other academic areas.
3. Demonstrate effective use of time and talent.
4. Utilize equipment effectively and with respect for arts and other academic areas.
5. Participate in every art area through arts integration presentations, arts performances, and auditioned productions.
6. Actively participate in oral and written critiques of peers' work.

WEST CAPA students must also:

- Meet the West Weekly Eligibility Check or they will NOT be allowed to participate in extracurricular and performance events.

In addition, **Auburn** CAPA students must:

1. Participate in performances, audition for productions, and attend CAPA events.
2. Maintain a minimum G.P.A. of 2.77
3. Take advantage of field trips that provide professional experience in the arts.

CAPA Grading Scale

90%-100%	=	A
80%-89%	=	B
70%-79%	=	C
60%-69%	=	D
0%-59%	=	F

Grade Expectations Rubric

Individual teachers will specify criteria about their grading policy. These are general expectations CAPA upholds for all students.

- A Exceptional:** The student shows interest, originality and ability to work independently and in collaboration with others. The student makes practical, creative application of new ideas and facts. The student habitually does more than is required, makes intelligent, creative contributions to class and performances, and displays a growing interest in the field of study.
- B Superior:** The student shows steady application, the ability to organize, and to work independently and in collaboration with others. The student shows a willingness to do more than is regularly required. This student's work is neat, sequential, orderly, and meets timely deadlines.
- C Satisfactory:** The student shows a fair grasp and retention of material within the limits of a specific assignment and /or performance.
- D Unsatisfactory:** The student shows little grasp and retention of material and information. The student does not participate or perform to acceptable standards.
- F Failure:** The student has consistently shown no improvement or learning in the discipline, and failed to meet prescribed requirements for credit towards advancement.

WEST MS CAPA Arts Class Offerings

Band/ ORCHESTRA - *The CAPA band and orchestra program is progressive and aligned with state standards.* Students have an opportunity to learn to play one or more instruments. Students are also engaged in activities such as maintaining individual portfolios and recording assessments through the use of technology. Students in the program will participate in classroom and public/community performances as an assessment component.

DANCE- *The CAPA dance curriculum is progressive and aligned with state standards.* Students study a variety of dance techniques including ballet, modern, tap, jazz, lyrical and ethnic dance. Dance history and dance composition are also an integral part of the dance curriculum. Students in the dance program will participate in classroom and public/community performances as an assessment component.

THEATRE- *The CAPA theatre curriculum is progressive and aligned with state standards.* The theatre curriculum includes the areas of theatre history, performance, improvisation, creative dramatics, technical theatre, directing and script writing. CAPA theatre students will participate in classroom and public/community performances as an assessment component.

Vocal Music (Choir)- *The CAPA choir curriculum is progressive and aligned with state standards. Students focus on healthy singing techniques based on proper breathing, vocal production, and musicality. Sight-reading and music theory, as well as composition and the elements of music (melody, rhythm, texture, harmony, and form) are all integral parts of the choral curriculum. CAPA choir students will participate in classroom and public/community performances as an assessment component.*

VISUAL ART- *The CAPA visual arts curriculum is progressive and aligned with state standards.* Areas of study include drawing, painting, clay, fiber, printmaking, sculpture, mixed media and computer animation. Students in the CAPA visual art program will participate in classroom and public/community presentations as an assessment component.

WEST CAPA Arts Programs

*CAPA students have an opportunity to develop their skills and interest in the arts for the duration of their years in the program. Students will be involved in **all** arts areas and are **expected** to participate and have an understanding of each art. Students will hold a major and minor in two concentrated art areas of study. Students will work toward mastery in these areas to pursue and further their studies at the high school and college level.*

6th GRADE CREATIVE AND PERFORMING ARTS PROGRAM (CAPA) is an audition based program. Students who attend this program have been through an audition process and placed into the program based on staff and administrative recommendation. Students begin their areas of concentration in the arts by choosing two arts areas as their focus. Students will receive at least 50 minutes of instruction daily by an arts specialist in each of their areas of expertise. These students also receive the arts daily in the classroom with arts integrated lessons aligned with state standards. Arts classes are scheduled as a direct result of audition scores and student arts interest. Classes may also be **assigned** as a result of reading and math test scores.

