
Kaneland

IgKnighth

**Personalized Learning Academy
Information Guide**

Kaneland Community Unit School District #302



Reflection - Advocacy - Agency - Ownership - Empowerment

August, 2024

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Introduction

Personalize [pur-suh-nl-ahyz]

verb (used with object), per-son-al-ized, per-son-al-iz-ing.

1. to design or tailor to meet an individual's specifications, needs, or preferences: *a personalized search engine; personalized learning.*

What is Personalized Learning?

Personalized learning is an approach to learning, instruction, and assessment that is designed around individual learner readiness, strengths, needs and interests. Learners are active participants in setting goals, planning learning paths, tracking progress and determining how learning will be demonstrated. At any given time, learning objectives, content, methods and pacing are likely to vary from learner to learner as they pursue proficiency relative to established standards (*Institute for Personalized Learning, 2021*).

The 10 Tenets of Personalized Learning in Kaneland

While most personalized learning structures share common traits, implementation can vary from setting to setting. To understand what exactly personalized learning looks like in Kaneland CUSD #302, we invite you to review [The 10 Tenets of Personalized Learning in Kaneland](#).

How Does Personalized Learning Differ From Traditional Learning?

Personalized Learning	Traditional Learning
<ul style="list-style-type: none">★ Structures of time, place and pace are flexible★ Students co-construct customized personalized learning paths★ Inclusive of student voice and choice in all aspects of learning★ Learning progression is proficiency-driven★ Learning process and assessment is co-constructed and personalized to the student★ Knowledge is co-constructed through continuous feedback cycles between teachers and students★ Learner is active, self-reflective, and advocates for learning needs	<ul style="list-style-type: none">★ Time, place and pace of learning is bound by conventional school structures★ Learning paths are developed by the teacher, based on student needs★ Inclusive of student voice and choice in some aspects of learning★ Learning progression is bound by length of units/semesters★ Learning process and assessment tend to be more standardized and/or teacher designed★ Teacher drives feedback with students★ Learner is responsive and compliant to classroom established structures and assignments

Why Personalized Learning?

The creation of the Kaneland IgKnight Personalized Learning Academy emerged from:

- ★ Kaneland Connects, the district's strategic plan. The plan states, *"...in a world characterized by risk and uncertainty, it is vital that we define and enable the skills needed in the 21st century. With this strategic plan, we will create and deliver the kind of personalized learning that develops these needed skills to participate in a diverse, democratic society", and " we're ready and excited to plan and open our **Personalized Learning Academy** in the near future".*
- ★ Personalized Learning...
 - is responsive to the disconnect between traditional educational experiences, and the challenges/opportunities of today's world.
 - recognizes that we live in a world where knowledge is no longer scarce and outcomes are no longer predictable.
 - grows learners who can confront the ambiguous and complex problems of today's world.
 - meets the learning needs of an increasingly diverse student body.
 - prioritizes self-management, initiative, critical thinking, flexibility, independent learning skills, perseverance, collaboration, problem solving/ problem generation, technology as a means of stimulating new ideas, and nurtures new concepts; all skills necessary in today's world

What is the Kaneland IgKnight Personalized Learning Academy?

A stand-alone, personalized Kaneland school, designed around the individual strengths, needs, and interests of learners, and with a smaller overall student enrollment.

Instructional methods, pacing, and learning paths will vary from learner to learner, as they pursue proficiency relative to established standards.

At IgKnight Academy, students are empowered to develop and use their unique talents, become self-motivated thinkers, creators, and collaborators, and to take charge of their learning paths. They participate in customized learning experiences, within an interdisciplinary learning framework, that fosters student agency, engagement, reflection, and personal development.

What is the Vision of IgKnight Academy

To create opportunities for students to personalize their learning, by moving at their own pace, while achieving rigorous curricular outcomes, through co-created, customized paths and proficiency-based progression. A focus will be on student-driven, inquiry learning with co-constructed feedback, and with no predetermined bell schedule. Students will retain their grade level designation within state and district reporting systems but will have the flexibility to learn across grade level or content standards as appropriate.

How is IgKnight Academy unique?

ALL Kaneland schools provide a rigorous learning experience, facilitated by caring and highly qualified educators. IgKnight Academy is unique in that it brings the learner alongside the educator, as a co-pilot in designing and driving their own learning. As students engage in required academic standards, their voice is infused within how, when, and with what resources they learn and demonstrate proficiency within their learning. Teachers become partners and facilitators in co-creating learning experiences, rather than systematically delivering pre-determined lessons. At IgKnight Academy, a focus on developing active and reflective thinkers is as important as securing solid content understandings.

