

GROTON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE  
MONDAY, MAY 13, 2019  
6:00 P.M.  
CENTRAL OFFICE, ROOM 11

Mission Statement

Our mission is teaching and learning.

Board Goals

1. Provide Dynamic Rigorous Curriculum.
2. Ensure Effective and Engaging Instruction.
3. Embrace Excellent Learning Environment.

AGENDA

1. Call to Order
2. BoE Regular Business
  - a. Approval of the COW minutes of April 8, 2019 (Attachment #1)
  - b. Approval of the Special COW minutes of April 29, 2019 (Attachment #2)
3. Transition K program proposal (Attachment #3)
4. Collaboration between Grasso Tech and FHS
5. Suggested Future Topics
7. Adjournment

NEXT C.O.W. MEETING: May 20, 2019

**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

(\*Attachments are available upon request from the Superintendent's Office.)

**Committee of the Whole**

**April 8, 2019**

A Committee of the Whole of the Groton Board of Education was held on April 8, 2019 in Room 11 of the School Administration Building.

**1. CALL TO ORDER**

The meeting was called to order by Dr. Andrea Ackerman, Vice Chairperson, at 6:05 p.m.

**PRESENT**

Dr. Andrea Ackerman, Vice Chairperson  
Mrs. Jane Giulini  
Mrs. Katrina Fitzgerald  
Mrs. Gretchen Newsome  
Mrs. Rosemary Robertson  
Mrs. Rita Volkmann  
Mr. Jay Weitlauf  
Mrs. Lee White

**ABSENT**

Mrs. Kim Shepardson Watson, Chairperson

Dr. Michael Graner, Superintendent of Schools  
Ms. Susan Austin, Assistant Superintendent of Schools  
Mr. Sam Kilpatrick, Director of Buildings and Grounds  
Mr. Ken Knight, Business Manager  
Mr. Daniel Gaiewski, Student Representative

**1. Approval of Minutes of March 18, 2019**

**MOTION:** White, Volkmann: To approve the minutes of March 18, 2019.  
**PASSED – UNANIMOUSLY**

**2. Update regarding the Middle School Magnet lottery process**

Kathy Wilson noted that this was the second year of using the School Mint lottery process. After the drawing was held parents received a text requesting their acceptance or decline of selected school. She noted that enrollment has balanced out at the two schools. LEARN was happy with Groton's progress and that we used the pathways. She stated that Open Houses were held for parents.

**3. Special Education Update [ATTACHMENTS #1]**

Denise Doolittle gave an overview of data delineated statewide, district, and DRG of special education in Groton.

**4. Discussion of remedial services at the middle school level [ATTACHMENTS #2, 3]**

Jamal Davis, Assistant Principal at WSM, and Peter Bass, Principal at CMS, gave an overview of remedial services at their respective schools.

**5. Science Task Force Update**

Carol Marsiglio gave an overview of the work of the Science Task Force. She noted that Professional Development was a big focus. Professional Development has helped in the development of curriculum. A second Task Force meeting is being set up. There will be a summer STEM the week of June 24, 2019 with a full day of camp held at CB that is supported through a grant.

Mrs. Newsome left at 7:10 p.m.

**6. Discussion of winter literacy assessments [ATTACHMENT #4]**

Susan Austin reviewed the elementary reading progress as measured by Fountas & Pinnell Literacy levels.

**7. Update regarding After School Enrichment Programs [ATTACHMENT #5]**

Susan Austin reviewed the after school enrichment programs districtwide.

**8. Suggested Future Topics**

NONE

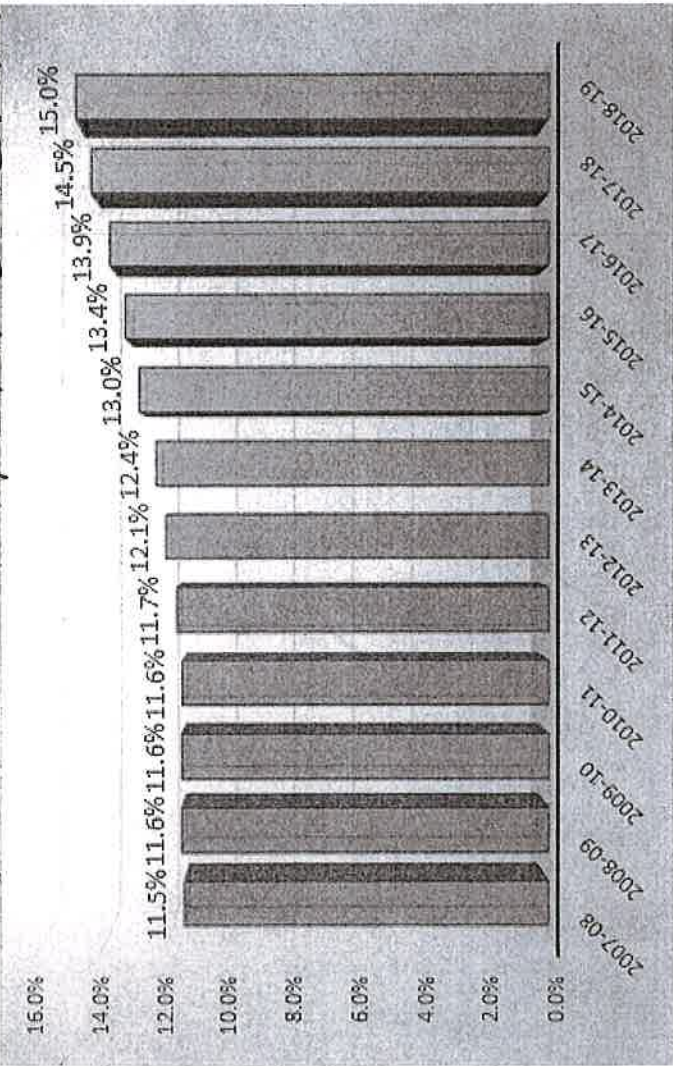
**9. Adjournment**

MOTION: Robertson, Weitlauf:

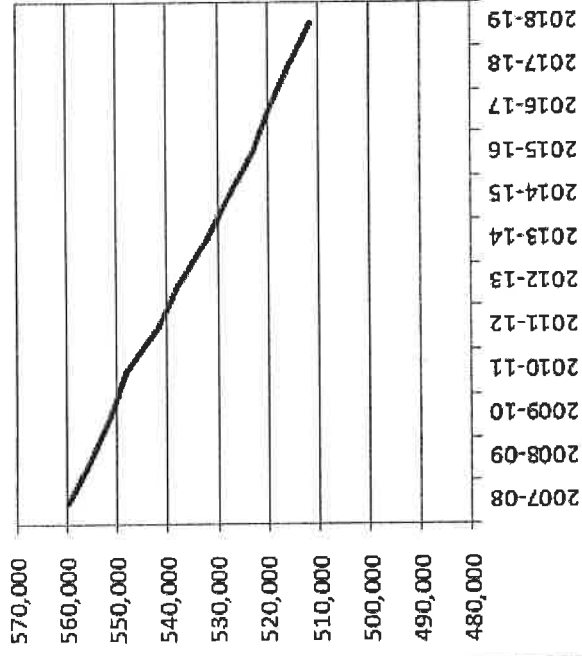
To adjourn at 7:48 p.m.

**PASSED – UNANIMOUSLY**

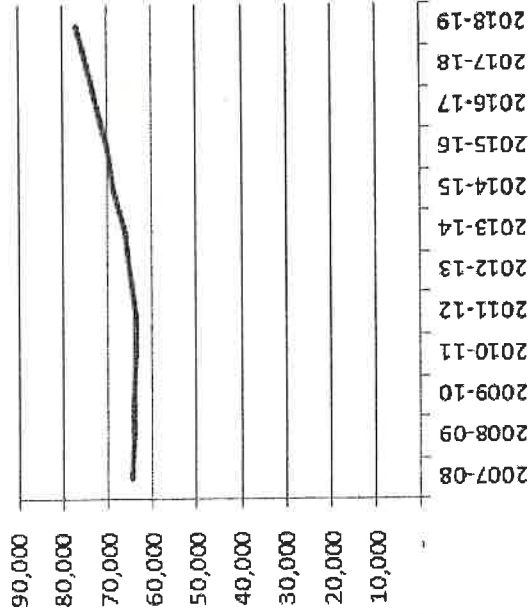
# Historic K-12 Special Education Prevalence Rate in CT

