



*Above All, Care*

## HOPKINTON SCHOOL DISTRICT School Administrative Unit 66

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Superintendent's Report  
Hopkinton School District  
Submitted: Friday, October 28, for Tuesday, November 1, 2016 Meeting

The format of this report will follow the statement of positive achievements, concerns, and priorities being addressed/worked on.

### ***Positive Achievements***

Implementation of the second attribute of the Magnificent Seven – Visible Learning  
The professional learning time devoted to curriculum development has been significant. The concepts of planning from a standard, displaying the goals of lessons in developmentally appropriate language, and sharing resources will improve student learning.

### The development of a Life of an Athlete Program

Substance use has been an area of focus for almost two years. Work has included revising district policy, an expanded approach to working with students who have violated the policy, and utilizing the Youth Risk Behavior Survey Data. In addition, support has been provided to Max Rossignol who has utilized the extended learning opportunity process to develop the Life of a Hawk Program. The program has had success in reducing substance use as measured by the YRBS.

### Universal Design For Learning (UDL)

Ms. Bamford has led the districts work in understanding and implementing Universal Design For Learning principles. The UDL aligns with the Seven Attributes of Magnificent Instruction. The district is in the second year of a NH Department of Education grant program that supports UDL. This year the team will expand to include as many as nine new faculty members.

### ***Concerns***

#### FY 18 Budget

Concerns about the budget seem to be almost constant in NH public education. This year potential drivers include increases to health insurance, retirement costs, and transportation. This community has prioritized funding education as a social responsibility. Being stewards of this commitment is an awesome responsibility, especially in difficult budget times.

### Equity

Caring about all students is the core of our mission. Having high expectations is one way care is exhibited. An inquiry has begun into equity in our schools – including but not limited to preliminary, interviews with staff members, and pedagogical techniques.

### Time

A district in the 900-student range has many strengths. It proposes equally as many challenges, including appropriate staffing levels. As previously stated, the lack of sufficient staffing slows the pace of change, creates an environment difficult to establish an effective work life balance, and increases the rate of errors. The Boards understanding of these issues is appreciated.

### ***Priorities Being Addressed/Worked On***

#### Grading and Reporting

The Hopkinton School District second goal “ *Ensure the Hopkinton School District Utilizes Best Practices in all Areas of Operation* “ is important. Currently, aspects of the Hopkinton School District grading schema do not meet the best practice standard. Secondary and Elementary committees have been established to improve our grading/reporting systems.

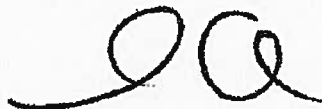
#### Facility Project

The Facility Project is heading to a critical point – what size of the project will be recommended and approved. Sub committee meetings have been scheduled to determine configuration and the costs associated with the latest New England Association of Schools and Colleges report. Though the Capital Improvement Plan (CIP) may seem daunting, the facility study provided necessary information for the maintenance of District infrastructure.

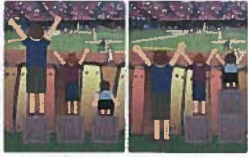
#### Math Curriculum

A review of expectations related to mathematics is underway. It is important that the district have high expectations for all students. The review will include but not be limited to an audit of regional school offerings, an update on the Math In Focus Program, and an analysis of assessment data.

Respectfully submitted,



Steven M. Chamberlin  
Superintendent of Schools



## Hopkinton School District

**To: Steve Chamberlin, Superintendent  
Hopkinton School Board**  
**From: Meghan Bamford, Director of Student Services**  
**Date: 10/27/16**  
**Re: Student Services Year Update**

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*It is my pleasure to share an update from the Student Support Services Office.*