Are IgKnight Academy students still considered Kaneland Knights?

IgKnight Academy students are Kaneland Knights! As such, they are full members of Kaneland CUSD #302, and have access to all the same educational resources, services, supports, and extracurricular activities. Learning within IgKnight Academy is guided by the same rigorous learning standards held for all Kaneland students. However, the manner and methods through which content is learned and proficiency is demonstrated, is customized based on student needs, interests, areas of passion, and individual learning goals.

Foundational Pillars of IgKnight Academy

IgKnight Academy is structured upon a generative curriculum, blended-age learning, collaborative teaching, developing learner dispositions, and ownership of learning.

Generative Curriculum- the understanding that students, teachers, and community work together to develop or create “in the moment” learning experiences.

- ★ Encouraging voice and choice of learning topics within required standards
- ★ Flexible and responsive pacing and sequencing of learning
- ★ Generating an experience that empowers a learner to question, engage, and build community, around class initiatives or individual student interests
- ★ Growing learning pathways organically

Blended-Age Learning- In the mid-1800’s (before we knew a whole lot about human development, learning, and the brain), it was assumed that separating children by age was the most efficient way to learn. Most schools continue to use age-based grade levels because of historical legacy, despite growing evidence that age alone tells us very little about what any given child can do. IgKnight Academy allows students to work within grade spans (3rd-5th and 6th-8th), to learn wherever and with whomever they need, for any given standard. Blended-age learning opportunities will grow for IgKnight high school students as additional grade levels are added.

Blended-age learning provides an opportunity for students and staff to:

- ★ build respect and empathy for others.

- ★ work collectively to create meaningful learning experiences for everyone in the school community.
- ★ recognize learning as a process over time, with everyone possessing both strengths and opportunities.
- ★ design student goals around proficiency levels within learning standards, rather than chronological grade designations.

While able to access curriculum outside of their grade-based standards, IgKnight Academy students will retain their chronological grade level designations within formal district and Illinois State Board of Education reporting systems.

Learner Dispositions- a way for learners to internalize and apply life skills that will support them in becoming a more successful innovator, collaborator, problem solver and lifelong learner. A focus on learner dispositions includes:

- ★ taking a holistic approach when helping students grow.
- ★ defining, modeling and practicing traits of being a productive citizen.
- ★ building college, career and life readiness.
- ★ focusing on self improvement and self awareness.
- ★ practicing persistence, managing impulsivity, thinking flexibly, and listening with empathy.

Collaborative Teaching and Learning- involves teachers working together to develop and model common learning behaviors, ideas and skills, as well as creating an interdisciplinary experience across core content areas. Collaborative teaching and learning:

- ★ sees learners through multiple perspectives.
- ★ allows natural relationships to form between students, teachers and parents.
- ★ empowers teachers to use their strengths in the classroom.

Ownership of Learning - involves learners taking an active role in co-piloting their own education. All learners have a fundamental need to feel autonomy in what they do. They want to make decisions that matter, pursue directions that feel meaningful, and hold a sense of responsibility and control for both their successes and setbacks. When these needs are met, students are more motivated to learn, and achieve higher levels of academic performance. While the teacher has full mastery of the content, their role is to facilitate learning, rather than impose it. When students own learning, they

- ★ make intentional choices in their learning.
- ★ set goals for academic and personal growth.
- ★ take initiative in independent and group work.

Student Experience

What will the student experience consist of at IgKnight Academy?

Students will experience:

- ★ opportunities to co-create learning pathways, co-construct knowledge, and co-develop demonstrations of proficiency with learning partners and teacher advisors/facilitators.
- ★ learning progression based on student readiness to demonstrate proficiency on reported standards, rather than on an accumulation of seat time.
- ★ inquiry-based and experiential learning opportunities.
- ★ removal of traditional constraints of grade designations and bell schedules.
- ★ engagement in self-reflection, goal-setting, and advocating for personal learning needs.
- ★ a focus on collaboration, critical thinking, and authentic application of learning.
- ★ high levels of clarity, allowing students to communicate what and how they are learning, where they have been and where they are going in their learning, and how they plan to demonstrate proficiency in their learning.
- ★ infusion of student voice, choice, interests and passions, while exploring and achieving rigorous content standards.
- ★ access to the same district resources available to all Kaneland students.

