

Procedures 1.02

Category: Philosophy

**Integrated Individualized (Differentiated & Individualized)
Instruction**

BACKGROUND & RATIONALE

Through the provision of an individualized, integrated program for Kindergarten to Grade 9 students, CAPE endeavours to ... “foster in students a desire to learn, to grow, to explore, to excel, to achieve, and to develop into lifelong learners and productive, contributing world citizens.... so that they may pursue and achieve personal and academic excellence and become lifelong learners and contribute to human improvement.”

CAPE charter

DEFINITIONS:

CAPE defines Integration as the intertwining of objectives from various subject disciplines and presenting them in a context-rich environment.

CAPE defines Individualization as:

- a) structuring an inclusive educational environment within which all learners may contribute and each learner can learn best, through understanding the needs of each learner and monitoring the progress of the learner continually and adapting the environment accordingly (differentiation).
- b) the tailoring of the program to the needs of each student at that point in time based on current and available information and through a student specific program plan, the monitoring and assessment of each student plan, and the modification of each student program plan if required (individualization).

PROCEDURE:

Integration

1. The Superintendent will monitor the implementation of integration practices within the Total Integration model and schedule.
2. The principal will monitor the implementation and progress of integrated learning environments and practices, mentor certificated staff in such endeavours, act as a resource for all staff, and provide professional development initiatives.

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3. The certificated staff will actively engage in the delivery of the integrated Humanities and Sciences programs, integrate learning initiatives that foster the development of skills and attitudes such as entrepreneurial skills, citizenry, altruism and volunteerism, environmental stewardship, global awareness, awareness of and respect for other cultures, physical and mental health, art appreciation, and more.
4. The educational assistants will support all instructional efforts within the classroom.
5. All staff is encouraged to access community agencies, businesses, organizations and individuals that possess specialized knowledge and expertise that can enrich the learning environment.
6. The administration is to provide supports to facilitate staff efforts at integration and at community outreach.
7. Certificated staff is encouraged to engage in such initiatives as cross-grade teaching, team teaching, and student mentorship, and to present students with challenges that reach beyond the walls of the school, the family, and the community.

Individualization

8. The Superintendent will monitor the implementation of individualization (differentiation and individualization) practices within the Individualization model and schedule.
9. The Superintendent will monitor the implementation of school-wide programs within the individualization (differentiation and individualization) model.
10. The Principal will develop protocols and schedules for the implementation of school-wide programs within the individualization (differentiation and individualization) model.
11. The individualized program is grounded in data-driven individualized student plans.
12. Data to support the individualized student plans are derived from standardized tests that are administered yearly.
13. School-wide standardized tests are administered in September and June of each academic year.
14. Group standardized tests are administered in September and June of each academic year.

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15. Individual standardized tests are administered as required or requested.
16. School-wide standardized tests administered include:
 - CAT-4
 - CCAT
17. Individual standardized tests administered include:
 - WIAT-II
 - Differentiated Screening Test for Processing
 - Dyslexia Screening Tool
 - Woodcock-Muñoz Language Survey—Revised
 - Behavior Rating Inventory of Executive Function
18. Grade specific standardized tests administered include:
 - Brigance
19. The utilized standardized tests must be reviewed regularly for effectiveness, accuracy and reliability and may be discontinued or introduced at the discretion of the Superintendent upon recommendation of the Director of Student Services.
20. Standardized test results will be shared with parent(s)/guardian(s) at the earliest possible date.
21. The Superintendent will support the Principal and the Director of Student Services in the development of criteria and forms that govern student participation in the Integrated Setting for Enrichment Education Program.
22. The Principal and the Director of Student Services will consider available literature on giftedness and learning styles in the development of criteria and forms that govern student participation in the Integrated Setting for Enrichment Education Program.
23. The criteria must include assessments such as a Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV) and others, parent checklists, teacher recommendations, the Renzulli-Hartman Rating Scale, and student academic histories.
24. The Integrated Setting for Enrichment Education Program must be flexible and individualized so that the program can take many forms such as gifted program, enrichment program, accelerated program, expanded program.
25. Participation in this program is grounded in the established criteria, which in turn are grounded in the literature. Any student wanting acceptance into the I.S.E.E. Program must meet the criteria.

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26. Lower elementary Enrichment/Extended Language Program are to be delivered in integration with the language program.
27. Identified students will be provided with one-on-one or small group literacy support delivered by a designated trained educational assistant under the supervision of the Director of Student Services. Supports are to be grounded in sound research and literature.
28. All students will receive reading and mathematics supports through programs such as the Accelerated Reading and Accelerated Math. Such resources allow students to engage in self-directed targeted learning.
29. The Director of Student Services (and the Principal, if need be) will, in response to identified needs among groups of students, research and recommend possible interventions, and if the recommendation is accepted, implement and monitor such programs.
30. The Director of Student Services will monitor the implementation and progress of individualized learning environments and practices, mentor certificated staff in such endeavours, act as a resource for all staff, and provide professional development initiatives.
31. The Principal will monitor the implementation and progress of differentiated learning environments and practices, mentor certificated staff in such endeavours, act as a resource for all staff, and provide professional development initiatives.
32. Certificated staff will develop class and individual student learning profiles as to understand their students' needs, provide multiple pathways to learning, share responsibility for the learning (with the learner), take a flexible and reflective approach, and respond to students' individual preferred mode of learning.
33. The certificated staff will actively engage in all aspects of the individualization (differentiation and individualization), with support from the Director of Student Services and the Principal:
 - Assessment
 - Analysis
 - Plan development
 - Plan delivery
 - Plan assessment
 - Plan modification
 - Reporting

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34. The educational assistants will be actively engaged in the delivery of the individualized (differentiation and individualization) program, under the direction and supervision of the certificated staff.
35. Assessment is an integral component any program. As such, assessment methodologies must be tailored to the individualized (differentiation and individualization) program, student needs and student learning modes, and integrate informal (formative) and formal (summative) assessment.

References:

CAPE Policy 1.01 and 1.02

School Act, Section 32

CAPE charter

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