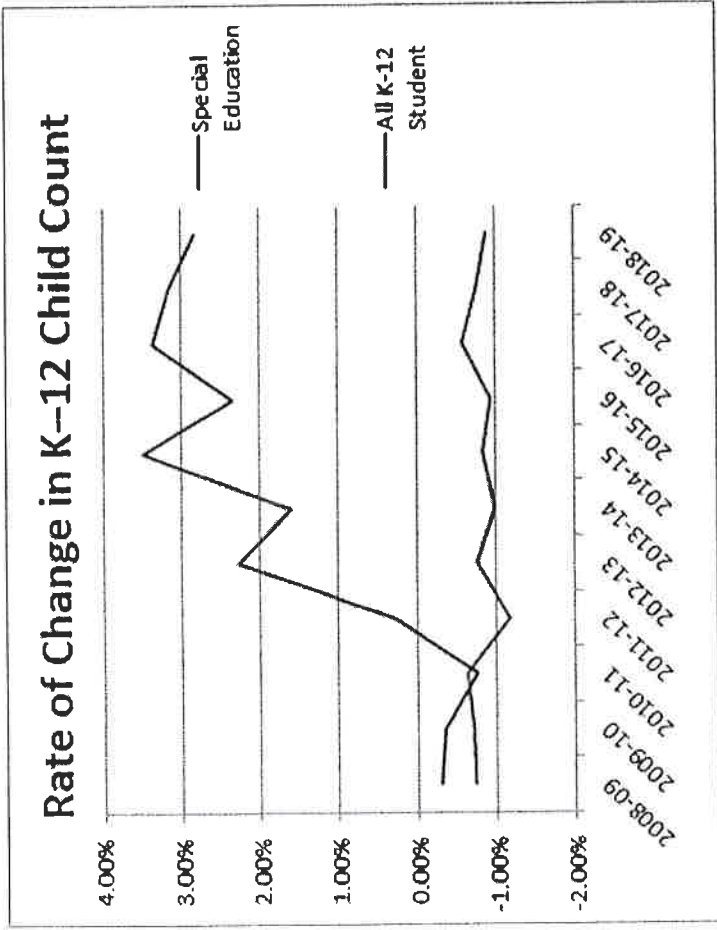


**All Student K-12 Count**



**Special Education K-12 Student Count**





Rate of Change by Disability (K-12)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2008-2018
Learning Disability	21,893	21,658	21,164	21,048	21,647	22,272	23,416	24,287	25,659	26,907	28,069	
LD Change		-1.1%	-2.3%	-0.5%	2.8%	2.9%	5.1%	3.7%	5.6%	4.9%	4.3%	28.2%
Intellectual Disability	2,605	2,545	2,448	2,418	2,148	2,324	2,380	2,406	2,525	2,576	2,589	
ID Change		-2.3%	-3.8%	-1.2%	-11.2%	8.2%	2.4%	1.1%	4.9%	2.0%	0.5%	-0.6%
Emotional Disturbance	5,592	5,397	5,326	5,299	4,972	5,231	5,400	5,413	5,452	5,542	5,715	
ED Change		-3.5%	-1.3%	-0.5%	-6.2%	5.2%	3.2%	0.2%	0.7%	1.7%	3.1%	2.2%
Speech/Lang. Impairment	12,964	12,393	11,785	11,131	10,689	10,274	10,058	9,690	9,365	9,204	9,094	
SLI Change		-4.4%	-4.9%	-5.5%	-4.0%	-3.9%	-2.1%	-3.7%	-3.4%	-1.7%	-1.2%	-29.9%
Other Health Impairment	11,398	11,559	11,712	12,133	12,885	13,394	13,946	14,553	15,166	15,790	16,151	
OHI Change		1.4%	1.3%	3.6%	6.2%	4.0%	4.1%	4.4%	4.2%	4.1%	2.3%	41.7%
Autism	4,712	5,324	5,866	6,402	6,828	7,289	7,788	8,222	8,653	9,078	9,606	
AU Change		13.0%	10.2%	9.1%	6.7%	6.8%	6.8%	5.6%	5.2%	4.9%	5.8%	103.9%
Other Disability	5,023	5,092	5,185	5,220	4,975	5,348	5,457	5,484	5,600	5,611	5,591	
OD Change		1.4%	1.8%	0.7%	-4.7%	7.5%	2.0%	0.5%	2.1%	0.2%	-0.4%	11.3%
K-12 SWD	64,187	63,968	63,486	63,651	65,096	66,132	68,445	70,055	72,420	74,708	76,815	
SWD Change		-0.3%	-0.8%	0.3%	2.3%	1.6%	3.5%	2.4%	3.4%	3.2%	2.8%	19.7%

Students with Disabilities Grades K-12 Special Education Prevalence Data (2018-19)

#	District Name	Learning Disabilities Count	Intellectual Disabilities Count	Emotional Disturbance Count	Speech/Lang Impairment Count	Other Health Impairment Count	Autism Count	Other Disabilities Count	Students w Disabilities Count	All K-12 Student Count
1	Andover	*	*		*	*			9	158
2	Ansonia	155	12	35	92	117	53	68	532	2444
3	Ashford	10	*	*	14	10	7	*	48	371
4	Avon	118	6	14	39	78	46	23	324	3153
5	Barkhamsted	23		*	12	6	*		44	210
7	Berlin	137	11	18	81	66	42	34	389	2847
8	Bethany	18	*	*	11	*	*	*	44	348
9	Bethel	155	*	*	43	57	56	42	377	3019
11	Bloomfield	156	17	19	41	64	38	42	377	2208
12	Bolton	32	*	8	13	18	*	8	86	736
13	Bozrah	18		*		*	7	*	37	264
14	Branford	110	6	45	62	82	46	23	374	2801
15	Bridgeport	1752	196	277	281	713	342	376	3937	22934
17	Bristol	623	31	136	143	340	127	128	1528	8000
18	Brookfield	166	10	29	45	67	53	15	385	2647
19	Brooklyn	65	8	13	33	28	14	6	167	1150
21	Canaan	*		*	*	*	*		10	65
22	Canterbury	18		*	7	18	16	*	69	648
23	Canton	71	7	13	13	42	28	22	196	1573
24	Chaplin	*	*		*	10	*	*	25	150
25	Cheshire	145	22	50	45	129	79	35	505	4218
26	Chester	11		*	*	7	*		28	194
27	Clinton	78	9	16	31	64	28	15	241	1706
28	Colchester	99	12	44	101	68	47	12	383	2322
29	Colebrook	6		*	*	6	*		19	85
30	Columbia	38	*	8	*	21	*	6	80	647
31	Cornwall	*			*	*	*		11	84
32	Coventry	90	7	22	18	45	20	23	225	1621
33	Cromwell	65	7	12	38	45	43	13	223	1983
34	Danbury	591	63	49	210	233	178	118	1442	11191
35	Darien	180	12	31	146	223	51	29	672	4680
36	Deep River	17		*	*	9	*	*	34	243
37	Derby	72	*	*	43	55	35	26	258	1380
39	Eastford	10		*	8	11	8	*	43	198
40	East Granby	48	6	10	9	23	8	6	110	871

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41	East Haddam	41	*	*	19	25	21	8	124	1009
42	East Hampton	71	*	9	57	49	36	*	227	1899
43	East Hartford	464	43	122	101	301	185	128	1344	7835
44	East Haven	166	21	29	50	84	73	44	467	3103
45	East Lyme	129	*	*	59	95	45	14	354	2535
46	Easton	54	*	*	19	33	10	6	128	864
47	East Windsor	85	6	25	11	36	29	23	215	1170
48	Ellington	165	*	27	*	75	43	35	362	2746
49	Enfield	319	23	92	139	162	96	62	893	5251
50	Essex	11			10	*	10	*	42	301
51	Fairfield	386	31	85	219	316	138	81	1256	9738
52	Farmington	149	12	41	55	106	78	26	467	4055
53	Franklin		*	*	*	9	*		17	210
54	Glastonbury	246	17	39	72	145	118	39	676	5985
56	Granby	91	9	26	29	52	38	11	256	1835
57	Greenwich	411	25	72	117	234	135	24	1018	8810
58	Griswold	83	9	22	30	61	47	20	272	1630
59	Groton	244	28	83	92	146	116	58	767	4528
60	Guilford	130	18	33	39	78	51	30	379	3313
62	Hamden	303	45	114	155	230	201	54	1102	6308
63	Hampton	*			*	*		*	13	77
64	Hartford	1472	205	300	580	798	490	228	4073	19623
65	Hartland	23	*		13	*	*	*	51	243
67	Hebron	17	*	*	21	21	7	*	73	613
68	Kent	9			*	*	*		14	196
69	Killingly	89	15	42	57	103	47	38	391	2215
71	Lebanon	40	*	*	9	50	28	6	141	939
72	Ledyard	121	*	*	56	116	77	34	442	2346
73	Lisbon	17	*	6	17	20	9	*	74	559
74	Litchfield	60	*	*	19	29	9	11	136	873
76	Madison	149	14	24	28	79	55	17	366	2698
77	Manchester	333	27	68	130	269	139	92	1058	7400
78	Mansfield	42	*	*	27	19	13	7	115	1083
79	Marlborough	19	*	*	14	6	*	*	49	441
80	Meriden	558	71	203	127	331	203	150	1643	8661

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83	Middletown	184	36	65	114	131	94	35	659	4804
84	Milford	198	12	72	167	219	105	46	819	5585
85	Monroe	159	19	21	46	78	57	18	398	3118
86	Montville	130	8	32	39	75	41	22	347	2255
88	Naugatuck	264	36	38	68	168	93	31	698	4430
89	New Britain	784	96	157	250	432	213	186	2118	11306
90	New Canaan	195	*	*	66	119	64	20	472	4135
91	New Fairfield	107	10	16	37	59	36	23	288	2167
92	New Hartford	19	*	*	13	7	*	6	50	448
93	New Haven	1255	212	272	232	639	352	181	3143	20149
94	Newington	233	17	23	66	101	63	42	545	4153
95	New London	216	29	61	70	150	88	50	664	3504
96	New Milford	206	11	36	34	142	85	63	577	3900
97	Newtown	172	18	47	76	114	97	26	550	4263
98	Norfolk	7		*	6	*	*	*	20	90
99	North Branford	108	13	18	42	40	18	11	250	1762
100	North Canaan	16	*	*	*	8	*	6	40	250
101	North Haven	121	15	44	37	71	57	23	368	3167
102	North Stonington	19	*	*	17	11	*	8	67	717
103	Norwalk	673	45	93	282	257	171	104	1625	11745
104	Norwich	325	50	97	112	205	149	81	1019	5555
106	Old Saybrook	51	*	10	14	41	37	*	166	1185
107	Orange	28	*	*	19	16	17	7	89	1148
108	Oxford	75	9	12	32	36	31	8	203	1837
109	Plainfield	122	8	42	26	55	60	16	329	2070
110	Plainville	81	8	28	44	68	43	37	309	2321
111	Plymouth	75	*	24	21	64	35	*	243	1503
112	Pomfret	16	*	6	16	13	8	*	66	546
113	Portland	68	6	6	14	34	16	10	154	1353
114	Preston	10		6	21	36	14	7	94	615
116	Putnam	54	13	26	29	42	31	13	208	1147
117	Redding	31		6	37	33	19	6	132	813
118	Ridgefield	235	14	63	46	136	95	25	614	4801
119	Rocky Hill	122	*	*	39	63	46	31	319	2833
121	Salem	33	*	*	*	29	12	*	90	591

