

Policy 1.02

Category: Educational Philosophy

Integrated Personalized Program

BACKGROUND

“Each of us needs to belong. A sense of belonging is part of our business, social and personal interactions. Feeling included shapes our identity, bolsters our self-esteem and fuels our personal growth....one inclusive education system where each student is successful.... families will still have the opportunity to make choices among existing school authorities.....The goal of an inclusive education system is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. Some have said, this is what should already be happening in education, and they’re right.....In Alberta, inclusion in the education system is about ensuring that each student belongs and receives a quality education no matter their ability disability, language, cultural background, gender, or age.....An inclusive education system is best realized when leadership is shared between school, home and family. Schools reflect the attitudes, beliefs and health of the communities they serve and must be equipped to reflect inclusive practice.....Differentiated instruction is a philosophy and an approach to teaching in which teachers and school communities actively work to support the learning of *all* students through strategic assessment, thoughtful planning and targeted, flexible instruction.”

Alberta Education

Through the provision of a personalized, integrated program for Kindergarten to Grade 9 students, CAPE endeavours to ... “promote the development of knowledge, skills, attitudes, and values that support 21st century citizenry and life-long learning within a holistic, personalized, integrated, flexible learning environment...foster the development of academic and personal skills through the provision of a personalized, integrated program so that each child or student may achieve success in the pursuit of personal and academic goals, strive for personal excellence, become engaged thinkers and ethical citizens with an entrepreneurial spirit, independent learners, and world citizens.”

”

“CAPE believes that:

1. Each student, as an individual, presents with particular academic and personal needs because of a variety of factors.
2. Students, when placed in a student-centred environment, have the greatest potential of becoming successful students and life-long learners.
3. Students are best served through a personalized, integrated program which is flexible, innovative, and responsive.

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4. The school, as a collaborative instructional team, creates a shared learning atmosphere for all members to develop and maintain a student-centred learning environment. Students are grouped and/or streamed to create highly effective learning environments.
5. Parents, as partners in the learning community, provide valuable perspectives and support for their children and deserve to have a choice in an educational program which best supports individualized learning.
6. The community is a partner in the learning as it provides the domain for opportunities and experiences which expand beyond the school, including leadership, collaboration, diversity, and resourcefulness.

CAPE charter

POLICY STATEMENT

1. The CAPE Charter Board recognizes the uniqueness of every child/student, and thus the diversity within each student group. The CAPE Charter Board also recognizes that each child/student deserves and needs an educational environment that is inclusive, supportive, nurturing, stimulating, inquisitive, challenging, and rewarding. Such an educational environment fosters the development of personal and academic goals, so that each individual can work towards and aspire to be the best person he/she can possibly be, become a lifelong learner and an engaged thinker, a global ethical citizen with an entrepreneurial spirit, and a contributing member of society.
2. The CAPE Charter Board recognizes that “it takes a community to raise a child”. Parents, teachers, and community partners build a community of learners, within which the child/student can grow and develop, acquire personal and academic 21st century skills, and become self-directed motivated young adults

DEFINITIONS

3. **Personalized program** - a program of study intended to facilitate the academic success of each student by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized to a greater or lesser extent for each student.
4. **Integrated program** - a program that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts and focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.

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5. **Knowledge** - familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject.
6. **Skill** - ability to use one's knowledge effectively and readily in execution or performance, the execution of learned physical tasks, doing something competently.
7. **Attitude** - a set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event, often the result of experience or upbringing.
8. **Value** - important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable.
9. **Engaged thinker** - attentive, curious, interested, optimistic, motivated and passionate person.
10. **Ethical citizen** - one who builds relationships based on humility, fairness and open-mindedness; who demonstrates respect, empathy and compassion; and who through teamwork, collaboration and communication contributes fully to the community and the world.
11. **Entrepreneurial spirit** - an attitude and approach to thinking that actively seeks out change, rather than waiting to adapt to change, a mindset that embraces critical questioning, innovation, service and continuous improvement.
12. **Independent learner** - individual who is able to think, act and pursue their own studies autonomously, without the same levels of support one receive from a teacher at school.
13. **World citizen** - one who relates directly to humankind and to all fellow humans spontaneously, generously and openly.

GUIDELINES

14. The CAPE Charter Board, through the Superintendent, shall:
 - 14.1 ensure that CAPE's philosophy reflects the attitudes, beliefs, and principles of the community it serves and reflects inclusive practices as embedded within the CAPE charter;
 - 14.2 ensure that CAPE's policies support the attitudes, beliefs, and health of the community it serves and the inclusive practices embedded within the CAPE charter;

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- 14.3 ensure that CAPE's programming supports the development of the attitudes, and beliefs that contribute to the health and wellness of the school community, the local community, and global community it serves;
- 14.4 ensure that the educational environment within the school and each classroom is inclusive, supportive, nurturing, stimulating, inquisitive, challenging, and rewarding;
- 14.5 ensure that the principles and beliefs, the educational philosophical principles, goals, and outcomes embedded in the CAPE charter are respected;
- 14.6 ensure that all Board planning documents respect the key concepts of integration and individualization that form the basis of the CAPE charter;
- 14.7 ensure that all educational long and short term planning documents respect the key concepts of integration and individualization that form the basis of the CAPE charter.
- 15. The CAPE Charter Board, through the Superintendent, shall ensure that all CAPE stakeholders are active participants in the development, maintenance, and/or evolution of the CAPE philosophy, policies, and programming.
- 16. The CAPE Charter Board, through the Superintendent, shall ensure that each child/student's program is personalized to meet the current needs of the child/student.
- 17. The CAPE Charter Board, through the Superintendent and the Secretary-Treasurer, shall ensure that the personalized program is fairly and sufficiently financially supported so that it can achieve the desired outcomes.
- 18. The CAPE Charter Board, through the Superintendent and the School-Based Administration shall encourage and support:
 - 18.1 a culture of respect within the school community;
 - 18.2 endeavours that benefit the school, the family, and the community;
 - 18.3 the involvement of family and community in all aspects of the school life;
 - 18.4 the development of a school-wide community of learners and the extension of this to families and community.
- 19. The CAPE Charter Board shall encourage and support through policy and budget the on-going professional development of all staff as the staff endeavours to support the CAPE philosophy as embedded in the CAPE charter, inclusive education practices entrenched in CAPE's personalized integrated program, and that contribute to the health and wellness of the school community, the local community and global community it serves.

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References:

CAPE charter 2016

Alberta Education Inclusive Education Literature

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