What will the hours of student attendance be?

The typical school day for Academy students will begin at 7:40 am and end at 2:35 pm. Opportunities for customizing schedules that allow for participation in Exploratory courses not offered at IgKnight Academy will be available for those that have an interest. Examples of these may include band and/or chorus.

What will a typical student schedule look like?

The daily schedule of an IgKnight Academy student combines components of a traditional class schedule, with opportunities for students to customize learning within core content blocks, Exploratory Pathways, and Advisory sessions. The typical student schedule will include:

- ★ An interdisciplinary Humanities workshop, with a focus on reaching proficiency in ELA and social science standards.
- ★ An interdisciplinary STEM workshop, with a focus on reaching proficiency in math and science standards.
- ★ A daily Pathway course, allowing students to construct projects that integrate learning opportunities within fine arts, business/finance, technology, engineering, and world cultures.

- ★ A daily Physical Education session, allowing students to engage in both teacher-facilitated activities, as well as student-generated customized physical fitness pathways.
- ★ A daily Advisory session, with a focus on building leadership, advocacy, and social-emotional skills, as well as career awareness and team building.
- ★ A Connected Lunch period will provide opportunities for students to connect with teachers for any additional support that may be needed, as well as time to socialize and eat. Students will eat for half of the period and attend a Connect session of their choice for the other half.
- ★ 30 minutes of mandated, unstructured recess time will be allocated for students in grades 3-5.
- ★ Regular opportunities to engage in passion projects, attend assemblies on various topics, participate in long-range planning sessions, and engage in student-driven clubs will be provided.

Sample Schedule

Time	3rd-5th	6th-8th
7:40am -8:10am	Advisory	Advisory
8:10am-9:30am	Core Content Workshop	Core Content Workshop
9:30am-10:30pm	PE or Pathways	
10:30am-11:00am	Recess	
11:00am-11:30am	Lunch	Lunch
11:30am-12:00pm	Connect	Connect
12:00pm-1:00pm	Core Content Workshop	PE or Pathways
1:00pm-2:35pm		Core Content Workshop
2:35pm-3:10pm	Building-Wide Teacher Collaboration Time	

Will IgKnight Academy students have access to extra-curricular activities such as sports and clubs?

IgKnight Academy students in grades 6-8 are eligible to participate in clubs, sports or activities at their resident school. Transportation will be provided. IgKnight Academy will seek opportunities to create clubs and activities based on interest and/or proposals from its student and staff population.

Academy Staff

What is the role of the teacher at IgKnight Academy?

At IgKnight Academy, the role of the teacher is to use their command of content to co-construct knowledge alongside learners. Teachers will serve as instructional guides committed to:

- ★ facilitating learning.
- ★ championing an interdisciplinary curriculum.
- ★ developing strong, collaborative relationships with students and colleagues.
- ★ remaining flexible in the methods used to develop and assess content knowledge.
- ★ respecting and incorporating student interests and areas of passion.
- ★ posing reflective questions and suggesting next steps in learning.
- ★ exceeding in conferring strategies.
- ★ possessing a deep understanding of the LDIP learning continuum.
- ★ providing a safe environment for student inquiry.
- ★ engaging student curiosity.
- ★ building a continuous learning culture.
- ★ leading and responding with curiosity, rather than compliance.

How does the role of the teacher change in a personalized learning environment?

Teacher as Facilitator	Traditional View of Teacher
<ul style="list-style-type: none">★ Teachers are not assigned a specific classroom in which to work all day.★ Teachers and students learn in different areas of the building, depending on needs.★ Teachers and students own all learning spaces jointly.★ Collaboration, collective efficacy and communication are at the core of all staff interactions.★ Individual teacher work spaces are available within larger collaboration hubs.★ Integrated lesson development is expected among various content areas.★ Technology is used to substitute, augment, modify and redefine learning.	<ul style="list-style-type: none">★ The classroom belongs to the teacher.★ Learning is situated within the teacher's assigned classroom.★ Students visit, rather than own the learning space.★ Teacher delivers knowledge, with students taking a more passive role.★ Teachers plan specific to their assigned content.★ Teachers are assigned class rosters and are responsible for the learning of only these students in their assigned content.★ Technology is typically used to substitute or augment learning.

Are IgKnight Academy staff licensed teachers?