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122	Salisbury	8		*	10	*	*	*	27	266
123	Scotland	6		*	6	*		*	18	102
124	Seymour	144	7	23	38	46	45	14	317	2231
125	Sharon	15			*	*	*		25	116
126	Shelton	307	25	40	70	93	89	38	662	4838
127	Sherman	18		*	8	13	8	*	53	399
128	Simsbury	175	18	24	64	171	99	27	578	4095
129	Somers	56	*	*	28	61	24	13	191	1369
131	Southington	315	19	60	85	228	121	75	903	6352
132	South Windsor	165	16	30	73	131	97	65	577	4455
133	Sprague	22	*	11	9	14	9	*	75	435
134	Stafford	76	*	28	*	49	26	19	216	1473
135	Stamford	907	61	75	305	378	219	184	2129	15936
136	Sterling	22	*	*	14	16	7	8	75	497
137	Stonington	105	8	12	39	84	42	16	306	2091
138	Stratford	342	40	62	69	200	138	92	943	7046
139	Suffield	107	6	32	29	44	45	13	276	2055
140	Thomaston	47	*	*	23	16	16	13	125	923
141	Thompson	33	7	12	28	18	14	10	122	999
142	Tolland	121	11	12	16	65	57	29	311	2419
143	Torrington	310	23	53	97	182	102	85	852	4182
144	Trumbull	262	17	41	70	196	121	75	782	6469
145	Union	*	*	*	*	*	*	*	12	87
146	Vernon	193	26	59	48	93	76	42	537	3297
147	Voluntown	39	*	*	*	*	*	*	63	322
148	Wallingford	247	36	31	110	232	119	37	812	5489
151	Waterbury	1470	109	261	435	659	302	248	3484	17962
152	Waterford	141	12	47	41	92	56	26	415	2607
153	Watertown	128	11	40	30	100	50	23	382	2744
154	Westbrook	39	*	13	8	19	18	*	104	650
155	West Hartford	341	34	66	160	274	240	119	1234	9663
156	West Haven	374	20	60	176	142	131	173	1076	6853
157	Weston	79	*	*	22	63	42	18	237	2294
158	Westport	257	*	67	86	129	62	*	636	5441
159	Wethersfield	185	16	40	93	92	65	32	523	3801

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160	Wilmington	16	*	*	14	17	*	*	62	408
161	Wilton	204	10	43	42	124	84	28	535	3886
162	Winchester	78	*	*	26	40	31	17	208	1084
163	Windham	209	33	71	92	122	77	39	643	3143
164	Windsor	213	17	69	40	138	90	101	668	3780
165	Windsor Locks	87	12	23	26	53	33	13	247	1597
166	Wolcott	125	*	20	38	49	34	*	289	2321
167	Woodbridge	22	*	*	13	21	12	7	82	835
169	Woodstock	56	*	*	16	21	15	9	128	1265
201	Region 1	30	*	6	*	7	11	*	62	374
204	Region 4	66	8	15	*	35	21	*	156	915
205	Region 5	105	8	28	29	67	38	22	297	2218
206	Region 6	56	8	8	15	31	11	7	136	683
207	Region 7	70	*	17	8	31	19	*	157	974
208	Region 8	76	8	21	*	84	27	*	228	1545
209	Region 9	34	*	17	*	33	24	*	120	919
210	Region 10	102	6	20	18	47	49	30	272	2297
211	Region 11	16	*	*	*	21	*	8	58	261
212	Region 12	40	*	*	8	24	13	7	103	579
213	Region 13	95	13	11	45	61	29	8	262	1598
214	Region 14	94	7	20	12	43	34	28	238	1418
215	Region 15	233	10	33	57	122	92	54	601	3625
216	Region 16	88	8	12	30	63	44	20	265	2131
217	Region 17	134	6	27	26	78	30	23	324	2005
218	Region 18	42	9	8	30	34	24	*	149	1223
219	Region 19	47	10	13	*	37	27	*	146	905
336	USD #1 (DOC)	35	*	53	*	40	*	*	135	156
337	DMHAS	*	*	*	*	*	*	*	*	*
347	USD #2 (DCF)	*	*	57		21	6	10	98	109
900	CTECS	649		45	34	311	50	8	1097	10647
9999	Statewide	28069	2589	5715	9094	16151	9606	5591	76815	511367

Students with Disabilities Grades K-12 Special Education Prevalence Data (2018-19)

#	District Name	Learning Disabilities Prevalence	Intellectual Disabilities Prevalence	Emotional Disturbance Prevalence	Speech/Lang Impairment Prevalence	Other Health Impairment Prevalence	Autism Prev.	Other Disabilities Prevalence	SWD Prevalence
1	Andover	*	*	0.0%	*	*	0.0%	0.0%	5.7%
2	Ansonia	6.3%	0.5%	1.4%	3.8%	4.8%	2.2%	2.8%	21.8%
3	Ashford	2.7%	*	*	3.8%	2.7%	1.9%	*	12.9%
4	Avon	3.7%	0.2%	0.4%	1.2%	2.5%	1.5%	0.7%	10.3%
5	Barkhamsted	11.0%	0.0%	*	5.7%	2.9%	*	0.0%	21.0%
7	Berlin	4.8%	0.4%	0.6%	2.8%	2.3%	1.5%	1.2%	13.7%
8	Bethany	5.2%	*	*	3.2%	*	*	*	12.6%
9	Bethel	5.1%	*	*	1.4%	1.9%	1.9%	1.4%	12.5%
11	Bloomfield	7.1%	0.8%	0.9%	1.9%	2.9%	1.7%	1.9%	17.1%
12	Bolton	4.3%	*	1.1%	1.8%	2.4%	*	1.1%	11.7%
13	Bozrah	6.8%	0.0%	*	0.0%	*	2.7%	*	14.0%
14	Branford	3.9%	0.2%	1.6%	2.2%	2.9%	1.6%	0.8%	13.4%
15	Bridgeport	7.6%	0.9%	1.2%	1.2%	3.1%	1.5%	1.6%	17.2%
17	Bristol	7.8%	0.4%	1.7%	1.8%	4.3%	1.6%	1.6%	19.1%
18	Brookfield	6.3%	0.4%	1.1%	1.7%	2.5%	2.0%	0.6%	14.5%
19	Brooklyn	5.7%	0.7%	1.1%	2.9%	2.4%	1.2%	0.5%	14.5%
21	Canaan	*	0.0%	*	*	*	*	0.0%	15.4%
22	Canterbury	2.8%	0.0%	*	1.1%	2.8%	2.5%	*	10.6%
23	Canton	4.5%	0.4%	0.8%	0.8%	2.7%	1.8%	1.4%	12.5%
24	Chaplin	*	*	0.0%	*	6.7%	*	*	16.7%
25	Cheshire	3.4%	0.5%	1.2%	1.1%	3.1%	1.9%	0.8%	12.0%
26	Chester	5.7%	0.0%	*	*	3.6%	*	0.0%	14.4%
27	Clinton	4.6%	0.5%	0.9%	1.8%	3.8%	1.6%	0.9%	14.1%
28	Colchester	4.3%	0.5%	1.9%	4.3%	2.9%	2.0%	0.5%	16.5%
29	Colebrook	7.1%	0.0%	*	*	7.1%	*	0.0%	22.4%
30	Columbia	5.9%	*	1.2%	*	3.2%	*	0.9%	12.4%
31	Cornwall	*	0.0%	0.0%	*	*	*	0.0%	13.1%
32	Coventry	5.6%	0.4%	1.4%	1.1%	2.8%	1.2%	1.4%	13.9%
33	Cromwell	3.3%	0.4%	0.6%	1.9%	2.3%	2.2%	0.7%	11.2%
34	Danbury	5.3%	0.6%	0.4%	1.9%	2.1%	1.6%	1.1%	12.9%
35	Darien	3.8%	0.3%	0.7%	3.1%	4.8%	1.1%	0.6%	14.4%
36	Deep River	7.0%	0.0%	0.0%	*	3.7%	*	*	14.0%
37	Derby	5.2%	*	*	3.1%	4.0%	2.5%	1.9%	18.7%
39	Eastford	5.1%	0.0%	*	4.0%	5.6%	4.0%	*	21.7%
40	East Granby	5.5%	0.7%	1.1%	1.0%	2.6%	0.9%	0.7%	12.6%

Students with Disabilities Grades K-12 Special Education Prevalence Data (2018-19)