7th-8th GRADE CREATIVE AND PERFORMING ARTS PROGRAM (CAPA) is an audition based program. Students have already completed the audition process and have been placed into the program based on staff and administrative recommendation. This program is an arts focused program. Students who are in this program have already selected arts areas of concentration. An arts major and minor will be established. Students will receive up to two 50 minute arts classes per day. Arts classes are scheduled as a direct result of audition scores, current arts test scores and students' arts interests. Classes may also be **assigned** as a result of reading and math test scores. Students who qualify for Accelerated Literature will be eligible to take three arts classes.

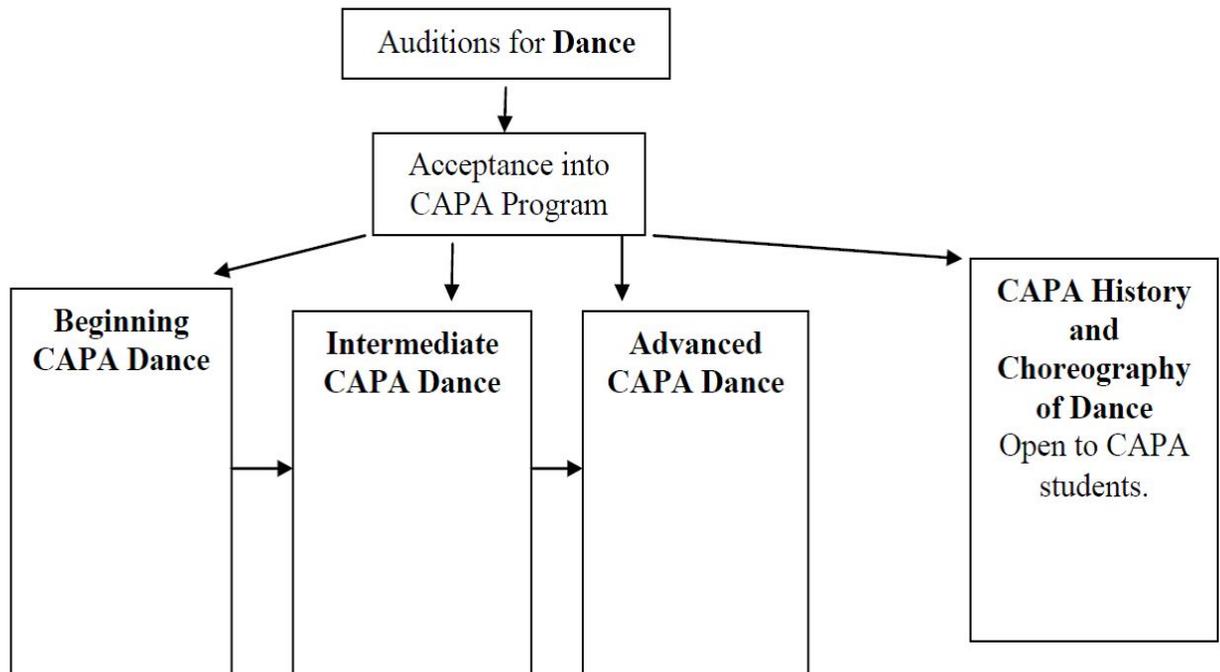
ARTS INTEGRATION PROGRAM (6-8) is a research based, educational methodology utilized in all CAPA classes. Students receive arts integrated lessons weekly. Arts integration lessons involve students, classroom teachers and arts specialists. Arts specialists support teachers, students and curriculum to help create arts lessons aligned with all academic areas' Common Core State Standards. Howard Gardner's *Theory of Multiple Intelligences* coupled with each individual student's *Learning Styles* are the main focus when creating arts integrated activities.

Auburn CAPA Course Pathways

Academies are small learning communities that provide real-world experiences with local businesses and professionals, linking schoolwork and the workplace. Regular coursework, including Core Curriculum, Global Electives, and College and Career Pathways, is presented within the context of the academy's focus. To view all classes available, see the [High School Planning Guide](#) on the district 205 website.

