



**Procedures 7.08**

**Category: Curriculum and Instruction**

**I.S.E.E. (Integrated Setting for Enrichment Education) Program**

**BACKGROUND & RATIONALE**

The Government of Alberta and Alberta Education believe that education is meant to inspire students to discover and pursue their aspirations and interests and cultivate a love of learning and the desire to be lifelong learners; and must provide each student with the relevant learning opportunities and supports necessary to achieve success. Alberta Education's Inclusive Education Policy Framework Direction 1 states that decisions must focus on the needs of learners by establishing high expectations, reducing barriers, and creating responsive learning opportunities.

CAPE's mission is to foster academic and personal skills through the provision of a personalized, integrated program so that each student may achieve success in the pursuit of personal and academic excellence and goals and become engaged thinkers and ethical citizens with an entrepreneurial spirit, independent learners, and world citizens. We do this through the development of individualized student profiles and the delivery of personalized programming within a community of learners that encompasses the school, the parents and the community.

As a result, CAPE offers the I.S.E.E. (Integrated Setting for Enrichment Education) Program. This program is specifically designed to meet the needs of gifted, gifted disabled, or talented students.

**PROCEDURE:**

1. Any Gifted, Gifted/Disabled, or Talented student has the opportunity to be considered for the I.S.E.E. (Integrated Setting for Enrichment Education) Program.
2. It is understood that Gifted, Gifted/Disabled, and Talented students present with different gifts, talents and needs. Therefore, the entrance requirements must be broad enough to provide equitable participation opportunities.
3. The Director of Student Services is to develop participation criteria and identify diverse assessment tools based on sound current research.
4. The Director of Student Services, the Principal and the Superintendent will undertake a final review of the participation criteria and diverse assessment tools before adoption of the participation criteria.

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5. The Director of Student Services must engage in revision of the participation criteria at least once every three years.
6. The Director of Student Services is to consult with administration on issues relating to the management of this program.
7. The Director of Student Services has the authority to assess, place, monitor, and remove students from this program.
8. All grade 3 students and other students identified by certificated staff, administration and/or parents as possible participants in the I.S.E.E. (Integrated Setting for Enrichment Education) Program must be referred for a psychoeducational assessment unless such assessment is already in a student's file.
9. The Director of Student Services will move each student through the I.S.E.E. Screening and Placement Process.
10. The identification process includes the following steps:
  - 10.1 a cognitive assessment through the Wechsler Intelligence Scale for Children®—Fifth Edition (WISC-V), completed by an educational psychologist;
  - 10.2 an achievement assessment (Reading Comprehension & Math): Wechsler Individual Achievement Test®—Third Edition (WIAT®—III), completed by qualified personnel;
  - 10.3 a review of the most current grades in the core subjects;
  - 10.4 checklists completed by both the parents/guardians and the current teacher(s);
  - 10.5 a review of attendance, homework completion and behaviour.
11. Only students who qualify for enrichment programming within the I.S.E.E. (Integrated Setting for Enrichment Education) Program are invited to participate.
12. The parent(s)/guardian(s) of students invited to participate in the I.S.E.E. (Integrated Setting for Enrichment Education) Program have the final decision as to participation.
13. Students in the I.S.E.E. (Integrated Setting for Enrichment Education) Program are expected to maintain a minimum achievement level of 65% in each of the core subjects. Failure to do so will result in academic probation. The Director of Student Services is to monitor the students achievement 3 times/year through teachers and administrators' reports.

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14. Academic probation, exit and re-entry criteria:
  - 14.1 If any academic grade (Humanities and Sciences) is below 65%, the student will be placed on probation.
  - 14.2 If there is no improvement by the end of the school year, the student will be exited from the program for the following academic year. The student may re-qualify for the program if all initial criteria are met for the subsequent academic year (e.g. if the child exits the program at the end of June of 2016, the student would be able to re-enter the program in September 2017)
15. Other exit criteria:
  - 15.1 Two or more “Incomplete” grades on the final report card will be exited from the program for the following year; “incomplete” is defined as the student not completing enough course work for the teacher to adequately assess progress.
  - 15.2 Regular school or class attendance drops below acceptable levels (a combination of lates and absences) drops below 90%.
  - 15.3 Parent request.
  - 15.4 Student (with parent approval) request.
  - 15.5 Behaviour problems of a chronic/severe nature (e.g. disciplinary in-school suspensions, out-of school suspensions). Vice Principal’s recommendation is needed for removal from the program on these grounds.
16. Re-admittance to the Program Criteria:

Students exited from the program due to grades, attendance, behaviour, or parental request, may be readmitted to the I.S.E.E. (Integrated Setting for Enrichment Education) Program after a minimum of one year’s absence if ALL of the following occur:

  - 16.1 The parent notifies the Director of Student Services to request a return to the program.
  - 16.2 Behaviour and/or attendance problems are eliminated. Vice Principal’s recommendation is needed for re-admittance to the program on these grounds.
  - 16.3 It is not necessary for the student to again meet the standardized testing criterion; however, the student must have maintained the academic standard warranted by the criteria: i.e. core class report card grades must be 70% (enriched) 80% (gifted) or higher.

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**Reference:**

*CAPE Policy 7.08*

*School Act*

*Guide to Education*

*CAPE charter*

*Alberta Human Rights Act, Section 11.1*

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Adopted: June 22, 2016

Motion: #2016-06-22-14