#	District Name	Learning Disabilities Prevalence	Intellectual Disabilities Prevalence	Emotional Disturbance Prevalence	Speech/Lang Impairment Prevalence	Other Health Impairment Prevalence	Autism Prev.	Other Disabilities Prevalence	SWD Prevalence
41	East Haddam	4.1%	*	*	1.9%	2.5%	2.1%	0.8%	12.3%
42	East Hampton	3.7%	*	0.5%	3.0%	2.6%	1.9%	*	12.0%
43	East Hartford	5.9%	0.5%	1.6%	1.3%	3.8%	2.4%	1.6%	17.2%
44	East Haven	5.3%	0.7%	0.9%	1.6%	2.7%	2.4%	1.4%	15.0%
45	East Lyme	5.1%	*	*	2.3%	3.7%	1.8%	0.6%	14.0%
46	Easton	6.3%	*	*	2.2%	3.8%	1.2%	0.7%	14.8%
47	East Windsor	7.3%	0.5%	2.1%	0.9%	3.1%	2.5%	2.0%	18.4%
48	Ellington	6.0%	*	1.0%	*	2.7%	1.6%	1.3%	13.2%
49	Enfield	6.1%	0.4%	1.8%	2.6%	3.1%	1.8%	1.2%	17.0%
50	Essex	3.7%	0.0%	0.0%	3.3%	*	3.3%	*	14.0%
51	Fairfield	4.0%	0.3%	0.9%	2.2%	3.2%	1.4%	0.8%	12.9%
52	Farmington	3.7%	0.3%	1.0%	1.4%	2.6%	1.9%	0.6%	11.5%
53	Franklin	0.0%	*	*	*	4.3%	*	0.0%	8.1%
54	Glastonbury	4.1%	0.3%	0.7%	1.2%	2.4%	2.0%	0.7%	11.3%
56	Granby	5.0%	0.5%	1.4%	1.6%	2.8%	2.1%	0.6%	14.0%
57	Greenwich	4.7%	0.3%	0.8%	1.3%	2.7%	1.5%	0.3%	11.6%
58	Griswold	5.1%	0.6%	1.3%	1.8%	3.7%	2.9%	1.2%	16.7%
59	Groton	5.4%	0.6%	1.8%	2.0%	3.2%	2.6%	1.3%	16.9%
60	Guilford	3.9%	0.5%	1.0%	1.2%	2.4%	1.5%	0.9%	11.4%
62	Hamden	4.8%	0.7%	1.8%	2.5%	3.6%	3.2%	0.9%	17.5%
63	Hampton	*	0.0%	0.0%	*	*	0.0%	*	16.9%
64	Hartford	7.5%	1.0%	1.5%	3.0%	4.1%	2.5%	1.2%	20.8%
65	Hartland	9.5%	*	0.0%	5.3%	*	*	*	21.0%
67	Hebron	2.8%	*	*	3.4%	3.4%	1.1%	*	11.9%
68	Kent	4.6%	0.0%	0.0%	*	*	*	0.0%	7.1%
69	Killingly	4.0%	0.7%	1.9%	2.6%	4.7%	2.1%	1.7%	17.7%
71	Lebanon	4.3%	*	*	1.0%	5.3%	3.0%	0.6%	15.0%
72	Ledyard	5.2%	*	*	2.4%	4.9%	3.3%	1.4%	18.8%
73	Lisbon	3.0%	*	1.1%	3.0%	3.6%	1.6%	*	13.2%
74	Litchfield	6.9%	*	*	2.2%	3.3%	1.0%	1.3%	15.6%
76	Madison	5.5%	0.5%	0.9%	1.0%	2.9%	2.0%	0.6%	13.6%
77	Manchester	4.5%	0.4%	0.9%	1.8%	3.6%	1.9%	1.2%	14.3%
78	Mansfield	3.9%	*	*	2.5%	1.8%	1.2%	0.6%	10.6%
79	Marlborough	4.3%	*	*	3.2%	1.4%	*	*	11.1%
80	Meriden	6.4%	0.8%	2.3%	1.5%	3.8%	2.3%	1.7%	19.0%

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83	Middletown	3.8%	0.7%	1.4%	2.4%	2.7%	2.0%	0.7%	13.7%
84	Milford	3.5%	0.2%	1.3%	3.0%	3.9%	1.9%	0.8%	14.7%
85	Monroe	5.1%	0.6%	0.7%	1.5%	2.5%	1.8%	0.6%	12.8%
86	Montville	5.8%	0.4%	1.4%	1.7%	3.3%	1.8%	1.0%	15.4%
88	Naugatuck	6.0%	0.8%	0.9%	1.5%	3.8%	2.1%	0.7%	15.8%
89	New Britain	6.9%	0.8%	1.4%	2.2%	3.8%	1.9%	1.6%	18.7%
90	New Canaan	4.7%	*	*	1.6%	2.9%	1.5%	0.5%	11.4%
91	New Fairfield	4.9%	0.5%	0.7%	1.7%	2.7%	1.7%	1.1%	13.3%
92	New Hartford	4.2%	*	0.0%	2.9%	1.6%	*	1.3%	11.2%
93	New Haven	6.2%	1.1%	1.3%	1.2%	3.2%	1.7%	0.9%	15.6%
94	Newington	5.6%	0.4%	0.6%	1.6%	2.4%	1.5%	1.0%	13.1%
95	New London	6.2%	0.8%	1.7%	2.0%	4.3%	2.5%	1.4%	18.9%
96	New Milford	5.3%	0.3%	0.9%	0.9%	3.6%	2.2%	1.6%	14.8%
97	Newtown	4.0%	0.4%	1.1%	1.8%	2.7%	2.3%	0.6%	12.9%
98	Norfolk	7.8%	0.0%	*	6.7%	*	*	*	22.2%
99	North Branford	6.1%	0.7%	1.0%	2.4%	2.3%	1.0%	0.6%	14.2%
100	North Canaan	6.4%	*	0.0%	*	3.2%	*	2.4%	16.0%
101	North Haven	3.8%	0.5%	1.4%	1.2%	2.2%	1.8%	0.7%	11.6%
102	North Stonington	2.6%	*	*	2.4%	1.5%	*	1.1%	9.3%
103	Norwalk	5.7%	0.4%	0.8%	2.4%	2.2%	1.5%	0.9%	13.8%
104	Norwich	5.9%	0.9%	1.7%	2.0%	3.7%	2.7%	1.5%	18.3%
106	Old Saybrook	4.3%	*	0.8%	1.2%	3.5%	3.1%	*	14.0%
107	Orange	2.4%	*	*	1.7%	1.4%	1.5%	0.6%	7.8%
108	Oxford	4.1%	0.5%	0.7%	1.7%	2.0%	1.7%	0.4%	11.1%
109	Plainfield	5.9%	0.4%	2.0%	1.3%	2.7%	2.9%	0.8%	15.9%
110	Plainville	3.5%	0.3%	1.2%	1.9%	2.9%	1.9%	1.6%	13.3%
111	Plymouth	5.0%	*	1.6%	1.4%	4.3%	2.3%	*	16.2%
112	Pomfret	2.9%	*	1.1%	2.9%	2.4%	1.5%	*	12.1%
113	Portland	5.0%	0.4%	0.4%	1.0%	2.5%	1.2%	0.7%	11.4%
114	Preston	1.6%	0.0%	1.0%	3.4%	5.9%	2.3%	1.1%	15.3%
116	Putnam	4.7%	1.1%	2.3%	2.5%	3.7%	2.7%	1.1%	18.1%
117	Redding	3.8%	0.0%	0.7%	4.6%	4.1%	2.3%	0.7%	16.2%
118	Ridgefield	4.9%	0.3%	1.3%	1.0%	2.8%	2.0%	0.5%	12.8%
119	Rocky Hill	4.3%	*	*	1.4%	2.2%	1.6%	1.1%	11.3%
121	Salem	5.6%	*	*	*	4.9%	2.0%	*	15.2%

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122	Salisbury	3.0%	0.0%	*	3.8%	*	*	*	10.2%
123	Scotland	5.9%	0.0%	*	5.9%	*	0.0%	*	17.6%
124	Seymour	6.5%	0.3%	1.0%	1.7%	2.1%	2.0%	0.6%	14.2%
125	Sharon	12.9%	0.0%	0.0%	*	*	*	0.0%	21.6%
126	Shelton	6.3%	0.5%	0.8%	1.4%	1.9%	1.8%	0.8%	13.7%
127	Sherman	4.5%	0.0%	*	2.0%	3.3%	2.0%	*	13.3%
128	Simsbury	4.3%	0.4%	0.6%	1.6%	4.2%	2.4%	0.7%	14.1%
129	Somers	4.1%	*	*	2.0%	4.5%	1.8%	0.9%	14.0%
131	Southington	5.0%	0.3%	0.9%	1.3%	3.6%	1.9%	1.2%	14.2%
132	South Windsor	3.7%	0.4%	0.7%	1.6%	2.9%	2.2%	1.5%	13.0%
133	Sprague	5.1%	*	2.5%	2.1%	3.2%	2.1%	*	17.2%
134	Stafford	5.2%	*	1.9%	*	3.3%	1.8%	1.3%	14.7%
135	Stamford	5.7%	0.4%	0.5%	1.9%	2.4%	1.4%	1.2%	13.4%
136	Sterling	4.4%	*	*	2.8%	3.2%	1.4%	1.6%	15.1%
137	Stonington	5.0%	0.4%	0.6%	1.9%	4.0%	2.0%	0.8%	14.6%
138	Stratford	4.9%	0.6%	0.9%	1.0%	2.8%	2.0%	1.3%	13.4%
139	Suffield	5.2%	0.3%	1.6%	1.4%	2.1%	2.2%	0.6%	13.4%
140	Thomaston	5.1%	*	*	2.5%	1.7%	1.7%	1.4%	13.5%
141	Thompson	3.3%	0.7%	1.2%	2.8%	1.8%	1.4%	1.0%	12.2%
142	Tolland	5.0%	0.5%	0.5%	0.7%	2.7%	2.4%	1.2%	12.9%
143	Torrington	7.4%	0.5%	1.3%	2.3%	4.4%	2.4%	2.0%	20.4%
144	Trumbull	4.1%	0.3%	0.6%	1.1%	3.0%	1.9%	1.2%	12.1%
145	Union	*	*	0.0%	*	*	*	0.0%	13.8%
146	Vernon	5.9%	0.8%	1.8%	1.5%	2.8%	2.3%	1.3%	16.3%
147	Voluntown	12.1%	*	*	*	*	*	*	19.6%
148	Wallingford	4.5%	0.7%	0.6%	2.0%	4.2%	2.2%	0.7%	14.8%
151	Waterbury	8.2%	0.6%	1.5%	2.4%	3.7%	1.7%	1.4%	19.4%
152	Waterford	5.4%	0.5%	1.8%	1.6%	3.5%	2.1%	1.0%	15.9%
153	Watertown	4.7%	0.4%	1.5%	1.1%	3.6%	1.8%	0.8%	13.9%
154	Westbrook	6.0%	*	2.0%	1.2%	2.9%	2.8%	*	16.0%
155	West Hartford	3.5%	0.4%	0.7%	1.7%	2.8%	2.5%	1.2%	12.8%
156	West Haven	5.5%	0.3%	0.9%	2.6%	2.1%	1.9%	2.5%	15.7%
157	Weston	3.4%	*	*	1.0%	2.7%	1.8%	0.8%	10.3%
158	Westport	4.7%	*	1.2%	1.6%	2.4%	1.1%	*	11.7%
159	Wethersfield	4.9%	0.4%	1.1%	2.4%	2.4%	1.7%	0.8%	13.8%

