



Academic Support Program



Holy Family Catholic High School understands students have a variety of learning needs. Below is a list of learning dynamics we frequently encounter:

- Health Conditions such as ADHD, anxiety, or depression;
- Specific Learning Disabilities, Dyslexia, or Dysgraphia;
- Autism Spectrum Disorder;
- Accommodations during K-8; and
- Consistent but undiagnosed learning difficulties.

In order for Holy Family to understand each student's learning needs, we ask that parents share relevant information, including but not limited to current 504/IEP/Accommodation Plan and supporting documents such as psychoeducational evaluation or written diagnosis with an explanation of how it impacts the student's learning, as soon as the student is accepted but no later than the student's first day of school.

Academic Support Staff

Learning Specialists

Students who need and qualify for additional academic support may work with our Learning Specialists. The Learning Specialists collaborate with teachers, counselors, students, and parents to support students with unique learning needs. Learning Specialists are responsible for:

- providing small group support for students;
- writing and revising accommodation plans for qualifying students;
- serving as a resource for faculty to adjust and enrich curriculum and assessments;
- ensuring appropriate compliance with accommodation plans;
- guiding faculty in identifying, implementing, and evaluating classroom interventions;
- counseling current and prospective families on learning support and accommodations to meet the needs of the learner;
- identifying the need for further assessment and services;
- working with parents and outside professionals to support students; and
- serving as Special Testing Coordinator for accommodations on the ACT and CollegeBoard exams including communicating process and deadlines to families, completing school paperwork, and coordinating approved accommodations.

Counselors

Counselors provide emotional, social, academic, and college and career support to students. Specific to academic support, they are part of the team for accommodation plan meetings. They work closely with the learning specialists to provide additional support as needed.

Information Specialist

The Information Specialist oversees the Information and Learning Center. Specific to academic support, the Information Specialist coordinates and supervises testing accommodations in collaboration with faculty and learning specialists.

Support

Holy Family offers several types of support available. The level of support depends on the student's individual needs. Students may use one or more of the following supports.

Accommodation Plans

Holy Family offers accommodation plans for students who qualify with specific diagnoses and demonstrated needs. The purpose of an accommodation plan is to ensure the needs of students with disabilities are met as adequately as the needs of non-disabled students. Plans are based on individual needs with input from the student's team, consisting of the student, parents, learning specialist, and at least one teacher, during an accommodation plan meeting. Parents can request an accommodation plan meeting to discuss changes at any time and are encouraged to do so when a new evaluation is completed or when there is a change in diagnosis. Plans are updated regularly. Students are responsible for knowing and understanding their accommodations. They are expected to be self-advocates with the assistance of parents, teachers, counselors, and learning specialists.

Supported Study Hall

Many students with identified needs work with our learning specialists during their study halls. Specialists assist students with organization and prioritization while providing an environment that supports work completion. The amount and type of interaction vary by student need. Some students only need a distraction-free place to work while others require targeted assistance.

Academic Skills Course

Academic Skills is available for 9th and 10th-grade students who qualify. See the Courses section for more information. The course is worth 0.125 credits per semester, which adds up to 0.5 credits after two years.

Services from Eastern Carver County Schools

Eastern Carver County Schools (ECCS) stands ready to offer and provide specialized services for students with an Independent Educational Plan (IEP). ECCS provides services for Holy Family students at Chanhassen High School. Specific courses and services provided depend on the student's IEP. We will try to minimize the amount of time missed at Holy Family, but it may affect a student's ability to take some courses. ECCS provides transportation.

Modified Curriculum

Holy Family does not employ tutors, therapists, psychologists, behavior specialists, or speech specialists. Students who need such assistance may not be well served by Holy Family without the support of the district and/or outside support hired by the family. When significant needs are present, HFCHS will work with parents to create a plan that meets the student's current educational needs as well as the long-term life goals. The school will share all options and outcomes with the parents to assist in making an informed decision. Please contact learningspecialists@hfchs.org if you think your child needs this level of support.

Please see the next page for a comparison of IEP, 504, and Holy Family Accommodation Plan.

Explanation of IEP, 504, and HFCHS Accommodation Plan

	IEP*	504	HFCHS Accommodation Plan
Eligibility	There are specific guidelines for qualification including having one of the specified types of disabilities and evidence that the disability affects child's ability to access curriculum.	The student must have a physical or mental impairment that substantially limits one or more major life activities; or have a record of such an impairment; or be regarded as having such an impairment.	
Evaluation	Initial evaluation using standard assessment tools. Students must be reevaluated every three years	Periodic reevaluation is required. Each school district creates their own process.	Reverification of the disability and determination of qualification for accommodations depends on the disability.
Written Plan	Does require a written plan.	The law does not require a written plan, but most schools provide one.	A written plan is required.
Parent Involvement	Parents are required to be part of the IEP team.	Parent participation in the plan is not required.	Parents participate in accommodation plan meetings during which a plan is drafted for students who qualify.
Curriculum**	The IEP must be an individualized plan that meets the needs of the student.	The student completes the same curriculum as students without disabilities.	
Modification**	Students can have modified assignments or modified curriculum.	Students can have modified assignments (such as shortened in length) as long as changes are not made to the curriculum.	
Annual Review	Must review the plan annually. Student must be reassessed and requalified every 3 years.	Each school creates their own review process.	Plans are updated regularly. Parents can request an accommodation plan meeting to discuss changes at any time and encouraged when a new evaluation is completed or when there is a change in diagnosis.
Goals	Goals must be written, measurable, and review annually.	No goals are written.	
Accommodations	Students may be given accommodations to make it easier to access their education.	Accommodations are written to give the student access to educational programs and activities to the same extent as a student without a disability.	
Services	The student is eligible to receive services. This includes direct instruction such as speech therapy, reading instruction, etc. targeted to the student's individual goals taught by specially trained and certified personnel.	The student is not eligible to receive extra services	The student may work with our learning specialist during a scheduled, structured study hall. The learning specialist monitors progress and assists the student in building skills such as organization, planning for learning, and self-advocacy.
More Information	https://sites.ed.gov/idea/	https://www2.ed.gov/about/offices/list/ocr/504faq.html	

When significant needs are present, HFCHS will work with parents to create a plan that meets the student's current educational needs as well as the long-term life goals. Contact learningspecialists@hfchs.org to discuss.

