

Hopkinton Middle School

BUILDING CURRICULUM ACCOMMODATION PLAN

Massachusetts General Laws Chapter 71, Sec. 38Q ½ 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. The Middle School, in alignment with the District and changes in the Massachusetts Special Education Laws, has implemented a Curriculum Accommodation Plan (CAP) that specifically outlines the programs and supports available at Hopkinton Middle School. We support instruction that recognizes that all students learn best when a variety of instructional strategies are utilized. These strategies include accommodations that meet the needs of diverse learning styles and provide appropriate support services for students academically, emotionally, and behaviorally. Middle School is a very unique time and it is paramount that an environment is provided in which all students are supported.

This Curriculum Accommodation Plan will detail the programs and supports available and implemented at the Hopkinton Middle School. It reflects the commitment on the part of the school staff as well as the School Council at Hopkinton Middle 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 three program areas of classroom strategies, peer-student programs, and professional development, as listed below.

Classroom Strategies

Redirecting – Verbal and Physical Cues

Timelines

Homework/Team Blog

“Multi Sensory Teaching”– Projectors, Smart Boards, etc.

Seating Proximity

Parent Communication – E-mail, Phone

Graphic Organizers

Study Guides before Assessments

Check List for Multi-step Tasks

Rubrics

Peer-Student Programs

A Cappella Group
Art Club
Best Buddies
Beyond Books
Communiten
Drama Club
Eighth Grade Celebration
Eureka Science Club (6th grade)
Hopkinton Parent Teacher Association (HPTA) Enrichment Programs
Intramural Program
Interscholastic Sports (7th/8th grade)
Jazz Band
Peer Tutoring
Student Council
Yearbook

Professional Development

21st Century Learning
Course Content Professional Development
Crisis Response Team
Differentiated Instruction
Mentoring Program
Non-Violent Crisis Prevention including Restraint Training
Task Teams/Study Groups
Technology Instruction and Support
Understanding by Design (UBD)
Workshops and Courses that Correlate with the District Professional Development Plan and Individual Professional Educators Plans

Learning Support Team (LST)

The Learning Support Team (LST) at the Middle School is a very critical element of the Building Curriculum Accommodation Plan. The Learning Support Teams at the Middle School consist of the students' academic team and the grade level guidance counselor. Other teachers or specialists, depending upon the specific needs of the child, may be asked to attend meetings on an as-needed basis. The Middle School has academic teams in place which help to easily facilitate the Learning Support Team process. The goal of the team is to come together to identify strategies and accommodations that will assist a teacher or the team of teachers to provide support for a student when a learning, social, or school difficulty has been identified.

The Learning Support Team (LST) Process is a framework that:

1. provides an opportunity to differentiate between students who can be helped through accommodations, strategies, and resources in the regular classroom and those who may require the more comprehensive evaluation, and specialized instruction and other resources provided by special education or the accommodations and modifications or services required by a §504 plan.
2. provides strategies and resources necessary to reduce or avert learning difficulties or behavioral problems, lessening their impact and preventing them from becoming a disability for the student.
3. provides needed accommodations and strategies to students who have learning needs and do not qualify under Special Education or §504. Additionally, the LST process can help students with different learning styles and/or preferences to better succeed in the classroom.
4. helps to identify learner characteristics, learning strengths and weaknesses, and helpful accommodations that will be valuable if and when the student needs to be evaluated for a suspected disability.
5. supports parent/school communication and collaboration around learning and school difficulties by sharing school and home observations and other information.
6. makes effective referrals for evaluation of disabilities under the special education laws or Section 504 when needed and strengthens these evaluations by contributing information, observations and the results of collaboration among staff and parents around the learning or school issue.

A Learning Support Team may be initiated at the request of a teacher, guidance counselor, team of teachers, or parent(s). Written parental permission is always obtained before any screenings performed by specialists are initiated. Results of such screenings are provided to both the classroom teacher(s) and parent(s).

English Language Learner (ELL)

When a student with limited English proficiency enrolls in HMS, 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 concentrations 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. Interpreters can be made available to provide assistance for parent conferences when needed.

Behavior Support Team (BST)

The Behavior Support Team consists of the Principal, Assistant Principal, Guidance Counselors, School Psychologist, Adjustment Counselor, Special Education Team Chair, Nurse, and Main Office Secretary. Meetings are scheduled twice in a 12-day rotating cycle to identify and assess any student and/or school issues.

Progress Reports and Report Cards

To attain the goal of communicating academic progress to students and parents in an efficient manner, Hopkinton Middle School issues Progress Reports four times throughout the year, midway through each term. In addition Report Cards are issued at the end of each term. Reports are made available to parents online but anyone without access to a computer may request hard copies of the report from the Guidance Department. A letter will be sent home after the second and third term report card for any student who is failing, or in danger of failing for the year to alert parents that summer school may be required for promotion to the next grade in September.

School Counseling Services

Hopkinton Middle School provides a variety of mental health supports to students. Service providers consist of a school psychologist, an adjustment counselor, and three guidance counselors (one per grade).

Counselors work with students individually and in small groups, teach guidance lessons in the classroom, and support the academic, social, and emotional development of all middle school students.

All of the counselors collaborate to provide the whole student body with a range of long-term and short-term services including transition services for incoming 6th grade students and outgoing 8th grade students, crisis intervention services, referral to community mental health services and prevention services, coordination of peer tutoring, and orientation for new students. The Counseling Department at Hopkinton Middle School is dedicated to ensuring the appropriate social, emotional, and academic development of all middle school students.

Extra Help

If an assignment is not clearly understood, if work is too difficult to grasp thoroughly, or if through absence, a student falls behind in class, s/he may always seek extra help from teachers. Extra help schedules are made available to students at the beginning of the year. Parents are notified of this schedule at Back to School Night.

IGNITE Mentoring Program

The IGNITE sixth grade orientation and transition program is designed to both welcome and support sixth graders by assigning them to a small group led by 1-2 IGNITE Leaders as mentors during their first year of middle school. IGNITE Leaders are 8th grade role models for younger students and who have been successful at our middle school. The initial focus of IGNITE is to ease the transition for incoming 6th graders during a summer orientation day that follows an extensive IGNITE Leader training. The IGNITE Leaders continue to mentor sixth graders via small group social opportunities, large group events such as the “Sixth Grade Homeroom Challenge”, and teach classroom lessons on topics such as goal setting, the value of a positive attitude, peer relationships and making good choices. IGNITE Leaders, besides being a positive influence on the sixth graders, participate in leadership seminars to learn and apply leadership skills with their peers. These leadership seminars are designed to impact the IGNITE leaders individually which, in turn, positively impacts the middle school community and the larger community beyond the school setting.