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160	Willington	3.9%	*	*	3.4%	4.2%	*	*	15.2%
161	Wilton	5.2%	0.3%	1.1%	1.1%	3.2%	2.2%	0.7%	13.8%
162	Winchester	7.2%	*	*	2.4%	3.7%	2.9%	1.6%	19.2%
163	Windham	6.6%	1.0%	2.3%	2.9%	3.9%	2.4%	1.2%	20.5%
164	Windsor	5.6%	0.4%	1.8%	1.1%	3.7%	2.4%	2.7%	17.7%
165	Windsor Locks	5.4%	0.8%	1.4%	1.6%	3.3%	2.1%	0.8%	15.5%
166	Wolcott	5.4%	*	0.9%	1.6%	2.1%	1.5%	*	12.5%
167	Woodbridge	2.6%	*	*	1.6%	2.5%	1.4%	0.8%	9.8%
169	Woodstock	4.4%	*	*	1.3%	1.7%	1.2%	0.7%	10.1%
201	Region 1	8.0%	*	1.6%	*	1.9%	2.9%	*	16.6%
204	Region 4	7.2%	0.9%	1.6%	*	3.8%	2.3%	*	17.0%
205	Region 5	4.7%	0.4%	1.3%	1.3%	3.0%	1.7%	1.0%	13.4%
206	Region 6	8.2%	1.2%	1.2%	2.2%	4.5%	1.6%	1.0%	19.9%
207	Region 7	7.2%	*	1.7%	0.8%	3.2%	2.0%	*	16.1%
208	Region 8	4.9%	0.5%	1.4%	*	5.4%	1.7%	*	14.8%
209	Region 9	3.7%	*	1.8%	*	3.6%	2.6%	*	13.1%
210	Region 10	4.4%	0.3%	0.9%	0.8%	2.0%	2.1%	1.3%	11.8%
211	Region 11	6.1%	*	*	*	8.0%	*	3.1%	22.2%
212	Region 12	6.9%	*	*	1.4%	4.1%	2.2%	1.2%	17.8%
213	Region 13	5.9%	0.8%	0.7%	2.8%	3.8%	1.8%	0.5%	16.4%
214	Region 14	6.6%	0.5%	1.4%	0.8%	3.0%	2.4%	2.0%	16.8%
215	Region 15	6.4%	0.3%	0.9%	1.6%	3.4%	2.5%	1.5%	16.6%
216	Region 16	4.1%	0.4%	0.6%	1.4%	3.0%	2.1%	0.9%	12.4%
217	Region 17	6.7%	0.3%	1.3%	1.3%	3.9%	1.5%	1.1%	16.2%
218	Region 18	3.4%	0.7%	0.7%	2.5%	2.8%	2.0%	*	12.2%
219	Region 19	5.2%	1.1%	1.4%	*	4.1%	3.0%	*	16.1%
336	USD #1 (DOC)	22.4%	*	34.0%	*	25.6%	*	*	86.5%
337	DMHAS	*	*	*	*	*	*	*	*
347	USD #2 (DCF)	*	*	52.3%	0.0%	19.3%	5.5%	9.2%	89.9%
900	CTECS	6.1%	0.0%	0.4%	0.3%	2.9%	0.5%	0.1%	10.3%
9999	Statewide	5.50%	0.50%	1.10%	1.80%	3.20%	1.90%	1.10%	15.00%

# **West Side STEM Magnet Middle School**



## **Afterschool Enrichment & Remedial Services**

**2018-19**

# Remedial Support Services

Remedial Programs	Day(s)	Staff	Funding
Morning Math Support 7:30-8:00 AM	M-F	Math Coach	Title 1
Morning Reading/Writing Support 7:30-8:00 AM	M-F	ELA Teacher	Title 1
Tier 2 Remedial ELA	M-F	All ELA teachers	District
Tier 2 Remedial Math MobyMax Dreambox	Wild Cat Block 52-minutes M-F	All Math teachers	District
Tier 3 Remedial Math MobyMax Easy Bridge-CMP3 Dreambox	Wild Cat Block 52-minutes M-F	Math Tutors with Math coach	District/Title 1
Tier 3 Remedial ELA Lexia Power up Fountas & Pinnell -F&P's Running Records Leveled Literacy Intervention-LLI	Day 1 Day 2 Schedule Opposite PE M-F	ELA Tutors with ELA Coach	District/Title 1
High 2 ELA Remediation	Wild Cat Block 3- week rotating sessions M-F	ELA Coach	District
High 2 Math Remediation	Wild Cat Block 3-week rotating sessions M-F	Math Coach	District
ELA Resource Pull-outs	Core Pull-Out M-F	Special Education Staff	District
Math Resource Pull-outs	Core-Pull-Out M-F	Special Education Staff	District

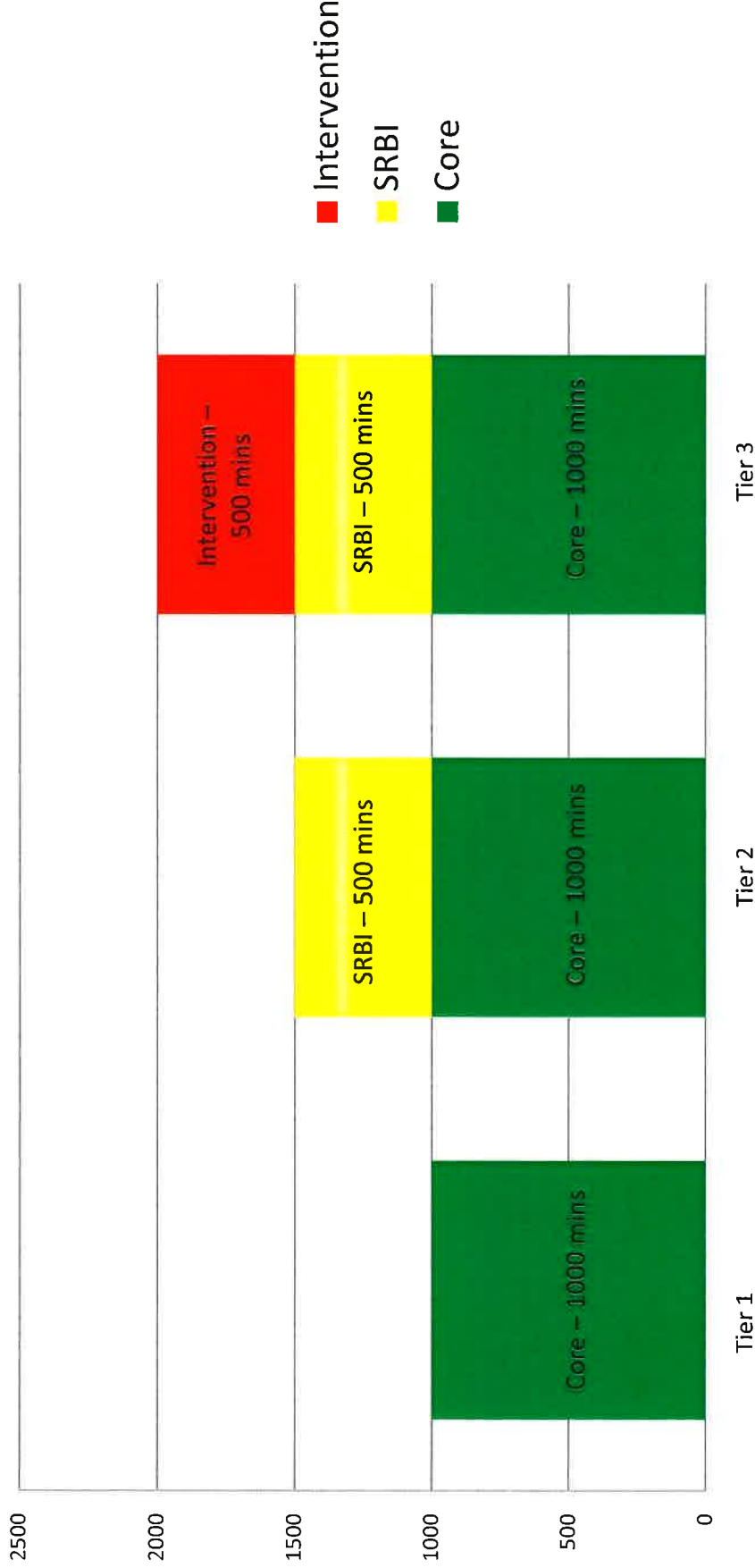
Tier 2 Math Support Courses	Tier 2 ELA Support Courses
Number sense	Editing and Revising
Geometry	Listening Comprehension
Statistics	Fiction-Literary Text
Proportions	Non-fiction- Informational Text