Instructional staff at IgKnight Academy possess the same Illinois teaching license as those at all Kaneland schools. They participate in the same evaluation cycles and

engage in the same number of required units of continual professional development. Non-instructional staff are held to the same employment criteria as those at all Kaneland schools.

What type of professional learning will be provided to staff at IgKnight Academy?

Teachers at IgKnight Academy are learners too! As such, they will engage in professional learning aligned with the Learning Forward Standards for Professional Learning. These standards are in their third iteration, and outline the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results.

IgKnight Academy staff will regularly participate in a variety of learning opportunities including book studies, authentic action research, site visits, advanced coursework, instructional coaching cycles, and are active in the Institute for Personalized Learning Practitioner's Network. Engagement in professional learning for IgKnight Academy staff will align with the same licensure requirements held for all certified educators. Time will be allocated each week for teachers to participate in individual, grade-span specific and building-wide instructional planning sessions.

Curriculum and Instruction

Kaneland IgKnight Personalized Learning Academy follows a standard, liberal arts curriculum, comparable to that provided at all Kaneland schools. All content areas have a predetermined set of reported learning standards, defined by professional staff members certified in that area. The curriculum is delivered through an interdisciplinary, continuum-driven approach, infusing student voice and choice throughout.

The student curricular experience at IgKnight Academy is viewed as a multi-year journey, within a proficiency-based system, rather than a traditional, year-long, single discipline format. Students are able to enter learning at different points in their educational pathway and move at different paces, based on their respective readiness-level, and areas of interest.

Will students at IgKnight Academy learn the same content standards taught at other Kaneland schools?

Yes, all Kaneland students are held accountable to the same rigorous learning standards. The difference at IgKnight Academy is in the incorporation of student voice and choice in determining a specific learning path, including how, when and with what resources learning takes place, as well as how proficiency is demonstrated.

What is Proficiency-Based Learning?

IgKnight Academy uses a proficiency-based progression system of learning. Rather than awarding credit for time spent in a classroom, progress toward proficiency on each individual learning standard is tracked, thereby ensuring that all students have the most

rigorous and competitive experience possible, and that students can move at their own pace. Students advance through learning based on their mastery of content, rather than grade, age, attendance or other factors. The sole focus in a proficiency-based system is on learning and developing understanding, rather than accumulating seat time.

What type of learning structures and instructional strategies will be used at IgKnight Academy?

The IgKnight Academy instructional experience is designed to support flexibility and responsiveness, create space for the learner to be an active participant in their own learning, and to mirror delivery methods similar to those used in college and the workplace. It is defined by four key instructional delivery methods: Legacy, Differentiation, Individualization, and Personalization. The specific method of instruction employed at any given time is based on the specific needs of the learner, and/or at the learner’s request. Each method is described below.

Legacy Instruction	This structure of learning is focused on the required content or teacher’s selections and mimics a traditional classroom. Knowledge of student needs is present and may be assessed but the teacher drives the lesson. The instruction is face to face with a whole group. Presentation or lecture is the dominant mode.
Differentiated Instruction	The teacher provides instruction to small groups of learners and adjusts learning based on the needs or interests of the group. The same learning objective is selected for members of the small group, and the objective is related to the academic focus of whole group instruction.
Individualized Instruction	The teacher provides instruction to an individual learner, and accommodates the needs of the individual. The teacher modifies instruction based on the needs and interests of the individual learner.
Personalized Instruction	The learner drives their own learning path, connecting learning with personal interests, talents, passions and aspirations. The learner actively participates in the design of their learning and owns responsibility for demonstrating proficiency in their learning.

These four instructional delivery methods occur within a variety of learning structures including:

Seminars: Seminars combine learning targets across multiple disciplines and focus on investigating a topic of interest through independent, small and large group activities. Seminars culminate with students showcasing a final project.

Workshops: Workshops provide targeted instruction within core learning standards. They include high levels of co-constructed feedback conferencing between learners and learning partners, and incorporate multiple components of the LDIP continuum.

Inquiry: An inquiry is a research project where students are able to explore a variety of content areas in order to demonstrate high levels of critical-thinking and application. Projects are chosen based on a combination of student interests and required academic standards. Students are supported through this process by a learning facilitator.

Co-constructed Learning Conferences- These learning conferences bring together a teacher who serves as a Learning Partner and a student, the Learner, who jointly develop long-term goals, develop customized pathways, engage in project development and monitor progress. These conferences are designed to provide individual support to students and occur approximately twice per month.

