



AP 1.02

Category: Philosophy

## Integrated Personalized Instruction

### BACKGROUND & RATIONALE

Through the provision of an personalized, integrated program for Kindergarten to Grade 9 students, CAPE endeavours 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 charter*

### DEFINITIONS:

1. **Integration:** a cross-curricular approach to program development, a “whole” learning process in which the core content is made richer with meaningful experiences that include the arts, wellness, multiculturalism and global awareness, citizenry, community involvement, and skills development.
2. **Personalization:** 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 goals through the acquisition of knowledge, skills, and attitudes.

### PROCEDURE:

3. **Integration**
  - 3.1 The Superintendent will monitor the implementation of integration practices within the Total Integration model and schedule.
  - 3.2 The principal or designate will monitor and support 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.
  - 3.3 The certificated staff will actively engage in the delivery of the integrated Humanities and Sciences programs, projects, and any other 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.

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- 3.4 The educational assistants will support all instructional efforts within the classroom.
- 3.5 All staff is strongly encouraged to access community agencies, businesses organizations and individuals that possess specialized knowledge and that can enrich the learning environment.
- 3.6 The administration is to provide supports to facilitate staff efforts at integration and at community outreach.
- 3.7 Certificated staff is strongly 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.

**4. Personalization**

- 4.1 The Superintendent will monitor the implementation of personalization practices within the personalization model and schedule.
- 4.2 The Superintendent will monitor the implementation of school-wide programs within the personalization model.
- 4.3 The Principal will develop protocols and schedules for the implementation of school-wide programs within the personalization model.
- 4.4 The personalized program is grounded in data-driven individualized student plans.
  - 4.4.1 Data to support the personalized student plans are derived from standardized assessments that are administered in September and June and at regular intervals throughout the year as required or requested.
  - 4.4.2 Assessment can be cognitive, academic, social, emotional, behavioural, and/or sensory.
  - 4.4.3 Standardized tests administered include, but are not limited to:
    - CCAT - 7
    - Star Math
    - Star Reading
    - Star Early Literacy
  - 4.4.4 Individual standardized tests administered include, but are not limited to:
    - Easy CBM
    - Star CBM
    - San Diego

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Weschler Intelligence Scale for Children, 5th Edition  
Weschler Individual Achievement Test, 3rd Edition  
Woodcock-Muñoz Language Survey—III  
Behavior Rating Inventory of Executive Function, 2nd Edition  
Brown Executive Function/Attention Scale  
Feifer Assessment of Reading  
Feifer Assessment of Math  
Adaptive Behaviour Assessment System - 3rd Edition

- 4.4.5 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.
- 4.4.6 Parents/Guardians are to be actively involved in the decision-making process re individualized student plans.
- 4.4.7 Teachers, educational assistants (when appropriate), and other specialists are to be actively involved in the decision-making process re individualized student plans.
- 4.4.8 Standardized test results will be shared with parent(s)/guardian(s) at the earliest possible date.
- 4.4.9 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 (I.S.E.E.).
- 4.4.10 The Director of Student Services will review and 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 (I.S.E.E.).
- 4.4.11 The criteria must include assessments such as a Wechsler Intelligence Scale for Children – 5<sup>th</sup> Edition (WISC-5), Weschler Individual Achievement Test - 3rd edition (Math and Reading) and others, parent input, teacher recommendations, the Renzulli-Hartman Rating Scale, and student academic histories.
- 4.4.12 The Integrated Setting for Enrichment Education Program (I.S.E.E.) must be flexible and personalized so that the program can take many forms such as gifted program, enrichment program, accelerated program, and expanded program.

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- 4.4.13 Participation in this program is grounded in the established criteria, which in turn are grounded in the research. Any student wanting acceptance into the I.S.E.E. Program must meet the criteria.
- 4.4.14 Other enrichment or support language programs are to be delivered in integration with the humanities program and/or within the literacy program.
- 4.4.15 Other enrichment or support mathematics programs are to be delivered in integration with the sciences program and/or within the numeracy program.
- 4.4.12 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.
- 4.4.13 The Director of Student Services and/or the Principal will monitor the implementation and progress of personalized learning environments and practices, mentor certificated staff in such endeavours, act as a resource for all staff, and provide professional development initiatives.
- 4.4.14 Certificated staff will develop class and individual student learning profiles so 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.
- 4.4.15 The certificated staff will actively engage in all aspects of the personalization, with support from the Director of Student Services and the Principal:
  - Assessment
  - Analysis
  - Plan development
  - Plan delivery
  - Plan assessment
  - Plan modification
  - Reporting
- 4.4.16 The educational assistants will be actively engaged in the delivery of the individualized personalized program, under the direction and supervision of the certificated staff.

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4.4.17 Assessment is an integral component any program. As such, assessment methodologies must be tailored to the personalized program, student needs and student learning modes, and integrate informal (formative) and formal (summative) assessment.

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**References:**

*CAPE Policy 1.01 and 1.02*

*CAPE charter*

*Alberta Education Inclusive Education Literature*

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