



## Hopkinton School District

**To: Steve Chamberlin, Superintendent  
Hopkinton School Board**  
**From: Valerie Aubry, Director of Student Services**  
**Date: 9/3/10**  
**Re: Student Services Update—Preparations for the 2010-2011 School Year**

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Preparing for the new school year in Student Services requires efforts both in the SAU office and across the District. In the SAU Office the activity level in the summer is sometimes even faster than the pace during the school year. In all areas we work steadily to complete necessary NHDOE reports, enter information into State systems, and close accounts from the previous year before immediately beginning to set up all the systems for the new school year. In Student Services, as soon as we complete the ADMR, Catastrophic Aid, and NHSEIS Indicator Data reports, the IDEA-B and Preschool Entitlement grants must be completed and submitted for NHDOE approval.

Simultaneously, throughout the District, work with students and families continues as staff members teach or provide services in the Extended School Year (ESY) Program, complete evaluations, or participate IEP meetings during the summer. Professional Development activities allow staff members to obtain specialized training and collaborate with colleagues. All our efforts culminate in staff members, data systems, facilities, and equipment ready to support District students as they enter new grades and sometimes new schools

### **Professional Development:**

Summer Curriculum—This summer Student Services staff members participated in many in-District collaborative curriculum projects to improve programs and services for our students. These included:

- ❑ Review of the Student Support Center Program at Maple Street School to align behavioral protocols and language with other schools in the District
- ❑ Organization and preparation of new resources for individualized student programming
- ❑ Curriculum/program planning for Activities of Daily Living (ADL) instruction at the Middle High
- ❑ Collaborative planning of schedules and programming for identified students at the High School
- ❑ Creation and development of a Language Based Curriculum for incoming seventh graders
- ❑ Development of a curriculum for co-teaching (regular ed and special ed) in English 11 Composition at the High School

Specialized Educational Opportunities—Several staff members pursued additional training in their areas of expertise, including:

- ❑ Dr. Alvin Caldwell, HSD School Psychologist, completed his post-doctoral study, presented his in-depth case study, and passed the necessary examinations so that he is now a Board-Certified School Neuropsychologist.
- ❑ Lori Wood, HSD Speech/Language Pathologist, participated in the culminating activities of the PPCI Institute and presented her final project on teaching students with cochlear implants.
- ❑ Holly Charron, Special Education Coordinator at HMHS, completed the initial courses to obtain her BCBA certification as a Behavior Specialist.

**H2O Student Support Task Force**—During the summer members of the Task Force completed their reading of *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn* (Buffum, Mattos, Weber 2009) and researched ways to answer the questions included in their assigned mission:

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

The Task Force met two mornings this summer for four hours each. The time seemed to fly by as we shared our thoughts and the resources we had found. Understanding that system change can be challenging, we reviewed the current state of a Response to Intervention (RTI) model in the individual school buildings before discussing implications of the *PRTI* book in terms of its applicability to the Hopkinton schools.

Given the inextricable linkage of our group to the overall Hopkinton 2.0 initiative, we explored ways in which the Student Support Task Force will collaborate with both the Curriculum Council and the Assessment Committee. Bill Carozza was kind enough to share with us the PowerPoint he had previously shown in a School Board meeting regarding the work of the Assessment Committee. Because RTI student referrals and interventions are data driven, the group was particularly interested in the type of data collection possibilities included in the Kid Grid. At this time decisions about appropriate Universal Screening instruments and follow up assessments will be critical in determining how students are chosen for RTI and which interventions will be used. On-going progress monitoring of student performance will also depend on assessments such as Curriculum-Based Measurements (CBMs).

Each member of the Task Force came prepared to share resources that they had found—one assessment and one intervention. Assessments presented ranged from the *Creative Curriculum* used in Preschool to *AimsWeb* to teacher-constructed materials such as the high school *Seven Deadly Sins of Writing* and the fifth grade monthly math test. Interventions included many websites of resources such as the Florida Center for Reading Research, Reading A-Z, and [www.getgotgo.net](http://www.getgotgo.net) as well as websites for student instruction and practice, including [multiplication.com](http://multiplication.com) and The National Library of Virtual Manipulatives. Given the varied grade levels and subject matter interests of the group, these resources covered a wide range and were welcome additions to the *toolbox* we hope to prepare for teachers.

The work of the Task Force is by no means complete, but we have set the stage for a year in which we can organize our efforts to a much greater extent and implement changes in our approach to students who have not yet learned and those who have already learned. The Task Force will continue to meet throughout the school year to achieve the goals we have set for ourselves to:

- Create a user-friendly flowchart of the RTI process for teachers
- Delineate a timeline for implementation
- List/obtain assessments for reading and math
- Obtain/share progress monitoring instruments
- Organize and share a toolbox of interventions for both reading and mathematics
- Provide Professional Development for teachers regarding RTI

The Student Support Task Force takes its responsibility to guide and support the implementation of a data-responsive system of supports and services for all students in the Hopkinton School District very seriously. We look forward to a 2010-2011 school year of positive growth in our ability to meet all students where they are and move them forward.