

Hopkinton High School

Curriculum Accommodation Plan

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Massachusetts General Laws Chapter 71, Sec. 38Q 1/2 requires that each school district adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. Each school within a district develops a Building Curriculum Accommodation Plan (BCAP) that reflects the district plan and details more specifically the programs and strategies available to students in the school.

This Curriculum Accommodation Plan will detail the programs and supports available and implemented at Hopkinton High School. It outlines the commitment on the part of the school staff and the School Council at Hopkinton High School to strive for improving and developing efforts to meet the needs of students with diverse needs in the regular classroom. It describes efforts in the following areas:

- ✓ Services and accommodations available to students with need, including areas in which additional resources and training are needed.
- ✓ Identification of programs in the regular education program that potentially assist students with diverse learning needs.
- ✓ Initiatives in the four program areas of classroom strategies, support services, professional development, and peer-student programs.
- ✓ Outreach efforts to parents and students and an explanation of how students can access these programs.

Learning Support Team (LST)

The Learning Support Team (LST) at Hopkinton High School is a group of professional staff members that come together to identify strategies and accommodations that will assist a teacher or teachers and a student when a learning or school difficulty has been identified that cannot be sufficiently addressed by the teacher alone. The team may consist of teachers, administrators, counselors, specialists or any staff member who knows the student, has expertise in the suspected area of difficulty or has knowledge of the types of regular education assistance available.

The LST process accomplishes the following:

1. provides an opportunity to differentiate between students who can be helped through adaptations and accommodations made in the regular classroom and those who require the more comprehensive evaluation provided by special education or the accommodations and modifications required by a 504 process.
2. provides needed accommodations and strategies to students who have learning needs and do not qualify under Special Education or 504.
3. helps students with different learning styles and/or preferences to better succeed in the classroom.
4. supports parent/school communication and collaboration around learning and school difficulties by sharing school and home observations and other information.
5. helps identify learner characteristics, learning strengths and weakness and helpful accommodations that assist in making effective referrals for evaluation of disabilities when appropriate.

The LST may recommend a variety of supports and/or accommodations including, but not limited to: preferential seating, use of graphic organizer or calculator, testing at an alternative site, assignments broken into smaller components and un-timed testing. Consultation services are also an option to consider from the in-house Occupational Therapist, Physical Therapist, ELL teacher and School Nurse.

Reading Specialist

The Reading Specialist has expertise and training with specialized reading programs. S/he is available for consultation to staff members.

English Language Learner (ELL)

When a student with limited English proficiency enrolls in HHS, an established assessment process determines if the student meets the criteria for English Language Learner (ELL) Program enrollment. Within this program, students participate in the regular education curriculum with instruction designed to meet their language needs. The amount of time and concentration of the ELL program is varied according to the need of the student. School letters and communications are available in the foreign languages necessary to communicate with parents. A list of interpreters is available to provide assistance for parent conferences when needed. At Hopkinton High School, the ELL Program with instruction and academic support is designed for a transition into the curriculum of the high school as a whole.

Peer Mediation

Peer mediation provides a positive process for conflict resolution that is an alternative to possible violence, verbal abuse, interpersonal hostility and harassment.

Mediators are students and staff who have completed a training program in mediation techniques and participate in regular follow-up training meetings. Referrals to mediation may come from students, staff or administration. Peer Mediation is an alternative to escalating tensions, standoffs and fighting. It is a tool whereby students, guided by peer mediators, learn to resolve their own conflicts through a constructive and empowering process. Mediation facilitates the joint resolution of disputes by helping students settle conflicts in a way that is mutually satisfactory and fair. Peer Mediation is voluntary and confidential.

Student Assistance Team (STAT)

The Student Assistance Team provides confidential procedures for identification, assessment, referral, and post-treatment support for students with drug and/or alcohol issues. STAT is utilized when concerns about a student using drugs / alcohol have not been resolved through regular faculty interactions or normal channels. School personnel have been encouraged to seek help for such students by making confidential referrals to STAT. The STAT team is composed of five faculty members who have participated in extensive training in the area.

Interim Notices

For 10th, 11th and 12th grade students, interim notices are distributed to students at mid-term when the quality of the student's work is unsatisfactory, or if the teacher wishes to give one for other reasons. Any interim notices written for 9th grade students are mailed home. Interim Notices may also be distributed at other times if the teacher feels that a report is warranted.

School Counseling Services

Hopkinton High School provides a variety of mental health supports to students. Service providers consist of: one school psychologist, one adjustment counselor, a school nurse and four guidance counselors.

The school counseling programs facilitate student development in the areas of personal and/or social interactions, academic scheduling and career / college planning. Guidance counselors also provide a 9th Grade Orientation Seminar Series, 10th Grade Career Seminars, 11th Grade College Counseling Seminars, College Fairs, Career Fairs, individual and group testing and assessment, consultation and/or referral as needed.

All of the mental health team collaborates to provide the whole student body with a range of services that include long-term counseling (individual and group), crisis intervention, short-term counseling, referral and preparation for referral to community mental health services and preventative services. Various members of the mental health team provide preventative services in conjunction with the Wellness Department in our high school. We have drug-use prevention events scheduled throughout the year and support a chapter of Students Against Destructive Decisions (SADD). Other co-curricular activities include Peer Leaders and Peer Tutors.

Advisory Groups

The aim of advisory groups is to personalize the educational experience for all students. All students meet with a staff member who serves as their advisor, twice a week for twenty minutes to engage in dialogue on a wide array of topics. Groups are structured according to grade with students randomly placed in sections.

Within the advisory group dialogue, students develop the trust and respect necessary to build a safe community by learning and using cooperative and collaborative skills. Within this secure environment, students recognize the diversity and commonality within their group and understand the relationships among individuals and cultures, treating others with respect and dignity.

Extra Help

If an assignment is not clearly understood, if work is too difficult to grasp thoroughly, or if through absence, a student has fallen behind in class, s/he may always seek extra help from

teachers. A conference may be arranged before or after school at the mutual convenience of the teacher and students.

If a student is absent for three or more days, work and assignments may be obtained by contacting the Main Office during the absence. If circumstances have prevented a student from completing his/her work before the end of the term, an incomplete may be issued and the student may be given 15 extra days to make up work and receive a grade for the term.

IGNITE Mentoring Program

IGNITE is a student-to-student mentorship program in which 11th and 12th graders mentor 9th graders. Though the main focus of IGNITE is to ease the transition for the incoming 9th graders, 11th and 12th grade mentors go through an extensive training during which they learn how to approach many important topics with their team. Mentors receive training each month through the year. Some of the topics covered are: Goal setting, the value of a positive attitude, dealing with adversity, and making good choices.

Peer Tutors

The Peer Tutoring program is overseen by the Counseling Department and provides student tutors to assist students having difficulty in a subject.

MCAS Academic Support

MCAS academic support services have been and continue to be available to students at Hopkinton High School. For students who failed the MCAS in their sophomore year, there are small group and individualized tutoring sessions in English Language Arts and/or Mathematics. For students who had failing areas on the 8th grade MCAS, extra support is also offered. These classes have been offered after school and in the evening.

Curricula in the academic areas are aligned with the state frameworks.

Summary

Hopkinton High School's Curriculum Accommodations outlined in this document continue to be updated and revised. In the spirit of seamless services and ongoing professional development, support services continue to evolve, guided by the needs of the students. The strong curriculum supports already in place will continue to serve as the basis of the high school's Curriculum Accommodation Plan.