



Teaching and Learning Resources at Landon

At Landon, we recognize and embrace the various learning styles of our students. By identifying the tools and accommodations that will lead to the greatest success for each individual, we seek to optimize the learning experience for every boy.

We work to help all students meet the high standards of rigor and college preparation that inform our curriculum. We also work to serve the needs of students with learning differences. Using a team approach with involvement from the student, families, advisors, learning specialist and teachers, we develop tailored plans to help our boys meet and overcome learning challenges.

Testing Requirements

A student in need of accommodations must have on file a complete report of psychoeducational, educational or neuropsychological assessment administered by a licensed professional (psychologist or psychiatrist) within the past three years. The evaluation must include both cognitive and academic/achievement test scores. Families of students with no current information from testing should consult the director of the Center for Teaching and Learning Resources and division heads in order to determine the need for testing, the type of assessment to be done, and the recommended diagnosticians. The full testing report (with a diagnosis) must be made available to the school before accommodations can be put into effect. The Center for Teaching and Learning Resources staff will provide a summary of the information from the testing to the student's teachers, advisor, counselor and form deans. The expectation is that parents will work in partnership with us to implement Landon-approved accommodations.

Review of Testing

In order to receive school-based accommodations, the student must submit a complete and current psychoeducational report from a licensed professional who may legally perform such testing. The director of the Center for Teaching and Learning Resources will evaluate accommodations recommended by the testing and shall have the authority to determine which school-based accommodations Landon can offer.

Accommodations Landon Will Honor

50% Extended Time – This accommodation provides the student with one-and-a-half times the typical test time. Because extended times may not always fit within the designated class time, the teacher has the right to break the test into two parts and to administer the test to the student in two parts without the student seeing the second part during the first session. The student may make a request to the teacher to take the test in one session. Such a request must be made at least 24 hours in advance. The teacher may at his or her discretion approve such a request if it can be either scheduled continuously or supervised through the Center for Teaching and Learning Resources. Landon’s rigorous curriculum is not suited for 100% extended time.

World Language – The Middle and Upper Schools both require three consecutive years of the same language. This requirement dovetails with the academic rigor and holistic approach to learning at Landon. A language waiver request (after two years of study in the Upper School) would only be considered under rare circumstances, and only for the third year of the language requirement. Such waivers must be recommended and fully supported by educational testing. The director of the Center for Teaching and Learning Resources (in consultation with division heads, World Language Department chair and teachers) would have the authority to grant such a waiver, regardless of test report recommendations.

Computer – Landon policy allows all students to use personal computers for notetaking in class (with teacher permission) and for completing homework. The accommodations for computer use during testing must be approved through the Center for Teaching and Learning Resources. Only Landon-issued computers may be used on essay portions of assessments. Unless the child has specific accommodations for spell check and grammar check, the spell check and grammar check features of the computer will be disabled.

Preferential Seating – Teachers will work to provide the student with a seat in the classroom that is most conducive to his learning needs, usually in the front and center of the room. Preferential seating is usually recommended for children with executive dysfunction in an effort to enable greater time on task by distancing the student from distractions. Children with auditory processing weaknesses, vision problems or hearing loss may also benefit from preferential seating.

Note-Taker – A student with this accommodation has the option to arrange to have a classmate act as a notetaking buddy in each of his classes. It is the student’s responsibility to inform the teacher of his plans to work with a particular student. Teachers may, at their discretion, give students their own notes, but are not required to do so.

Screen Shot – The student may take a “screen shot” — a photograph of the whiteboard, PowerPoint, or other in-class displays or materials — if this is an approved accommodation and if a teacher gives permission.