9-week courses (Quarters)

Students are pre and post assessed

Aligned with SBAC

# Monthly Instructional Minutes SRBI Model

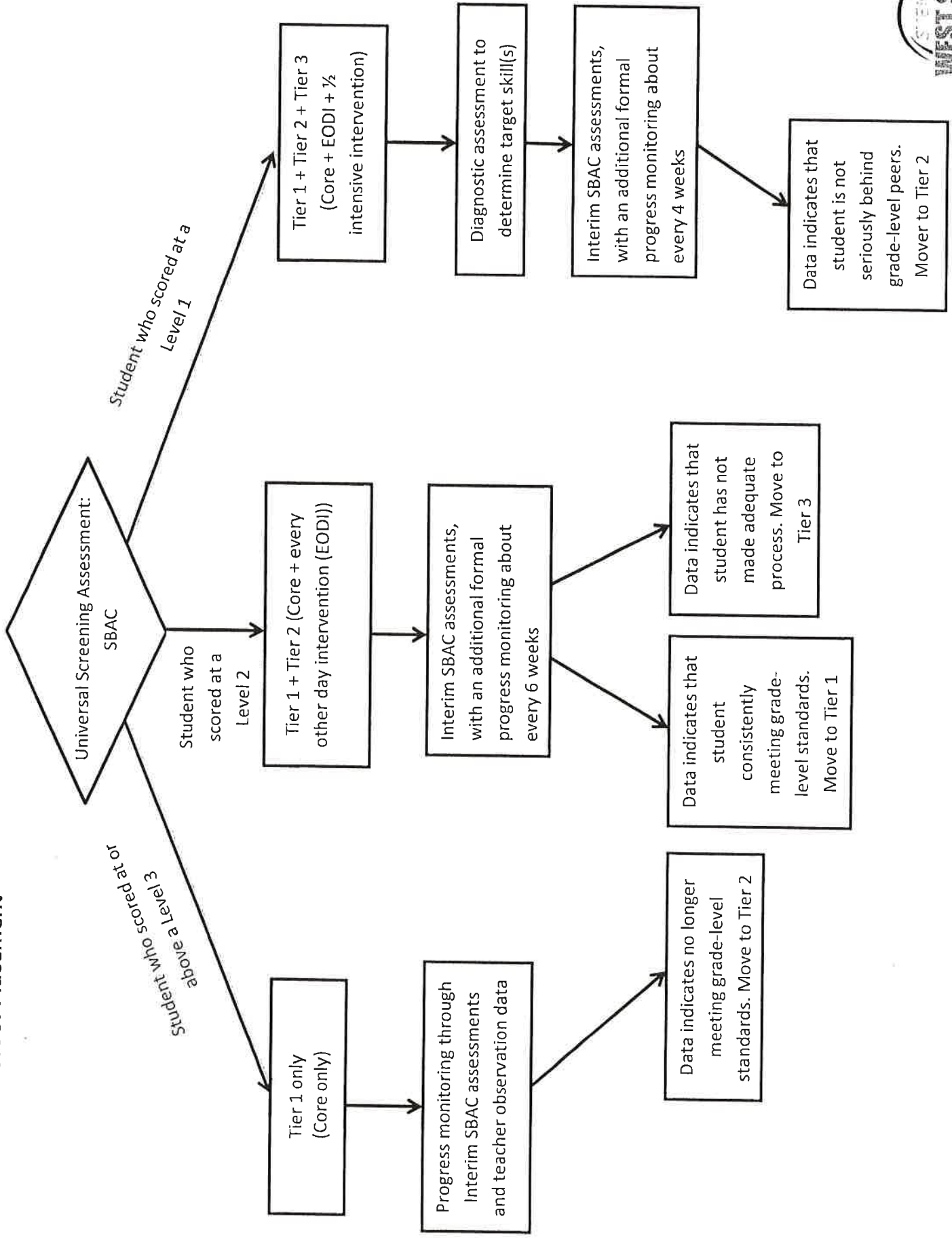


- Tier 1 – Core instruction (1000 instructional minutes per month)  $50 \text{ min.} \times 5 = 250 \times 4 = 1000 \text{ minutes}$
- Tier 2 – 50% increase of instructional time (Supplemental 500 strategic intervention minutes per month = 1500 instructional minutes per month)
- Tier 3 100% increase of instructional time (500 intensive intervention minutes add to Core instruction and strategic intervention = 2000 instructional minutes)

## WSSMMS SRBI Grid

TIER 1	TIER 2	TIER 3
<u>Level</u> Core	<u>Level</u> Strategic/Targeted	<u>Level</u> Intensive
<u>Focus</u> For all students	<u>Focus</u> For students (non-SPED) who have been identified with reading/mathematical difficulties, and who have not responded to Tier 1 efforts	<u>Focus</u> For students (non-SPED) with persistent reading/mathematical difficulties who do not make sufficient progress in Tier 2, or who require more intensive intervention than Tier 2 can provide
<u>Curriculum</u> Core curriculum based on rigorous standards and scientific instructional practices and strategies	<u>Curriculum</u> Small-group instruction designed to develop and/or strengthen grade-level skills that promote academic growth of students with reading/mathematical difficulties	<u>Curriculum</u> Individualized instruction in foundational skills; scientifically based reading/mathematical program(s) emphasizing individual needs
<u>Grouping</u> Heterogeneous instruction with whole class and flexible groups	<u>Grouping</u> Homogeneous or Heterogeneous instruction provided within class sizes of 10–12	<u>Grouping</u> Homogeneous small-group instruction (4–6 students)
<u>Time</u> All day, cross-curricular	<u>Time</u> 50 minutes every other day for 45-60 days	<u>Time</u> Two 50 minutes every other day for 60-90 days
<u>Assessment</u> Formal and summative assessments as well as SBAC Interim assessments	<u>Assessment</u> Progress monitoring with informal Curriculum Based Measurements (CBMs) on target skills to ensure adequate progress and learning every 2–4 weeks; formal progress monitoring (e.g. SBAC Interim) about every 4-6 weeks	<u>Assessment</u> Diagnostic assessment to determine the focus and pacing of instruction; progress monitoring with informal CBMs on target skills to ensure adequate progress and learning every other week; formal progress monitoring (e.g. SBAC Interim) about every 4-6 weeks
<u>Interventionist</u> Core Teacher	<u>Interventionist</u> Core Teacher, Coach and Tutor	<u>Interventionist</u> Coach and Tutor
<u>Setting</u> Core Classroom	<u>Setting</u> SRBI Classroom	<u>Setting</u> Pull-out, intervention classroom

# SRBI Flowchart of Placement





## Intervention / Remedial Supports

# Math Supports

## **Intentional Groupings & Specifically Planned Instruction**

- Enrollment in math intervention classes (Tier 2 &3) is reviewed and changed each trimester based on current data and teacher recommendation
- Tier 2 “Push in” Support is structured in collaboration with the Math Teacher and the Specialist or Tutor works with a small group of students on skill based instruction related to the day’s instruction, scaffolding the CMP3 resources to move understanding with diagrams and manipulative from skill to conceptual understanding

Tier 2 Math Support	Frequency / Type	Resources
All Grade Level Math Teachers	One Block every other day	CMP3 Manipulatives Dreambox
Math Specialist	Four Blocks a day (also teaches a section of Algebra 2)	CMP3 Manipulatives Dreambox
Half Time Math Tutor	20 hours per week; primarily in - classroom support	CMP3 Manipulatives Dreambox
Tier 3 Math Support	Every day during SRBI block from Math Specialist	CMP3 Manipulatives