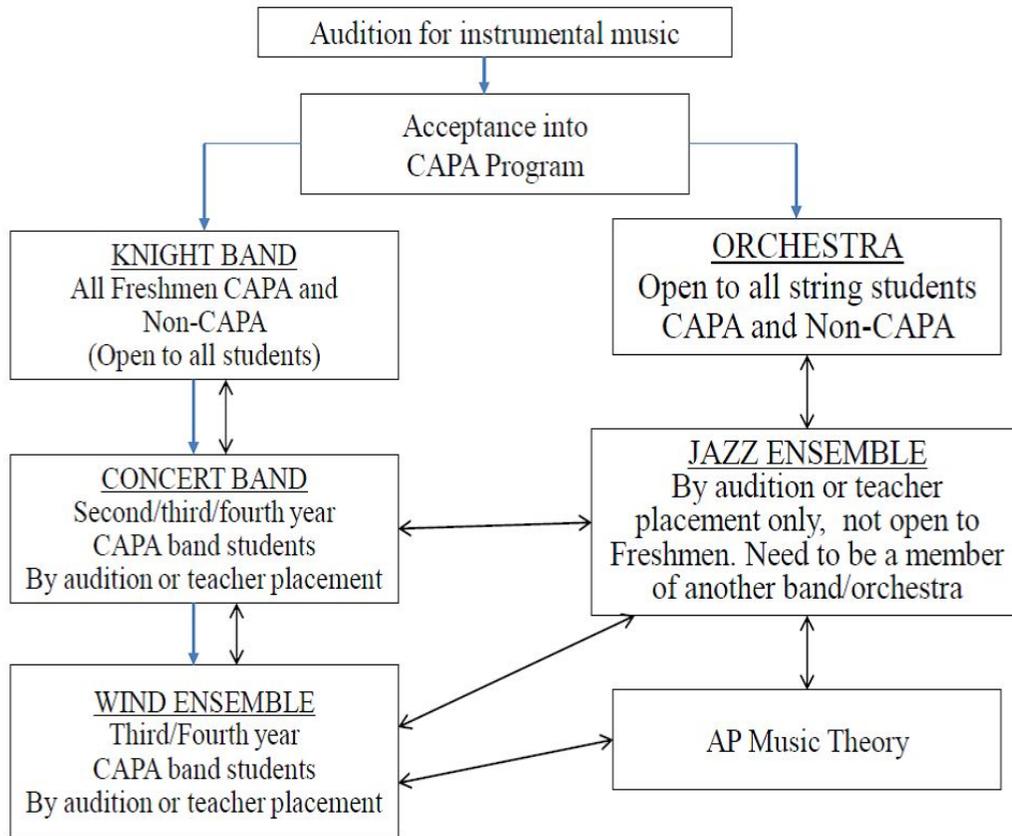
AUBURN CAPA DANCE

- All students will take the CAPA Freshman Seminar Course the first semester of their freshman year.