Academic Learning Conferences- These on-the-spot conferences occur continuously between teachers and students, within the context of learning. They are intended to grow, guide, and solidify learning concepts in the moment.

What type of Exploratory/Elective options will be available at IgKnight Academy?

All students will participate in daily Physical Education, with a focus on wellness, lifelong physical activity and education. Students will engage in both teacher-facilitated activities, as well as student-generated customized physical fitness pathways.

In addition, they will attend daily Pathways courses. In Pathways, students will construct projects that incorporate learning opportunities within fine arts, business/finance, technology, engineering, and/or world cultures.

Opportunities for customizing schedules that allow for participation in Elective courses not offered at IgKnight Academy will be available for those that have an interest. Examples of these may include band and/or chorus.

Grading and Reporting

How will learning be assessed at IgKnight Academy?

IgKnight Academy utilizes a proficiency-based progress system of learning. Reported and supporting content standards are identified for each course. Tables of proficiency are developed to identify what proficiency, approaching proficiency, and needs improvement looks like for each reported standard. Students learn across continuums of skills, where progress is not time-bound and can span across multiple years. Various forms of assessment will be utilized throughout the learning process to determine if and when students have reached proficiency within a given reported standard. Students and

teachers will work together to determine what method of assessment will best represent the achievement of proficiency. Assessment will not be limited to traditional paper and pencil tests, but will include a wide array of possible methods for demonstration of what has been learned. Students will continue to work within a reported standard until proficiency has been reached, not until the conclusion of a predetermined semester mark.

What grading practices will be used at IgKnight Academy? IgKnight Academy will function within a standards-based grading system for 3rd-5th, with a letter grade conversion provided for students in 6th-8th grades.

Standards-based grading systems:

- ★ are an evidence-based criterion grading system.
- ★ focus on timely, actionable feedback.
- ★ guide proficiency-based progress.
- ★ re-enforce student ownership and customized, responsive instruction.
- ★ clearly define expectations and objectives.
- ★ place an emphasis on learning, rather than compliance/completion.
- ★ ensure grades are an accurate representation of learning.

How will progress be communicated at IgKnight Academy?

Student progress within content specific learning continuums will be updated in real time, and be available for review at any time by students, staff, parents and guardians. Student-driven learning conferences will be scheduled with parents at least one time per year, and student learning will be showcased throughout the school year in a variety of formats. Additionally, students will maintain a learner profile detailing their growth as a learner, and personal reflections of their academic progress. A standards-based report card will be provided on a semester basis.

Student Enrollment

Who can attend IgKnight Academy?

IgKnight Academy is an open enrollment Kaneland school. **ANY** Kaneland student, in grades 3-8, who is interested in learning within a non-traditional structure is welcome to register. Students in grades 9 and 10 will be accepted for enrollment in the 25-26 school year, provided minimum enrollment numbers are met. There are no specific entrance criteria that need to be met, however families should consider the self-driven aspect of IgKnight. The student demographics of IgKnight Academy should mirror those at our other district schools.

How do I know if IgKnight Academy is right for my student?

All prospective families are encouraged to involve their students in discussions regarding participation in IgKnight Academy. In addition, we recommend discussing your child's learning style and needs with their current teacher(s) when considering IgKnight.

IgKnight Academy may be the right fit if...

- ★ as a family, you are energized by the idea of a generative curriculum.
- ★ as a family, you understand and value blended learning environments.
- ★ as a family, you believe in the value of students taking an active role in learning.
- ★ as a family, you find value in flexible instructional delivery models.

IgKnight Academy may not be the right fit if...

- ★ you are simply looking for an alternative to your current school, without considering the generative curriculum, blended-age, and collaborative, student-driven nature of IgKnight Academy.
- ★ you are motivated to attend as a means of escaping unresolved conflicts in your current learning environment, rather than intentionally seeking a generative curriculum, blended-age, collaborative, student-driven structure of learning.

What type of learners will likely thrive in the Academy environment?

While staff will work to support the success of any student in the Academy, those demonstrating the following characteristics will likely find the environment most fitting:

- ★ Innovative
- ★ Self-Reflective
- ★ Growth-Oriented
- ★ Resilient
- ★ Collaborative
- ★ Confident in Advocating
- ★ Seeks Flexibility in Learning
- ★ Seeks Ownership of Learning
- ★ Open-Minded and Curious
- ★ Embraces Technology

What is the student enrollment capacity?