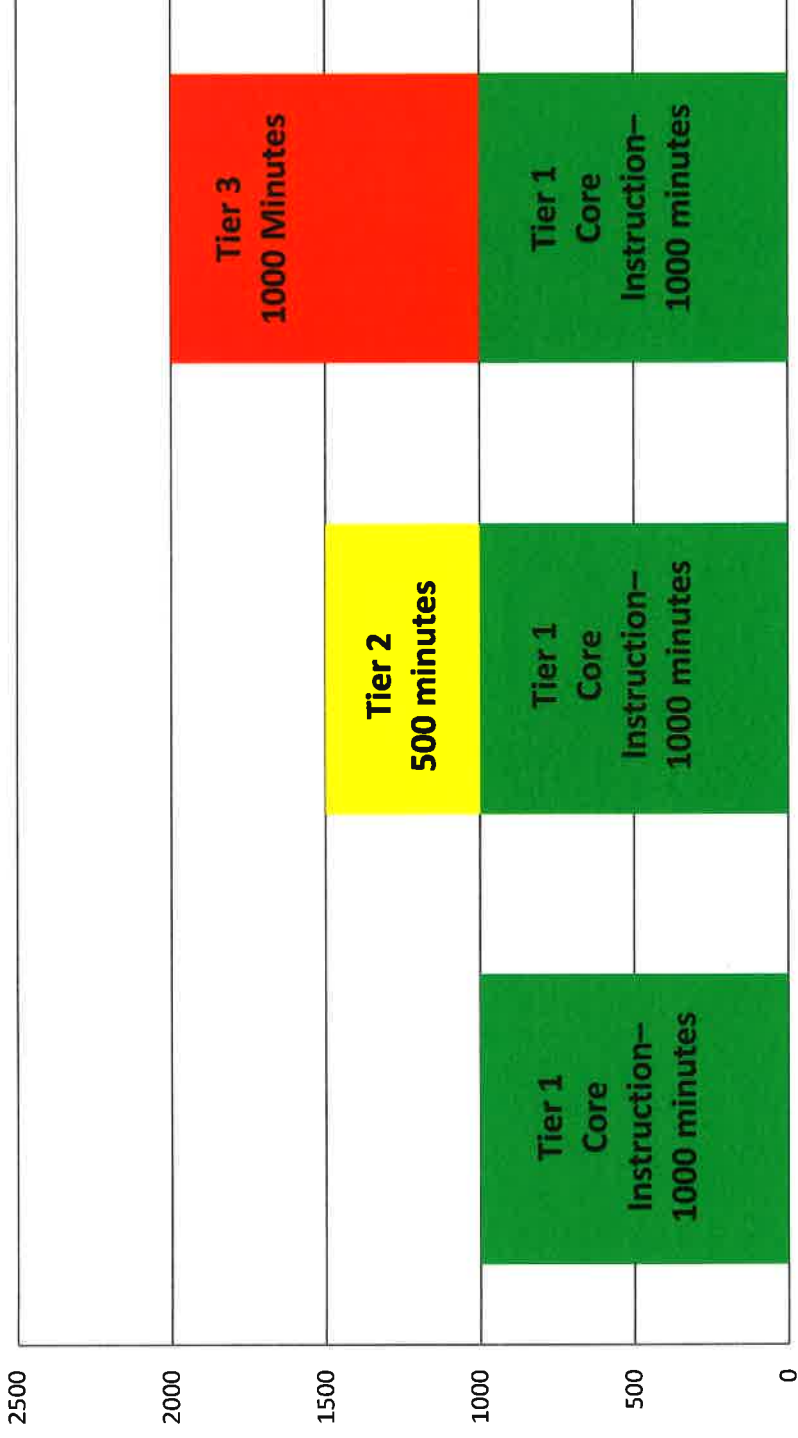
# Language Arts Supports

## Intentional Groupings & Specifically Planned Instruction

- Enrollment in Language Arts intervention classes (Tier 2 &3) is reviewed and changed each trimester based on current data and teacher recommendation
- Tier 2 “Push in” Support is structured in collaboration with the Language Arts Teacher. The LA Specialist works with a small group of students based upon the classroom instruction, scaffolding the resources

<u>Language Arts</u> Tier 2 Support	Frequency / Type	Resources
All Grade Level Language Arts Teachers	One Block every other day	Various Reading and Writing Strategies LLI Kits
Language Arts Specialist	Push In	Various Reading and Writing Strategies TCRWP Strategies LLI Kits
Tier 3 Support Language Arts Specialist	Every day during SRBI block from Language Arts Specialist	Various Reading and Writing Strategies LLI Kits Lexia Power Up

## Monthly Instructional Minutes SRBI Model



Tier 1 – Core instruction (1000 instructional minutes per month)  $50 \text{ min.} \times 5 = 250 \times 4 = 1000 \text{ minutes}$

Tier 2 – 50% increase of instructional time (Supplementary 500 strategic intervention minutes per month = 1500 instructional minutes per month)

Tier 3 100% increase of instructional time (500 intensive intervention minutes add to Core instruction and strategic intervention = 2000 instructional minutes)

# LLI Components Chart

COMPONENT	LLI ORANGE SYSTEM A-C • KINDERGARTEN	LLI ORANGE D-E • BOOSTER	LLI GREEN SYSTEM A-J • GR. 1	LLI GREEN K • BOOSTER	LLI BLUE SYSTEM C-N • GR. 2	LLI RED SYSTEM L-Q • GR. 3	LLI GOLD SYSTEM O-T • GR. 4	LLI PURPLE SYSTEM R-W • GR. 5	LLI TEAL SYSTEM U-Z • GR. 6-12
<b>BOOKS</b>									
Leveled Books	70 titles / 4 copies each	40 titles / 4 copies each	110 titles / 4 copies each	20 titles / 4 copies each	120 titles / 4 copies each	144 titles / 6 copies each	144 titles / 6 copies each	144 titles / 6 copies each	144 titles / 6 copies each
Getting Started Lap Books	10 titles / 1 copy each		10 Titles / 1 copy each			6 titles / 6 copies each	6 titles / 6 copies each	6 titles / 6 copies each	6 titles / 6 copies each
Novels									
<b>TEACHER RESOURCES</b>									
Program Guide / System Guide	1 copy		1 copy		1 copy	1 copy	1 copy	1 copy	1 copy
Lesson Guides	1 volume	1 volume	2 volumes	1 volume	2 volumes	3 volumes	3 volumes	6 volumes	6 volumes
Prompting Guide Part 1, for Oral Reading and Early Writing	1 copy		1 copy		1 copy	1 copy	1 copy	1 copy	1 copy
Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing									
When Reader's Struggle, Teaching That Works, K-3	1 copy		1 copy		1 copy	1 copy	1 copy	1 copy	1 copy
Professional Development DVD	1 disc		1 disc		1 disc	1 disc	2 discs	2 discs	digital delivery
Tutorial DVD	1 disc		1 disc		1 disc	1 disc	1 disc	1 disc	digital delivery
F&P Calculator/Stopwatch	1 calculator/stopwatch		1 calculator/stopwatch		1 calculator/stopwatch	1 calculator/stopwatch	1 calculator/stopwatch	1 calculator/stopwatch	1 calculator/stopwatch
Student Folders	One 18-pack		One 18-pack		One 18-pack	One 16-pack	One 16-pack	One 16-pack	One 16-pack
Lesson Folders	70 folders and labels	40 folders and labels	110 folders and labels	20 folders and labels	120 folders and labels	192 folders and labels	192 folders and labels	204 folders and labels	204 folders and labels
Online Data Management System	1 year subscription		1 year subscription		1 year subscription	1 year subscription	1 year subscription	1 year subscription	1 year subscription
Online Lesson Resources	Unlimited access	Unlimited access	Unlimited access	Unlimited access	Unlimited access	Unlimited access	Unlimited access	Unlimited access	Unlimited access
<b>OPTIONAL PURCHASE OUTSIDE SYSTEM</b>									
Black and White Take-Home Books	6 copies each title	6 copies each title	6 copies each title	6 copies each title	6 copies each title				
My Writing Books	36 writing books		108 writing books		126 writing books				
Student Take-Home Bags	18 bags		18 bags		18 bags				
Student Portfolios						16 portfolios	16 portfolios	16 portfolios	16 portfolios
Student Test Preparation Booklets						One 16-pack of each level	One 16-pack of each level	One 16-pack of each level	One 16-pack of each level
Literacy Notebooks						96 notebooks 56pp each	96 notebooks 72pp each	96 notebooks 80pp each	96 notebooks 80pp each
Student Whiteboards						One 6-pack	One 6-pack	One 6-pack	One 6-pack
Word Magnets						43 sheets / 903 magnets 1 marker, 1 eraser	43 sheets / 903 magnets 1 marker, 1 eraser	43 sheets / 903 magnets 1 marker, 1 eraser	43 sheets / 903 magnets 1 marker, 1 eraser
<b>OPTIONAL PURCHASE OUTSIDE SYSTEM</b>									
LLI Reading Record App for iPads	Purchase through Apple iTunes	Purchase through Apple iTunes	Purchase through Apple iTunes	Content included in Green RR App	Purchase through Apple iTunes	Purchase through Apple iTunes	Purchase through Apple iTunes	Purchase through Apple iTunes	Purchase through Apple iTunes
F&P SELECT Collections Selected PM Readers, available in single-copy or six-copy collections	4 Collections 25 titles each Collection	4 Collections 55 titles each Collection	4 Collections 55 titles each Collection	4 Collections, 60 titles each Collection	2 Collections 30 titles each Collection				
F&P LLI Choice Library				150 trade titles + Guide	150 trade titles + Guide	150 trade titles + Guide	150 trade titles + Guide	250 trade titles + Guide	250 trade titles + Guide

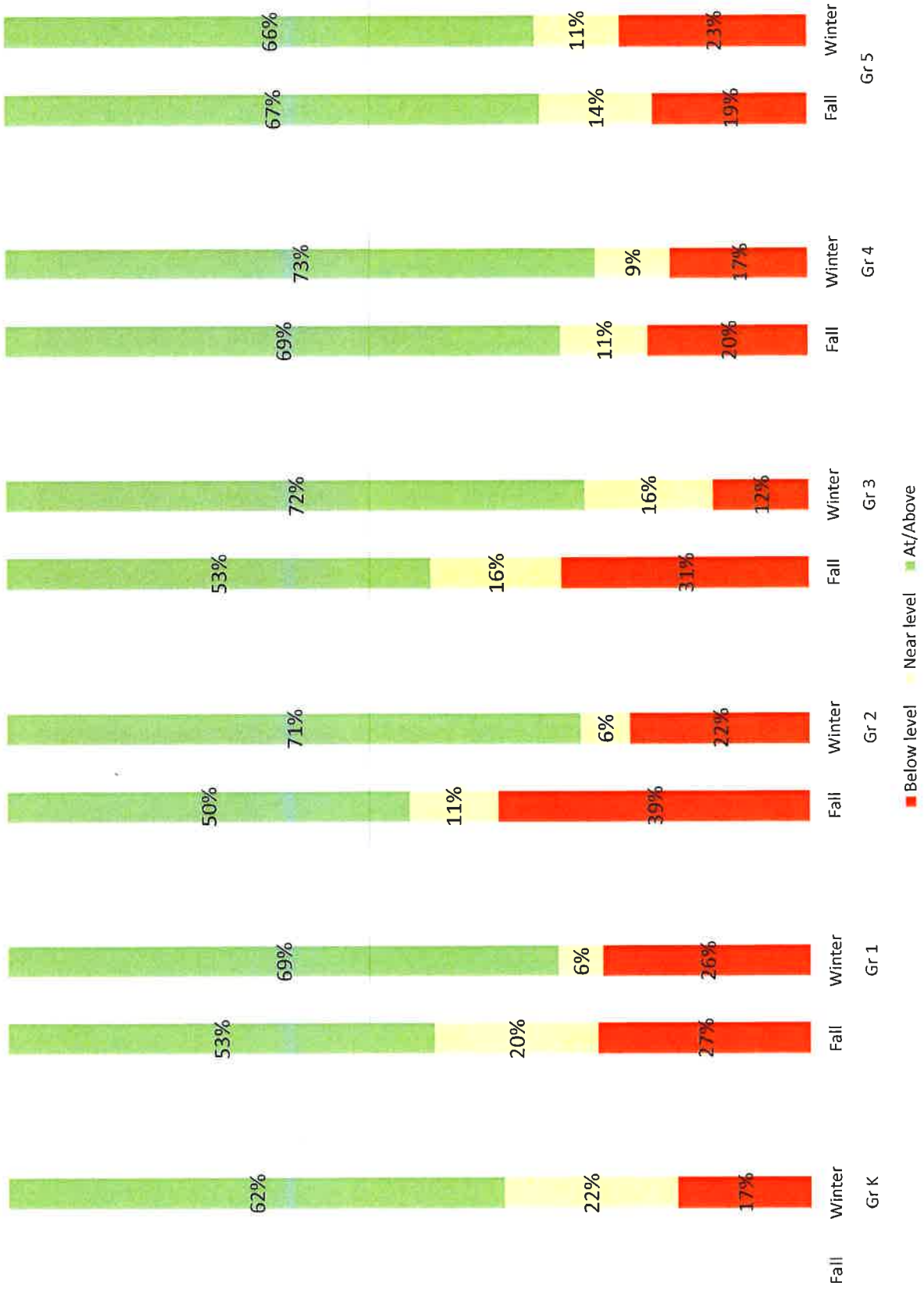
# Elementary Reading Progress as Measured by Fountas & Pinnell Literacy Levels

