

- We are committed to teaching through inquiry in all subject areas.
- We provide pathways to second language acquisition for students in addition to supporting the mother tongue language.
- Middle Years Program students participate in the Personal Project.
- Students are given regular opportunities to take action to extend their learning and to help their community.

III. STRATEGIES FOR DIFFERENTIATION

Teachers are expected to understand the cognitive, social-emotional, executive function, and educational profile of every student in their charge. Teachers and tutors are expected to consult and collaborate on designing strategies for instruction and assessment in the subject matter classroom that will allow every student to gain full access to the curriculum.

C. MODIFICATIONS

Modification of the curriculum entails adjusting the quantity or quality of assignments expected from a particular student. For example, a student may be given fewer problems, more challenging extensions, a simpler text, a reduced workload, or a modified grade.

D. ACCOMMODATIONS

Accommodations are individualized adjustments in the mode of curriculum delivery or assessment, but do not decrease or increase the basic expectations of the curriculum. For example, offering different formats of assessment (picture, video, concept map, written paper, sculpture, etc.), Assistive Technology (speech-to-text, text-to-speech, graphic organizers, specialized software), or extended time.

E. CLASS PLACEMENT

- 1) Kildonan classes are all characterized by a student:teacher ratio of 12:1 or smaller. In the case of math classes, students are assigned to a class based on their learning profile, conceptual development in mathematics, skill in computation, and ability to process new information. Students with similar working styles and conceptual development are grouped together in small classes. Although all students move through the same content, the pacing and instructional strategies differ based on the needs of the students. Thus, students are able to move through the curriculum at a consistent pace that does not overwhelm some and leave others behind.
- 2) All students receive 1:1 language tutoring every day. Every effort is made to assign students to a tutor who is compatible with the student's learning profile, age, personality, and language needs.

IV. SUPPORT SERVICES

A. 1:1 TUTORING

A core component of the Kildonan program is 47 minutes of 1:1 tutoring every day for every student.

B. ASSISTIVE TECHNOLOGY

Students and teachers may receive individualized support in the selection and use of assistive technology support that increase the student's access to the curriculum. Technological supports such as text-to-speech, speech-to-text, and conversion of text into audible pdf documents allow students to access content that is beyond their individual reading level, but within their intellectual level. An AT lab with individual recording booths and a central instruction area supports the individualized support approach.

C. ACT & SAT TESTING ACCOMMODATIONS

Students who take the ACT and/or SAT receive maximum accommodations allowed by the testing organizations per recommendations made in a current neuro-psychological evaluation. Accommodations can include triple time, a reader and/or scribe, use of a computer for writing, etc.

D. COUNSELING AND SOCIAL-EMOTIONAL SUPPORT

Students at Kildonan can receive counseling from an on-site counselor, an off-site counselor who works closely with the school, or may continue receiving counseling from an independent provider arranged by the family. The Dean of Boys and Dean of Girls work closely with students to help them resolve conflicts, work through challenging situations, develop social and emotional skills, and develop healthy attitudes toward self and others. Counselors communicate as needed, within the limitations of HIPAA, with the Deans of Boys and Girls, with administrators, and with teachers to support student success.

V. STAFF DEVELOPMENT AND COLLABORATION

A. AUGUST IN-SERVICE

Before the first days of school when students return, the faculty and staff have six full days of In-service training. The agenda for the In-service week is developed in advance. The topics for training are diverse, and support best practices in different aspects of the school's operations, including residential life, classroom instruction, CPR and emergency first aid, tutoring, student needs, etc. Many of the topics planned for the agenda reflect priorities and needs of the students and school, while others, such as first aid, are annual refreshers.

B. MID-YEAR IN-SERVICE

Five full days each year are used for faculty In-service. The themes and agendas for the In-service days are generally planned in advance of the academic year. Tutors and teachers often have specific training relative to their instructional roles.

C. PD FACULTY MEETINGS

All tutors and teachers (except those whose morning duties require their presence elsewhere) attend a 45-minute professional development meeting once per week. The agenda for the weekly faculty meetings is published in advance of the school year, and includes four themes that repeat on a regular basis. A limited number of PD themes are chosen for the year so that faculty will have ongoing opportunities to engage with different aspects of important topics, and can thus build professional knowledge over time. The themes chosen each year reflect the current needs, initiatives, and priorities of the school.

D. INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

Every tutor and teacher must create and fulfill an Individual Professional Development Plan (IPDP) worth at least 30 hours of time for every academic year. The IPDP should reflect and enhance the unique professional skills and duties of the educator. Educators are the authors of their own IPDP, thus are the drivers of their own professional development.

E. COMMON PLANNING TIME

Common Planning Time (CPT) occurs during Period 0 for 45 minutes on Monday, Thursdays, and some Fridays. Teachers and tutors collaborate on curriculum and assessment development, language training skills, and PD related to their specific job assignments.

F. CURRICULUM LEADERSHIP TEAM

Curriculum Leadership Team is comprised of tutors and teachers who work with students in grades 2-12. The team meets for 45 minutes twice per month. The purpose of the team is to collaborate on innovations

to the curriculum, to critique policy proposals prior to submission to Administration, and to support a democratic approach to school leadership.

G. EDUCATOR EVALUATION GOAL SETTING

Annual educator evaluation is a multifaceted process in which educators set student learning and professional practice goals that are relevant to them and their students. Teachers are observed, coached, and engage in professional conversations with colleagues and administrators to strengthen practice, reflect on student learning, and build a strong professional community.

H. KILDONAN TEACHER TRAINING INSTITUTE (KTTI)

The Kildonan Teacher Training Institute (KTTI) draws educators from around the world to learn about dyslexia and the Orton-Gillingham approach to language development in dyslexics. Every Kildonan teacher is required to take a 70-hour, 2 week KTTI training as a basic condition for employment.

I. TEACHER-TUTOR COLLABORATION

Teachers and tutors are expected to communicate frequently and collaborate on academic needs and progress of students. Tutors can advise teachers about specific language capabilities of students, and can in some cases, support academic writing and reading in the tutorial.

VII. DOCUMENT REVIEW

- This special needs policy will be reviewed by members of the school's instructional teams and/or interested staff by August 1st annually.
- Updated March, 2016.