Enrollment capacities will increase throughout the 2027-2028 school year.

*****The expansion to include students in grades 9-12 will be evaluated and determined based on student enrollment.***

The current projection is as follows:

School Year 2023-24	
3rd-5th grades	50
6th-8th grades	150

Total Enrollment	200
School Year 2024-25	
3rd-5th grades	80
6th-8th grades	200
Total Enrollment	280
School Year 2025-2026	
3rd-5th grades	80
6th-8th grades	200
9th-10th grades	50
Total Enrollment	330
School Year 2026-27	
3rd-5th grades	80
6th-8th grades	200
9th-10th grades	50
11th grade	50
Total Enrollment	380
School Year 2027-28	
3rd-5th grades	80
6th-8th grades	200
9th-11th grades	100
12th grade	50
Total Enrollment	430
School Year 2028-29	
3rd-5th grades	80
6th-8th grades	200
9th-12th grades	200
Total Enrollment	480

How do I enroll my child?

Any Kaneland student who will be enrolled in grades 3-10 during the 2025-2026 school year may choose to enroll in IgKnight Academy, space permitting. To enroll, complete the online registration at www.kaneland.org.

What is the student registration fee?

The fee structure is consistent for all schools within Kaneland CUSD #302. There is no difference in fees if attending IgKnight Academy, rather than your resident school. Fees for Academy students will be assessed based on the grade level they would be in if they were attending a traditional Kaneland school.

Fee Type	Grades 4-5	Grades 6-8
Registration Fee	\$134.00	\$155.00
Technology Fee	\$57.00	\$57.00

***These fees represent the 2024-2025 board approved rates*

If an application is submitted by a family for multiple children, is it possible that one would be accepted and not the other?

Once one child in a family is accepted into IgKnight Academy, all siblings who wish to attend will be accepted, provided they are in a grade level served by IgKnight Academy.

If my child is enrolled in IgKnight Academy, will a new application need to be submitted each year?

No, once your student is accepted into IgKnight Academy they are enrolled for the remainder of their academic years, or until they request to be unenrolled.

What if student enrollment exceeds capacity?

Enrollment for the 2024-2025 school year is capped at 80 students in grades 3-5, and 200 students in grades 6-8. The enrollment deadline for the 2024-25 school year is 4-5-24. Families who seek enrollment after the enrollment deadline will be admitted as space allows. If the enrollment capacity is reached, additional interested students will be placed on a waiting list.

How will students be supported in transitioning to the Academy structure?

The first 6 weeks of school will be dedicated to helping students acclimate to a personalized environment. Students will engage in seminars designed to integrate academic content with:

- ★ reflecting on self as a learner.
- ★ identifying learning strengths and challenges.
- ★ building a school culture of collaboration, creativity and risk-taking.

- ★ building relationships of respect and rapport with teachers and peers.
- ★ learning to interpret and utilize proficiency tables.
- ★ discovering multiple modes of demonstrating proficiency.
- ★ setting personal and academic goals.
- ★ engaging in a variety of instructional modalities.
- ★ co-constructing learning pathways and feedback cycles.
- ★ developing daily schedules and routines.
- ★ and more!

Developing the dispositions of a self-directed learner, and becoming comfortable within the Academy structures will be a unique journey for each student. Academy staff will provide a personalized amount of scaffolding to support the needs of each learner as they build independence and confidence.

What if my student enrolls but discovers the Academy structure is not a good fit for their learning needs?

IgKnight Academy staff will work with students and families to problem-solve and support students through any challenges that may arise while transitioning from a conventional learning environment to the personalized approach utilized at the Academy.

The IgKnight Academy curriculum aligns with state and national academic standards, allowing students to transfer in and out of other schools and districts, including any Kaneland school if needed. A meeting must take place between the principal, student, parent/guardian and teacher advisor prior to the transfer decision. Should a student/family ultimately prefer a conventional learning environment, Academy staff will collaborate with the student’s resident school to support such a transition.

Communication

What modes of communication will be utilized at IgKnight Academy?

