



Policy 7.02

Category: Curriculum and Instruction

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

BACKGROUND

Alberta Education's Inclusive Education Policy Framework outlines six policy directions. They are designed to help bring a shared vision of inclusive education to life in Alberta. Policy Direction 1. Learner-centred decision-making reads as follows: Decisions focus on the needs of learners by establishing high expectations, reducing barriers, and creating responsive learning opportunities.

"Our Mission

To 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.
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

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POLICY STATEMENT

1. In the fall of 2003, the CAPE Charter Board supported the development of a program specifically designed to address the needs and learning styles of a segment of our student population, commonly described as gifted or talented, in compliance with the original CAPE charter, 1995. The CAPE Charter Board is now imbedding the I.S.E.E. (Integrated Setting for Enrichment Education) Program in policy.

DEFINITIONS

2. **Gifted student** - students who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities tailored to their needs to fully develop such capabilities.
3. **Gifted disabled** - a unique subgroup of students who demonstrate both. superior intellectual ability and specific learning problems. Also known as “twice exceptional” and. “dually exceptional”.
4. **Talented student** - students that display skills which are advanced when compared to other children of their age.

GUIDELINES

5. The Director of Student Services will develop participation criteria and identify diverse assessment tools based on sound current research.
6. The Director of Student Services, the Principal and the Superintendent will undertake a final review of the participation criteria and diverse assessment tools before implementation.
7. Periodic reviews of these participation criteria and diverse assessment tools must be carried out as warranted by emergent research, best practices, knowledgeable peers input and student profiles.
8. The Superintendent will ensure that procedures are developed to facilitate review/ implementation, supervision and evaluation of this program.
9. Effective upon approval of this policy, participation in this program is solely dependant on the student meeting the participation criteria. Other factors outside of the participation criteria will be considered.

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10. Acceptance and participation in this program prior to the coming into effect of this policy will continue (i.e. grandfathered in).
11. The Principal, under the guidance and supervision of the Superintendent, shall review the I.S.E.E. (Integrated Setting for Enrichment Education) Program for students in grades 4 through 9 to ensure that course development, implementation, and evaluation are consistent with Alberta Education Program of Studies, and the CAPE charter.
12. The Principal, with Superintendent input and supervision, will monitor this program.
13. The CAPE certificated staff, whether teaching within the I.S.E.E. (Integrated Setting for Enrichment Education) Program or not, will be provided with on-going professional development in the area of gifted education. Support staff will also have the opportunity to participate in these professional development initiatives.

References:

Education Act

CAPE charter, 1995

CAPE charter, 2016

Guide to Education

The Inclusive Education Policy Framework

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