### **Positive Momentum**

- Completion of the Compliance Review from the Department of Education: As a part of our Focused Monitoring designation, the Bureau of Special Education worked with the HSD to ensure our special education paperwork fulfilled the requirement of IDEA and NH Rules and Regulations. This accomplishment allows for more of a focus that is child-centered versus paperwork centered.
- New/Enhanced Model for Helping Students Grow Socially and Emotionally at the Elementary School Level. Last year our population of students with social and emotional needs grew. It is imperative to design programming and allocate resources that are both proactive, so that we meet students' needs before negative behaviors compound, and we teach students explicit instruction to help them substitute negative choices with positive ones. With the hiring of an elementary behavior specialist, we now have someone who will work to ensure that there is a consistent approach for both buildings eliminating transition issues that occur when a student has to adapt to new structures. Each building now has a Student Support Center that is supported by the behavior specialist, guidance counselors, and specially trained instructional assistants. Data is collected, and our staff problem solves to support all students. By hiring a special education teacher to work with students of complex variability (instead of contracting with outside consultants), we have been able to provide effective programming that also builds our capacity within our organization.
- NH UDL Academy: The Hopkinton School District was awarded a \$15,000 grant to participate in the second year of the NH UDL Academy. Funds will be used to pay for the trainers and workshops from CAST, substitutes for teachers to attend, and additional resources needed. This year's focus will be on spanning the breath of the UDL process by utilizing the "train the trainer" model by which experienced UDL educators work with their peers to mindfully eliminate the barriers that stand in the way of all learners accessing the curriculum. We have eight returning team members and hope to welcome another nine educators to this critical work.

### **Work in Progress**

- *Reimagining the resources used to support students, families and staff in the Hopkinton School District:* My continued concentration is on analyzing the models and resources we have to deliver student services to all students effectively. This year we have adjusted special education teachers and instructional assistants to optimize student time within the classroom, given paperwork support and worked on a proactive approach to improving the efficiency of meetings to ensure that there is less fragmentation of instruction with people being pulled into meetings. I have continued to work on role clarity of staff members to ensure there is a clarification of expectations. Our goal is to have an Interventionist model in the HSD that works to analyze students' learning needs and then match them with the most qualified personnel instead of by Department title. We are also considering the

use of coordinators/lead case managers to ensure consistency of services, application of articulated expectations and efficiency of collaboration.

- *Shifting our Special Education Web-based Software from Adori to NHSEIS:* This year the Special Education Department has begun to work within the New Hampshire Special Education Information System instead of entering all of their information into the Adori System that the District has utilized for several years. The rationale for this shift is to free up resources (it often involves the double entry of my assistant), the efficiency of the system that is more in line with DOE Compliance for paperwork, cost savings (NHSEIS is free), and ultimately it should increase our special educator's understanding of IEP Compliance management. The goal is that by September of 2017, we will fully be working within NHSEIS. Special Educators will have monthly training on how to use this system as well as a training done by the Department of Education.
- *Providing Specialized Training and Resources for Staff Members:* In following the Knoster Model, it is clear that expectations of specialized instruction must be coupled with specialized training. This year we are continuing to provide training for staff members in the areas of: assistive technology, social and emotional growth for students, writing, math and assessments.

### **Looking at Future Needs**

- *Continued Collaborative Problem Solving for Students Transitioning after High School:* The Hopkinton School District has been "chosen" by the Department of Education to participate in Indicator 13 Compliance check for the 2017-2018 school year. The Department of Education will look closely at how we create and implement transition plans for our students with disabilities. I am working with members of the Department of Education to ensure we have an understanding about this work and what tools are needed to meet competency.
- *Programming for Students with Complex Variability:* Next year several students will transition from one school to another or they will "graduate," but still need programming until the age of 21. It is imperative that we begin thinking now about how to create and replicate programming to ensure success. Also, students at the Middle High also need to have a systematic approach to how we provide them with proactive, explicit instruction on behavior and social skills. We are also looking to work with area resources to have mental health agencies assist us in delivering counseling services that extend beyond the scope of our school psychologists and administrators.

As Winston Churchill said, "Continuous effort is the key to unlocking potential." I thank you for the opportunity to serve the students and families of our town. Our work is not easy, but it is incredibly important.

