



STUDENT-TEACHER ACCOUNTABILITY

at The Kildonan School

I. EDUCATIONAL OBJECTIVE

Students grow in autonomy and responsibility by practicing these skills on a daily basis. Students prepare for college, career, and life by effectively managing their time, by assuming responsibility for their education, by developing a strong work ethic, and by learning from mistakes in a supportive environment.

II. QUALITY OF WORK vs. TIMELINESS

The quality of academic work and its timeliness are two completely separate issues. Academic work should be assessed according to its merits, bearing in mind that instruction and assessment are differentiated and adjusted to meet the academic needs of individual students. The timeliness of work submission is anchored in executive function, responsibility, and accountability on the part of the student.

III. RESPONSIBILITY OF STUDENTS

- Students are accountable for their learning.
- Students are responsible for earning a course grade according to publicly known criteria, and are to synthesize and apply their learning, ask questions, and solve problems.
- Students take responsibility for submitting work on time, and make the extra effort to resubmit low-scoring work in a cycle of continuous feedback and improvement.
- Students should strive to produce quality products and performances and see assessment as a way to describe and improve their learning.
- All work submitted is expected to be the student's own work (see *Academic Honesty Policy*).

IV. RESPONSIBILITY OF TEACHERS

- The teacher is responsible for organizing a rigorous course that promotes constructivist (student-driven) learning with clear, high, and individually appropriate standards.
- The teacher is responsible for understanding the learning profile of every student, and for differentiating assignments for students as needed.
- The teacher will assess student performance only with respect to defined course objectives. Conduct and effort are not part of an academic grade.
- For MYP, teachers will assess conduct and effort through the Learner Profile. For 11/12, teachers will include a comment in the Student Narrative section of the quarterly report regarding conduct and effort, but will not include it in the numerical grade.
- The teacher is NOT responsible for micro-managing student performance, for attaching disciplinary consequences to academic underperformance, or for chasing after students to submit overdue work. When a student experiences academic difficulties, the teacher is responsible for alerting parents, colleagues, and administrators, so that a collaborative problem-solving process can be developed to support the student and address the root of the problem.

A. FILE REVIEW

- 1) The teacher will review student files to fully understand the level of academic achievement that each student can reach.

B. CONSULTATION

- 1) **With Language Training Tutor:** The teacher will consult with Language Training tutors regarding the language capabilities of individual students, and will seek feedback from the tutors on differentiation and academic support strategies.
- 2) **With Counselor:** The teacher and tutor will consult with the school counselor regarding the social-emotional status of students and any recommended steps to support individual student needs.

C. QUALITY OF SUBMITTED WORK

Subject matter teachers in gr. 6-12 will develop clear assessment criteria defining increasing levels of quality, based on content in course objectives.

- 1) MYP and 11/12 courses will be represented through a course syllabus that is shared with students and parents (Edge will develop a general program description and explain the process, products, expectations, and assessment criteria). Syllabi for classroom courses will include:
 - Course overview
 - Essential questions (11/12) or Key and Related Concepts, Factual/Debatable questions, etc. (MYP)
 - Objectives of the course – specific statements of what students will know and be able to do, and at what level of skill. Should be phrased in terms of Bloom’s Revised Taxonomy and for MYP, refer to subject criteria
 - Modes of learning utilized in the course (description of types of learning activities and assessments)
 - Assessment policy and major assignment due dates. Assessment policy will include the rubric used for assessing student work.
 - Grading policy – categories or percentages comprising course grade, based on percentage weight of specific objectives
- 2) For routine individual assignments and formative assessments, students may resubmit work to earn a higher grade. Teachers will not demand that students re-submit work; the initiative comes from the student, who takes responsibility for his/her education. Formative assessment is feedback between student and teacher, in which the student and teacher determine how to “close the gap” between where the student currently is and where the student needs to go to achieve course objectives. “Closing the gap” may require continued practice with knowledge and skills in certain assignments, which will mean resubmission.
- 3) Summative, end-of-unit, end-of-quarter assessments, and group projects cannot be resubmitted.
- 4) All subject matter courses will have an assessment rubric defining increasing levels of quality. The rubric will be based on course objectives. Rubrics will be posted in the classroom, so that they are publicly available at all times. This means assessment is transparent and directly tied to course objectives.