Courses

Holy Family offers a few courses designed for students with learning needs. However, we do not offer Team-Taught courses nor do we have paraprofessional assistance in classrooms.

Courses offered during the School Year

Academic Skills Course

0.125 credits/semester

9th - 10th Grades

Prerequisite: Recommendation

Academic Skills is designed for 9th and 10th-grade students who demonstrate a need to learn strategies in executive functioning. Students will work within a structured study hall environment with activities and skills taught and demonstrated throughout the course. Students are provided with weekly direct instruction and engage in a variety of activities designed to improve executive functioning skills. These skills include: time management, organization, task initiation and completion. Students have time to practice these skills and complete assignments for other classes throughout the week.

American Sign Language

0.5 credits/semester

Students may take **American Sign Language** online through Catholic Virtual. There is an additional fee for this course. American Sign Language is a World Language alternative for students with significant reading or language impairments. Interested students should discuss this option with their counselors and learning specialists.

Courses offered during the Summer

Holy Family offers a limited selection of credit and non-credit courses. Cost varies by course. Many students take summer school courses to fulfill requirements, freeing up space in their schedules during the school year to allow for additional courses or a study hall. Below are two summer courses that may be of interest.

Study Skills for Success in High School

0 credits

This is a week-long course designed to assist students to be successful in high school courses. Topics include note-taking, organization, how to read a textbook, and study skills for tests.

Chemistry

0.5 credits/summer

10th - 12th Grade

Prerequisite: Recommendation of guidance counselor and College Preparatory Biology teacher

This course is only offered during the summer.

Chemistry is a two-semester survey course which meets during consecutive summer sessions (one semester per summer). Students will learn about mole conversions, chemical equations, energy, phases of matter, the kinetic theory, bonding, the atomic theory, climate change, and nuclear chemistry. A unit on the historical development of the atomic theory will be included to expose students how a scientific theory develops over time. Students will apply the skills of practicing scientists including observation, measurement, data organization, and forming data-based conclusions.

Accommodations on Standardized Tests

The criteria for receiving accommodations for CollegeBoard and ACT exams are set by each organization and based on consistently documented needs. Both have prescribed processes that must be followed to apply for and receive accommodations. With both programs, the responsibility rests with the student and the parents to initiate the process. Additionally, College Board and ACT reviews are very thorough and can take a significant amount of time. Be mindful of the amount of time the testing agency requires between the assessment date and the application for accommodations. Please note, students currently must be, and have a history of, taking advantage of the requested accommodations on a routine basis at school. For instance, when applying for extended time, the student must be using that accommodation regularly at school as well as having the documentation supporting the need. This documentation includes initial diagnostic information, often from early childhood, as well as current need-based accommodations based on documentation.

CollegeBoard Exams (PSAT, AP, and SAT)

Before students with disabilities can take the PSAT/NMSQT, PSAT 10, SAT, or Advanced Placement (AP) Exams with accommodations—such as extended time or assistive technology—the request must be approved by College Board’s Services for Students with Disabilities (SSD). There are several important steps in the process of determining appropriate accommodations. These important steps are explained in the College Board’s eligibility requirements and are located on the College Board’s website at <https://www.collegeboard.org/students-with-disabilities>. Once a student is approved for one CollegeBoard exam, the student qualifies for accommodations on CollegeBoard exams.

PSAT

Each fall juniors are provided the opportunity to take the CollegeBoard’s PSAT exam (Practice SAT and National Merit Scholarship Qualifying exam for juniors). Students wishing to apply for accommodations for the PSAT are encouraged to submit the request in the spring of their tenth-grade year.

Advanced Placement (AP)

Students seeking accommodations for AP exams need to submit the request in the fall of the school year the students plan to take the exam.

SAT

For the SAT, we recommend submitting the request in the fall of the year the student plans to take the exam.

How to Request CollegeBoard Accommodations

It is the responsibility of the student and the parent(s) to initiate this process by submitting a Parent Consent Form to the learning specialists. The form is available on the CollegeBoard’s website at <https://www.collegeboard.org/students-with-disabilities>.

ACT Exams

The eligibility process is different for the ACT exam. Students seeking accommodations, such as extended time on the ACT exam, will do so when registering for the exam. The ACT offers a variety of services for students with disabilities including national standard time with accommodations, national extended time (50% more time), and special testing. The requirements for each option are different. Parents and students should read all the requirements to determine the type of accommodation that best fits the student’s needs and the guidelines for documentation specific to each diagnosis. Specific information about the ACT program and the process of applying for accommodations for the ACT can be found at <http://www.actstudent.org/regist/disab/>.

How to Request ACT Accommodations

Register for a test date at <https://my.act.org/> and select “Yes” when prompted to confirm you need accommodation. You also need to forward the email from ACT and submit a Consent to Release Information to ACT form to the learning specialists. The form is available on the ACT’s website at <http://www.actstudent.org/regist/disab/>.



HOLY FAMILY

CATHOLIC HIGH SCHOOL

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