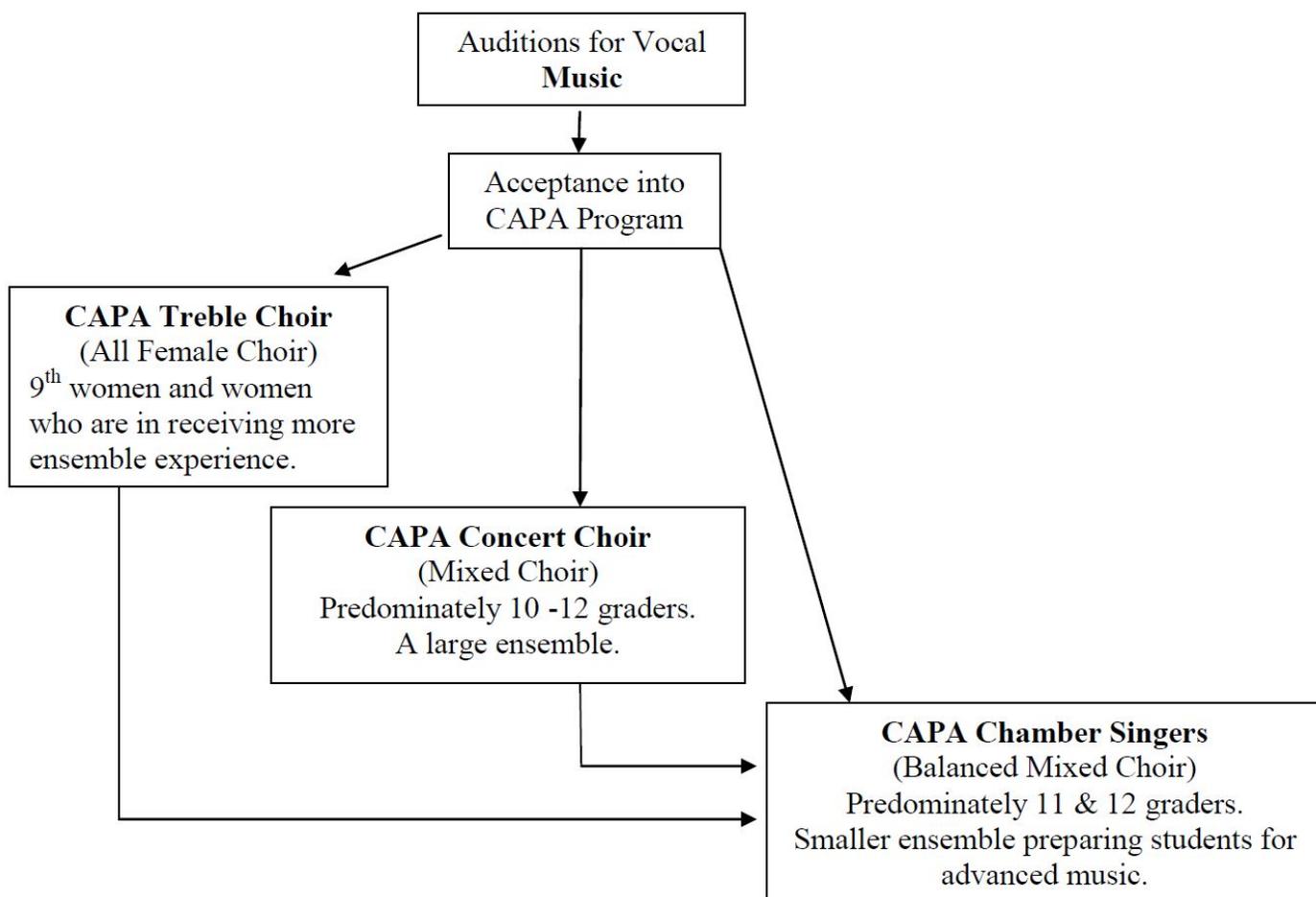
AUBURN HIGH SCHOOL

CAPA INSTRUMENTAL MUSIC



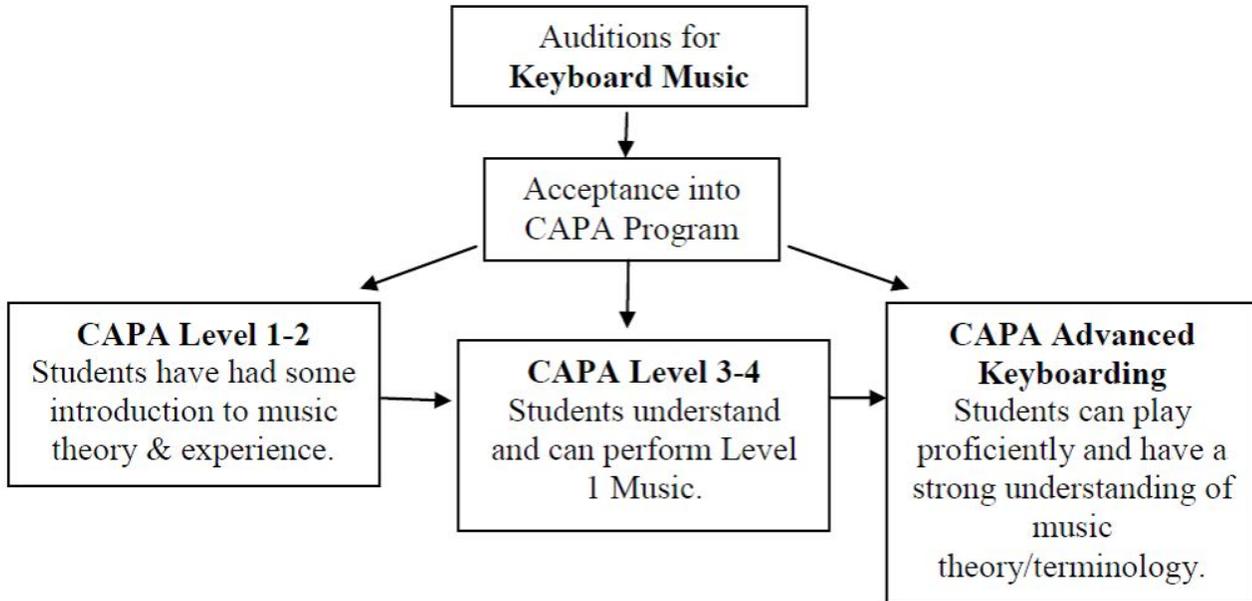
AUBURN CAPA VOCAL MUSIC

- All students will take the CAPA Freshman Seminar Course the first semester of their freshman year.



