



Hopkinton School District

**To: Steve Chamberlin, Superintendent
Hopkinton School Board**
From: Valerie Aubry, Director of Student Services
Date: 1/28/11
Re: Student Services Update

The “service” element in Student Services applies primarily to the efforts made to meet the needs of each individual student so that he or she can access the general curriculum, be provided a free, appropriate public education, and develop skills commensurate with ability. With the wide range of developmental and learning differences evident in students in the Hopkinton School District, the entire staff (regular educators, special educators, specialists, related service providers, support staff, and administrators) must work together to ensure that the systems and instructional practices are in place to support these efforts.

H2O Student Support Task Force—Through the course of the fall and winter thus far, the H2O Student Support team has continued meeting to refine our ability to answer the following questions for the children and young adults in all our schools:

- How will we respond when some students don’t learn? And
- How will we respond when some students have already learned?

This fall members of the Task Force created flowcharts of the Response to Intervention process in each building and are now working with school-level teams to provide instructional and progress monitoring resources to aid in the implementation of the appropriate interventions and extensions for students who struggle and for those who excel. The flowcharts for each building and many links to resources for RTI are posted on the HSD Student Support Wiki at <http://hsdstudentsupport.wikispaces.com/>. Service providers in the schools have already begun using AimsWeb to monitor and chart student progress in Reading and Mathematics skills, and now they are exploring the use of the AimsWeb Behavior modules as well. We are also working with the Assessment Committee to utilize the Kid Grid for monitoring purposes. Our next step is to organize and share a toolbox of interventions for both reading and mathematics with teachers at each of the schools in the near future.

Renzulli Learning—In response to the second question above, the Student Support team is also exploring resources for working with students who have already learned. One of the options we will consider in the future is the online Renzulli Learning. Last week Steve Chamberlin and I attended an introductory workshop presented by Dr. Joseph Renzulli. Working through SERESC, administrators in the state are anticipating the ability to access the Renzulli Learning website at a discounted rate.

Assistive Technology—Special educators and related service providers will be attending Assistive Technology workshops on February 11th and April 14th. Many newly developed types of computers, communication devices, and other equipment can be used to facilitate learning for students whose disabilities impede their access to the general curriculum. Part of each workshop will include the decision making process for determining the appropriate equipment for each student's use. In addition, educators will be able to try out various tools and become familiar with available programs.

Activities of Daily Living (ADL) Room—Construction of the ADL Room at the Middle High School will begin February 21st and is projected to be completed in mid-April. At the pre-construction meeting held this past week, we were assured that every effort will be made to complete any noisy projects outside of school hours to minimize disruptions to the students and staff. The ADL Room, when completed, will provide classroom space for specialized instruction and therapies as well as the facilities for students with disabilities to learn the skills that they will need after they leave the high school.

Alternate Assessment—NH ALPs—In the next month special educators and their regular education counterparts will be attending training sessions for administration of the newly developed New Hampshire Alternate Learning Progressions to our students whose disabilities preclude their taking the regular NECAPs. With this new alternate assessment that replaces the NHEIAP-Alt of previous years, the performance of our students with significant disabilities will be measured against carefully defined increments of learning in reading and mathematics, and their progress will be monitored by comparing their scores from one year to the next.