

## Personalized Program

CAPE's personalized program (referred to as individualized program in the past) is a research-based, data-driven, purposeful, collaborative, and cyclical process through which each student's personalized program is developed, implemented, monitored, and re-evaluated to maximize the achievement of personal and academic goals through the acquisition of knowledge, skills, and attitudes.

Development of the student's personalized program begins with the collection of data through various means. And culminates with the developed learning plan.

### Data Collection

- Assessment of student current competencies and capacity. Assessment can be cognitive, academic, social, emotional, behavioural, and/or sensory. Valid standardized assessment tools are used to 'drill down' as needed.
- Anecdotal and survey data are collected from students, parents, and teachers, past student files, current classroom assessments, standardized tests, and current diagnostic assessment results.
- Individual learner profiles are developed.

### Development of an Individual Support Plan

- Teachers, support staff, administration, school psychologist, parents, students, and community agencies collaborate in the development of the Individual Program Plan.
- The Individual Program Plan and the individual profile are used to establish effective learning groups.

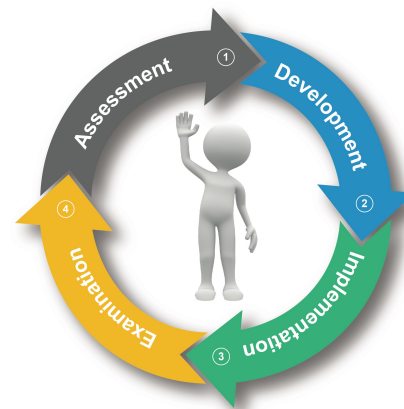
### Implementation and tracking of individual achievement.

- Responsive periodic re-assessment of student competencies and capacity facilitate modifications to the plan as needed.

### Examination of viable options as the individual support plan evolves.

- The Personal Learning Plan/Individual Support Plan is a living document that evolves as the student needs change.

This program is supported by external organizations and individuals such as AHS (Speech & Language, Occupational Therapy, Physical Therapy, Addictions and Mental Health), Big Brothers and Big Sisters In School Mentor Program, Addictions & Mental Health Clinic and Mental Health Groups, Fetal Alcohol Spectrum Disorder Clinic, Children's Health and Developmental Services (CHADS) Behavioural Services and Behavioural & Developmental Diagnostic Clinic, Next Step, and Human Services: Family Support for Children with Disabilities (FSCD).



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Internally, the students are supported by administration, a full-time educational psychologist, educational assistants, and teachers.

- The principal facilitates the development and delivery of the personalized program through a functional timetable, teaching assignments that capitalize on teacher strengths, interests, and experience, and the structuring of learning groups and literacy/numeracy groups, in collaboration with the educational psychologist, and is instrumental in supporting teachers in the classrooms.

- The educational psychologist is responsible for all assessments. Other areas of responsibility include supervision of Personal Learning Plans, the structuring of learning groups and literacy and numeracy groups, in collaboration with the principal, and is instrumental in supporting teachers in the classrooms. This individual also coordinates all external services and, if requested, supervises students in the Counselling and/or psychology master programs in universities.

- Educational assistants are instrumental in the delivery of the personalized program. As such, they are valued and valuable members of the educational team. Therefore, kindergarten through to grade 3 classes are provided with a full-time educational assistant while the 4-9 classes are provided with the services of an educational assistant if the student needs within the group are such that support is warranted. Students that have been identified with severe needs are supported within the class through educational assistants based on assessments and recommendations. The support from educational assistants allows for a greater variety of accommodations and recommendations to be implemented in a timely manner and tracked for effectiveness.

- Supporting each student to maximize student outcomes is no easy task. CAPE's class size, grounded in research and Alberta Commission on Learning, is one factor that supports the school's personalized program. Classes are capped at 20+/-2 for Kindergarten to grade 3, at 24+/-2 for grades 4 and 5, and at 26+/-2 for grades 6 to 9. The smaller class sizes allow for greater time for personalized supports and reasonable, responsive implementation of accommodations and recommendations from assessments and research.