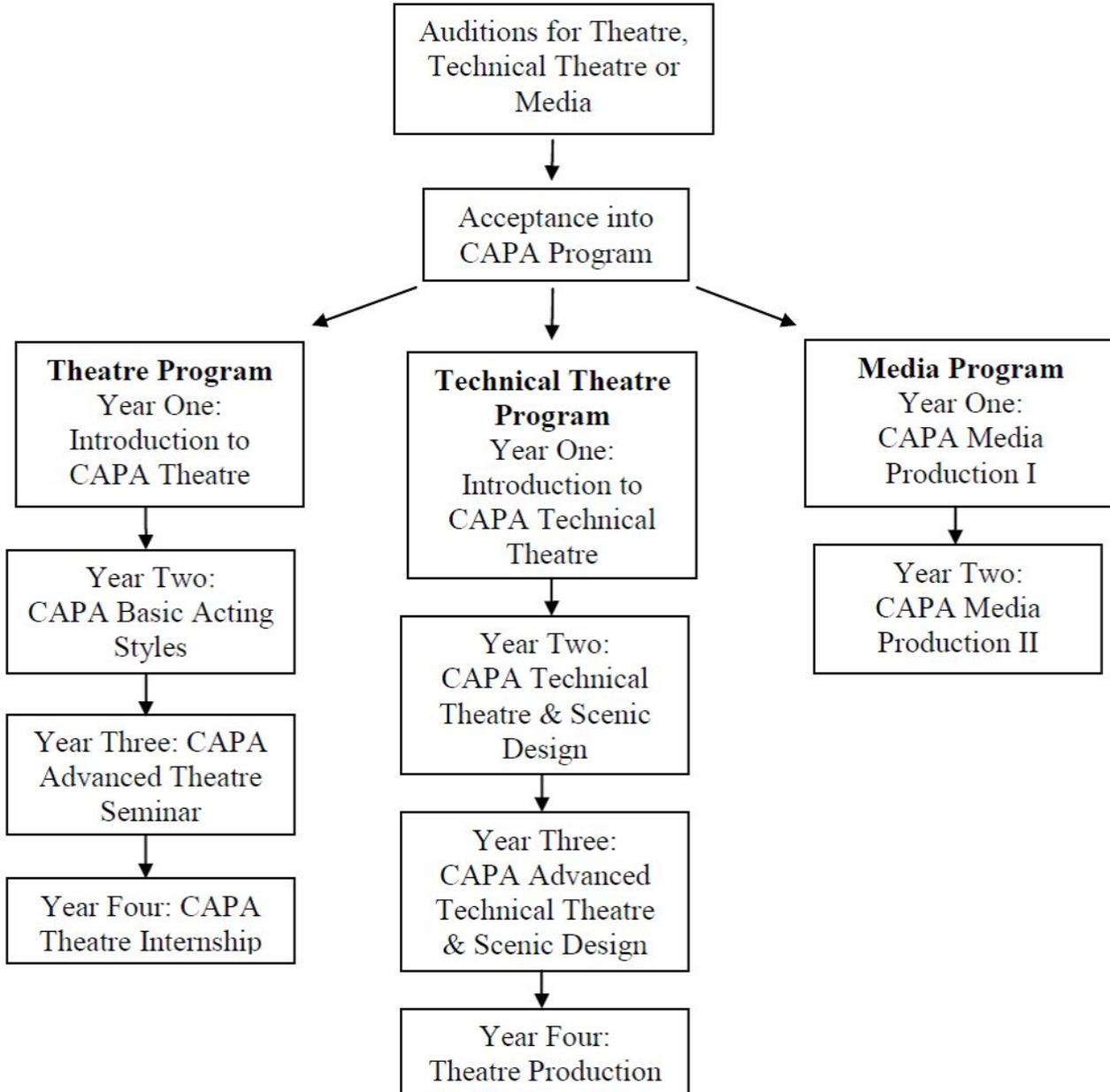
AUBURN CAPA KEYBOARD MUSIC

- All students will take the CAPA Freshman Seminar Course the first semester of their freshman year.



AUBURN CAPA THEATRE, TECHNICAL THEATRE & MEDIA

- All students will take the CAPA Freshman Seminar Course the first semester of their freshman year.



CAPA Program Review Process

Students are responsible for their academic success in CAPA Classes. Teachers work diligently with each student to achieve academic success in their art area. Interventions, private lessons, and buddy teaching are just some of the ways in which teachers try to address students' needs. When and if academic difficulties are present in one or more of their classes, the CAPA Review Process will be implemented.

Step 1

A. Recognition of an academic problem as indicated by:

1. One or more failing grades in any class on mid-quarter report.
2. Excessive absence that affects grades adversely.
3. Behavior/motivation/attitude that affects grades adversely or disrupts the learning process of other students.

B. Letter will be sent notifying parents/guardians of academic and/or behavioral concern and activation of intervention process by the advisory team.

Step 2

Advisory team holds a conference with student. Advisory team consists of student, parents/guardians, student's counselor, CAPA team leader, administrator and teacher. This team will identify problems, outline conditions of probation, and instituted interventions. Advisory team works in collaboration with CAPA teachers in the creation and maintenance of instituted interventions.

Step 3

Student will undergo necessary interventions as determined in the conference in Step 2. The intervention period will last at least four weeks but not more than a semester.

Step 4

Advisory team will evaluate progress at the end of four weeks (end of quarter) and will either

- 1) Hold a conference with student and parents/guardians: or
- 2) Send a letter to update all parties on student's status.
 - A.** If progress is satisfactory, then the advisory team will continue monitoring.
 - B.** If progress is unsatisfactory, then the advisory team will make a recommendation to the building principal and District Fine Arts Director.

Step 5

If recommended, student continues in program with further interventions.

Step 6

At the end of the probationary semester, the advisory team will hold a final meeting with student, parents/guardians, and administrators to assess student progress. At the meeting, one of the following outcomes will be decided:

- A.** Student remains in the program and probationary status is removed: or
- B.** Student is formally exited from the CAPA Program and will be reassigned to their zone school.

Every effort will be made toward intervention, so that the CAPA student may remain in the CAPA program.

Criteria for Exit

Grades, as a reflection of:

1. Attitude and motivation
2. Attendance
3. Ability/skills to deal with the intensity of the CAPA program

The advisory team's decision will be a result of its review of the individual student and situation rather than a set combination of criteria or pre-determined degree of assessment.