Respectfully submitted,

Meghan Bamford, Director of Student Services



# Hopkinton School District

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**To:** Mr. Chamberlin and the Hopkinton School Board  
**From:** Matthew Stone  
**Date:** October 28, 2016  
**Re:** Report from the Technology Director

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## **Positive Developments**

One area of particular excitement is the evolution of our elementary technology experiences. While we have long moved past teaching a standard office software suite as a major part of the curriculum, technology instruction often put students in front of a screen with learning at the click of the mouse. While this model continues to be a large part of what we do, we are bringing more project-based work into the elementary instruction, including such devices as the Makey-Makey, Squishy Circuits and more to teach engineering and problem solving principles.

For years, we have been looking for devices that could slip easily into our classrooms to bring the power of Internet resources, adaptive technology and other benefits to become a part of the everyday classroom. While traditional laptops and desktops bring incredible power and flexibility to the role, their cost and complexity got in the way of being a universal device. We tried netbooks, which lowered the price but had limited performance. iPads were performant but awkward in a shared device scenario. We seem to have found the right device with Chromebooks. These light, simple laptops run ChromeOS and tap into a student's Google Apps account. They are also inexpensive enough that we can provide several in each elementary classroom and have carts available in the middle high school. While they cannot perform all tasks that we require of students, they have become a vital part of device mix by taking over the bulk of reading, research and writing roles that once needed a full laptop. Their rapid growth as a device of choice in our schools reflects that; we had just 25 four years ago but are now just short of 300 in our schools.

## **Concerns**

One great part of our current tech world is the number and quality of online services that provide great services that are easy and quick to access. The downside of this tends to be a massive increase in the number of online accounts that we all possess, and remembering

usernames and passwords threatens to overwhelm both staff and students. For a number of years, we have been working on various imperfect fixes and looking for better solutions without any large success. We are looking at a new generation of solutions that involve service providers working with a managed Single Sign-On provider, such as Clever to see if we can make some progress on this ever-present problem.

In previous reports, I highlighted our work in hardening our infrastructure to be more resilient. One recent event highlighted both our progress and the remaining work to be done. A few weeks ago, a storage controller failed in a server at MSS. This disabled several services including file storage for MSS students and a domain controller that allows computers in the building to get online. The good news is that the domain controller had a redundant partner that was able to pick up the slack immediately and students could continue working on Google Apps without interruption. The file server was out of action for several days until we could receive replacement parts. This represents our current trade-off; general access to web-based systems like Aspen and eFinancePlus represents a critical need, while specific internal services are maintained and backed up but at a lower priority and a longer return to operation time.

### **Working On**

In the summer of 2011, the board supported a request to upgrade our wireless network to a managed system provided by Aerohive. This upgrade allowed us to support the massive growth in wireless devices in our schools. Our original buildout focused on providing coverage throughout the schools. Since then, our number of wireless access points has almost doubled to support the increased density of devices in our schools, as each access point supports a limited number of simultaneous connections. During the early professional development days this year, we have focused on building out the network in several key spots that are seeing increased usage. This growth coincides with the increased use of Chromebooks noted above. I should also note that wireless infrastructure can only go so far; the fiber circuit installed last year has provided the additional Internet bandwidth to keep these devices fed with data. As long as school usage of data continues to grow at a fast pace, this work will be ongoing; the State EdTech Leaders Association (SEDTA) recently called for tripling the available bandwidth to schools by the end of the 2021 school year.

The district technology committee will be spending much of this year revising the district's three year technology plan. This plan, which requires board adoption, serves as a framework for our purchases and planning going forward. Two major areas of focus in this version of the plan will be a revision of the elementary ICT and Computer Science curricula and a recommendation on a 1:1 project. The latter will involve looking at how school districts have implemented such a program and the effects on teaching and learning. The tech plan will be coming to the board around the end of the year; the current plan is in effect until the end of this school year.

Respectfully submitted,

Matthew Stone