IgKnight Academy communication tools include the following:

- ★ IgKnight Academy Website
- ★ Facebook/X
- ★ IgKnight Academy Newsletter
- ★ Canvas
- ★ Infinite Campus
- ★ Semester report cards
- ★ Student-led conferences
- ★ Learner Profile
- ★ Student Learning Continuums

Families are welcome and encouraged to contact any IgKnight staff member should questions arise. While we will strive to respond to inquiries as quickly as possible, please allow a 24-48 hour response time. For urgent matters, please phone the main office during normal school hours.

Kaneland Student Handbook

As Kaneland Knights, IgKnight Academy students are subject to all policies contained within the Kaneland Student Handbook. The Kaneland Student Handbook can be found [HERE](#).

Transportation

Will Kaneland student transportation be provided?

Yes, all students enrolled in IgKnight Academy will have access to district-provided transportation. Specific transportation routes will vary based on where students are transported from within the district. The district utilizes a combination of direct routes, as well as transfer routes between schools. As is the case at all Kaneland schools, families may provide their own transportation if they prefer.

Food Service

Will lunch be available for purchase during school hours?

Student enrollment within the first year will allow for a la carte lunch service only. A variety of a la carte snack and beverage options will be available for purchase to all students during their lunch block. Students are encouraged to bring a well-balanced sack lunch from home, and they will have access to a microwave oven.

As enrollment increases in subsequent years, lunch options, including hot lunch service, will be made available to students.

Technology

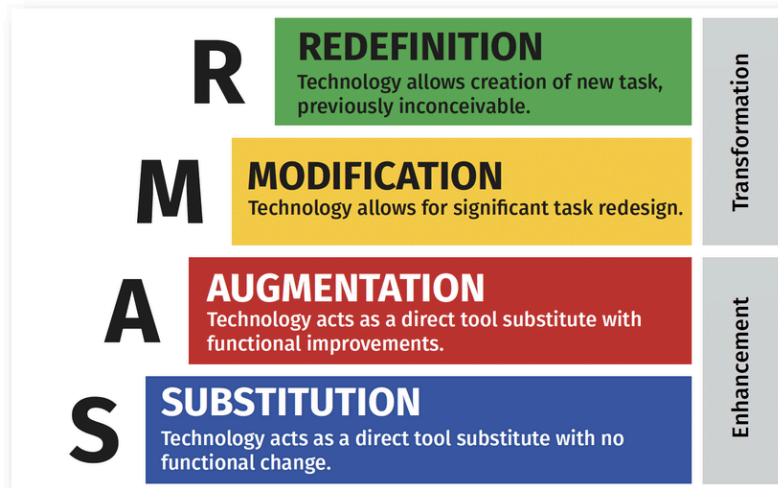
Will IgKnight Academy students continue to receive a school-issued device?

Yes, all IgKnight Academy students will receive a school-issued Chromebook, subject to the same rules and policies in place district-wide.

How will technology be used to support learning at IgKnight Academy?

Technology integration at IgKnight Academy is based on the SAMR model. Each level of the SAMR model defines a method of integrating technology into instruction. The

visual below details each level of the SAMR model. An important note is that the model should not be considered a mountain to summit, but a toolbox from which students and staff can pull the most appropriate technology tool to support a given need. A variety of technology devices including Chromebooks, iPads, green screens, 3D printers, etc. will be available to access as students and staff meaningfully integrate technology into learning. Technology is used as a means of enhancing learning, not a sole conductor of learning.



Key Terms

Personalized Learning- Personalized learning is an approach to learning, instruction, and assessment that is designed around individual learner readiness, strengths, needs and interests. Learners are active participants in setting goals, planning learning paths, tracking progress and determining how learning will be demonstrated. At any given time, learning objectives, content, methods and pacing are likely to vary from learner to learner as they pursue proficiency relative to established standards (*Institute for Personalized Learning, 2021*).

Proficiency- Proficient means that a learner has demonstrated competence in relation to knowledge and/or a set of skills related to identified standards.

Proficiency Table- A framework that states the reported standards, academic standards, I Can statements, and details what proficiency, approaching proficiency and needs improvement looks and sounds like for a given skill.

Customized-Learning Path- The unique road maps developed with each student toward the learning standards they need to master. Learning paths typically are jointly developed by the educator and the learner.

Learner Profile- a tool used to support student self-reflection and advocacy. Within the learner profile, students document how they learn best, their preferences, interests, passions, challenges, and other pertinent information about themselves as learners. This tool can be shared with teachers as they work to co-construct learning experiences together.

Student Agency- The understanding that students are more engaged learners when they take ownership of their learning.