Appeal

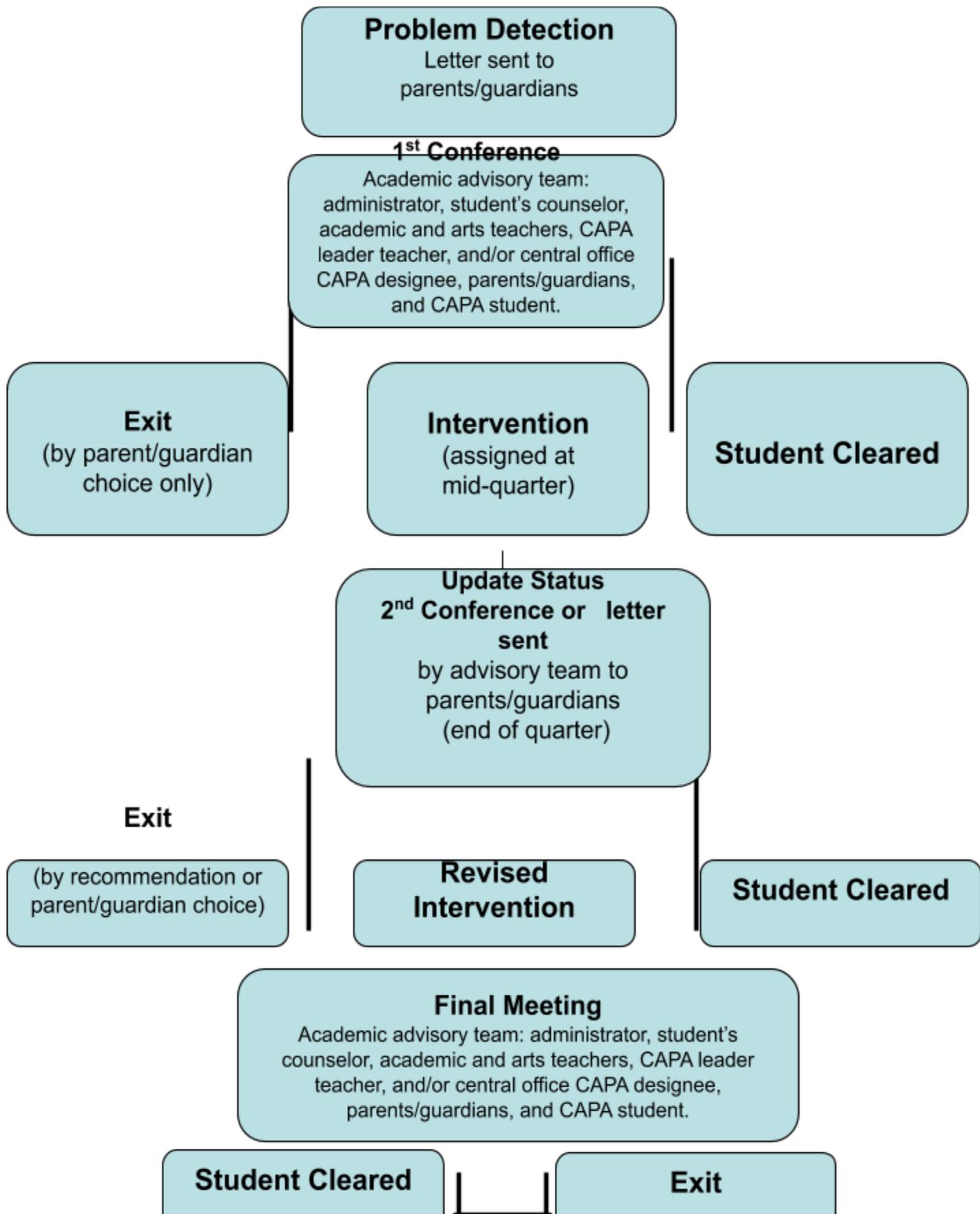
Student must complete the review process before an appeal can be made. Appeal must be submitted in writing stating reasons to the building principal no more than five school days after the student has exited the CAPA Program.

Re-entry

After one full semester in another program, the student may reapply for re-entry following the re-entry procedure.