D. TIMELINESS OF SUBMITTED WORK

Every student is accountable for every assignment in every class. All assignments are due on the date specified by the teacher/tutor. Any individual homework or formative assignment that is not submitted earns a grade of 0 (meaning there is nothing to assess). The 0 is a placeholder, pending submission of the work. If a student later submits the work within established time boundaries for the quarter, that assignment loses all late penalties; it is then assessed according to its academic merits, so the grade is changed. If the student chooses not to submit the work, the 0 remains and is averaged into the grade. The teacher will not pursue the student to “extract” the work from the student. It is the student’s responsibility to submit the work.

1. Student Self-Advocacy: A student who needs help with an assignment should reach out to the teacher/tutor to request assistance. Students should self-refer to extra study hall as needed for support.
2. Excused/Unexcused Absences: A student who has an excused and planned absence is responsible for notifying teachers via the Green Sheet, and for submitting all work immediately upon return to campus. In the case of a short-term excused absence, the student will arrange a reasonable due date with the teacher(s). If the student misses an extended amount of class time due to illness/injury, the student, tutor, teachers, and Academic Dean will develop a plan to make up the work. There are no extensions for unexcused absences.
3. Quarterly Closing Date: Subject matter teachers will give advance notice before closing grades at the end of the quarter. NO assignments will be accepted after that closing date. The quarterly closing dates will be listed on the internal Kildonan calendar.
4. Executive Function Needs: Students who need support with executive function will work with their tutors and teachers to develop strategies to help them grow into responsibility and effective management of time and tasks. EF is not considered a cause for punishment, but an area of targeted growth and strategy development.
5. Home-School Communication: Teachers will notify parents immediately when a student suffers a decline and accrues failing grades. Any significant decline in academic performance will trigger an academic intervention, which is a collaborative problem-solving process. This is especially important in Language Training, which is a diagnostic-prescriptive context.

E. ACADEMIC INTERVENTION PLANS

Academic Intervention is a collaborative problem-solving process of determining why a particular student engages in behaviors that impede learning, identifying how the student's behavior relates to the school environment, and developing a plan for overcoming the behavior challenges. Teachers, tutor, administrators, parents, and the school counselor will comprise the core of the intervention team, although other members may be included in some circumstances. The intervention process will include the following steps:

1. Identifying the problem behavior and defining it in concrete terms;
2. Identifying the contextual factors that contribute to the behavior (including cognitive and emotional factors, academic history);
3. Formulating a hypothesis regarding how/when the behavior usually occurs and environmental factors that tend to reinforce it;
4. Developing intervention strategies that include positive behavioral and academic supports that will address the behavior; and
5. Monitoring and assessing the effectiveness of the intervention strategies. NYCRR §200.

F. DIFFERENTIATION TO MEET INDIVIDUAL NEEDS

- Teachers will consult student files and review summary documents. Teachers and tutors will exchange information about the student's learning profile and unique academic needs.
- Teachers are responsible for designing differentiated assignments for students, and should consult tutors for advice (this does not imply that tutors should assume responsibility for subject matter assignments).
- Differentiation should account for every student's cognitive profile, social-emotional and EF profiles, and learning style.
- Differentiation can include accommodation (same assignment as other students, but different timeline, format, AT strategies, etc.) or modification (adjustments to the quantity and/or quality of

assignment). The student is still assessed with the course rubric(s), with adjustments for format, quantity, and/or time allotted. This includes time for nightly or weekend assignments.

G. DOCUMENT REVIEW

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