CAPA Program Re-Entry Procedure

- A student may apply for re-admittance to the program without re-auditioning within the same academic year that they were exited.
- The student must submit a letter explaining why it is important for him/her to return to the CAPA program, including his/her reasons for leaving the program and his/her reasons for wanting to return.
- The selection committee, comprised of a least one CAPA Program teacher, one site administrator, and one external representative (i.e. District Fine Director or CAPA coordinator) will review this letter.
- The selection committee will review the student's current school performance.
- The selection committee will review the student's past school performance, behavior, and attitude.
- There is no guarantee that the student will be re-admitted. Those students who are allowed to return to the program will be admitted on a probationary status with a contract. Failure to meet the contract conditions will lead to exit from the program.
- Any student who leaves the program for a full academic year must re-audition in order to be re-admitted to the program.



Performance Contract

Date:

S A M P L E

Production Title:

Dear Parent/guardian of _____,

Your student will be involved in the following production. In order to better prepare you and your student for a successful experience during this production, we will need to make you aware of some of the performance expectations which will need to be met by all families involved. If you have questions or concerns, please feel free to contact the performance director @ 966-3200. Please read the list of expectations below, sign and date the bottom of this form, and return it to the performance director **before** your student's first rehearsal. Thank you for your cooperation with this, and we look forward to working with your student.

Sincerely,

Performance Director

List of Expectations

- Students will need to fill out this form **before** their audition or 1st rehearsal date.
- Students will need to attend all dress rehearsals and performances during this production.
- Students will need to attend all practices/rehearsals. **Only** students who have a doctor's note or pr-arranged permission by the director prior to audition or rehearsal will be excused from a rehearsal or performance.
- **Students** will be responsible for any missed time or work from class and will need to keep up with their academic classes throughout the duration of the production.
- Students will treat **all** involved in the production professionally and with respect.
- Students will follow the directions of their directors, choreographers, and participating teachers at all times.
- Students will treat equipment and facilities safely and respectfully. **Students are responsible for what they break or damage.**
- Students are to be under the supervision of a teacher at all times.
- Students who chose to not follow the direction of the staff involved may not be allowed to participate in this and future productions (**the safety of your child comes first!**).
- Students will always remember that in theatre it's "**All for one and one for all!**" Working as a team is what makes each event an enjoyable experience for all!

STUDENT SIGNATURE

DATE

PARENT
SIGNATURE

DATE



CAPA Teacher Interventions for Academic Review

Physical Arrangement of the Room:

- Seating student near the teacher
- Seating student near a positive role model
- Standing near the student when giving directions or presenting lessons
- Avoiding distracting stimuli increasing the distance between student seating

Lessons:

- Providing visual aides
- Breaking presentations into shorter segments
- Providing written outline
- Having child review key points orally
- Praising/rewarding participation and listening skills
- Utilizing differentiation, multiple intelligences/ learning styles

Assignments:

- Giving extra time to complete tasks
- Shortening assignments
- Breaking work into smaller segments
- Represent various learning styles

Organization:

- Providing peer assistance with organizational skills
- Sending daily/weekly progress reports home
- Praising/rewarding in-schoolwork and homework completion
- Utilizing school purchased student assignment notebooks/agendas

Work Habits:

- Redirecting inappropriate behaviors
- Allowing movements or short breaks from a task
- Cuing student to stay on task
- Implementing time-out procedures
- Providing social skills group experiences
- Practicing/modeling expected behaviors
- Utilize a “buddy teacher” system
- Developing an individual written contract with the student
- Loss of privileges
- Detention



August, 2017

Dear Parent/Guardian

Thank you for taking the time to review the CAPA Handbook for the 2017-18 school year. This document provides comprehensive information relative to the West CAPA and Auburn CAPA programs. However, each school may also have specific procedures for individual building expectations. Please review with your child(ren) any areas that would be pertinent to their daily school schedule. Should you have any questions regarding information contained within this document, please contact your child's school office. Your signature indicates you acknowledge that you are aware of the handbook contents and where to locate the handbook on the district website.

Please cut along dotted line and return the bottom portion to the school.

Student's Name _____

Parent/Guardian Name _____

Relationship to Student _____

Email address _____

Phone Number _____

Signature of Parent/Guardian _____

Date _____

Please return this page to your child's school after reading and signing.
Please update the office if there are any changes to the above information.