## Board of Education

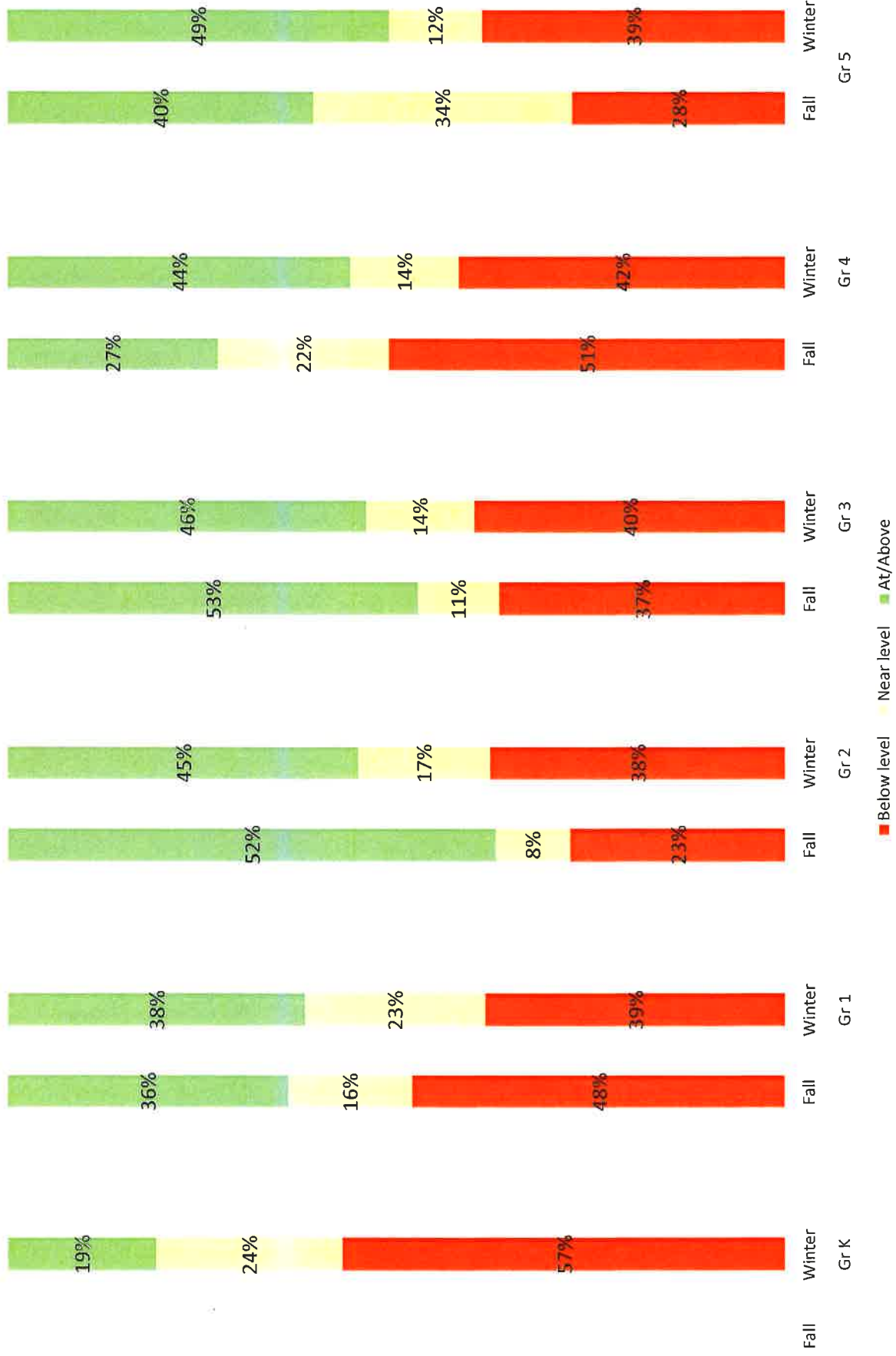
April 8<sup>th</sup>, 2019

■ below level grades   ■ near level/proficient   ■ At/Above

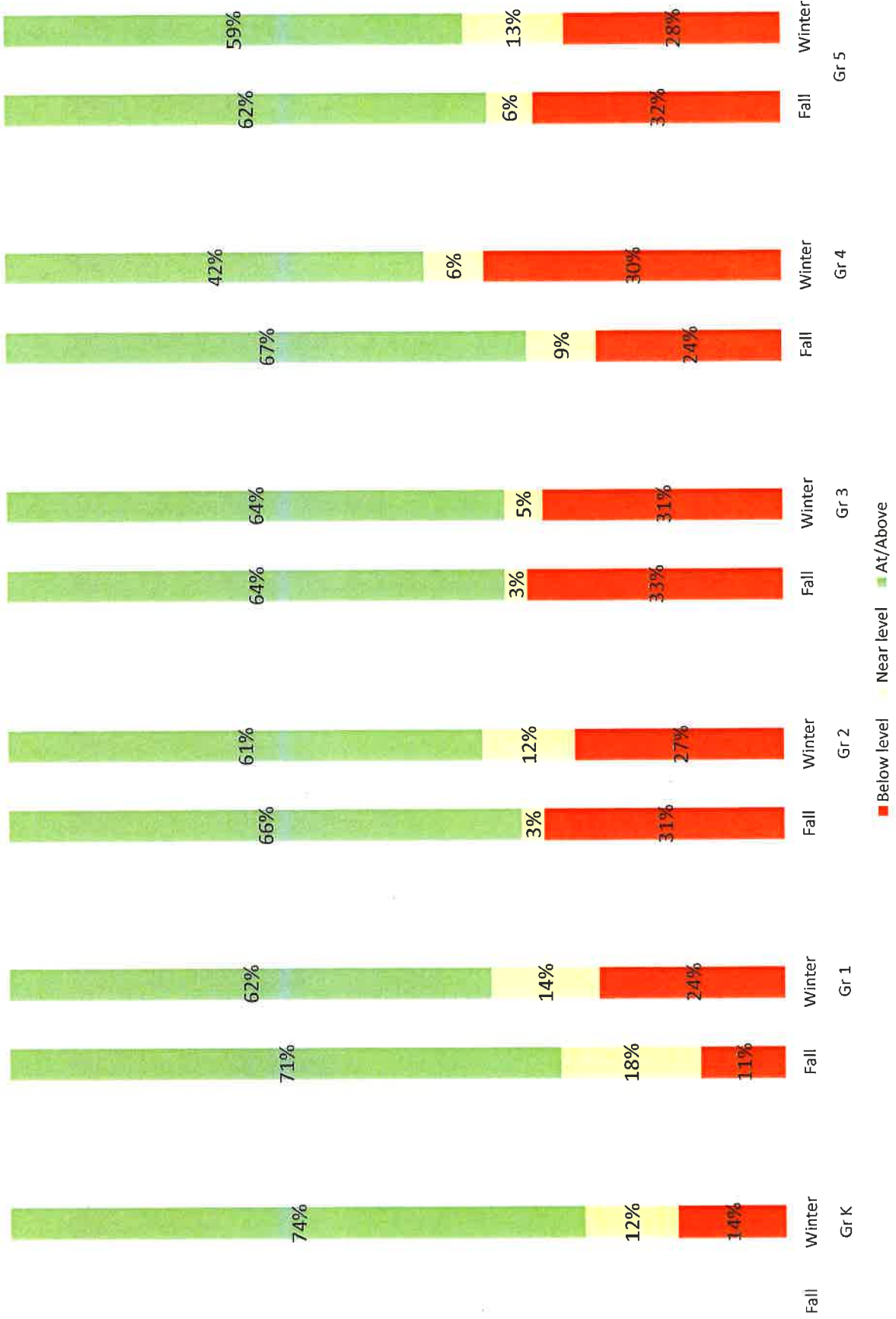
# Charles Barnum



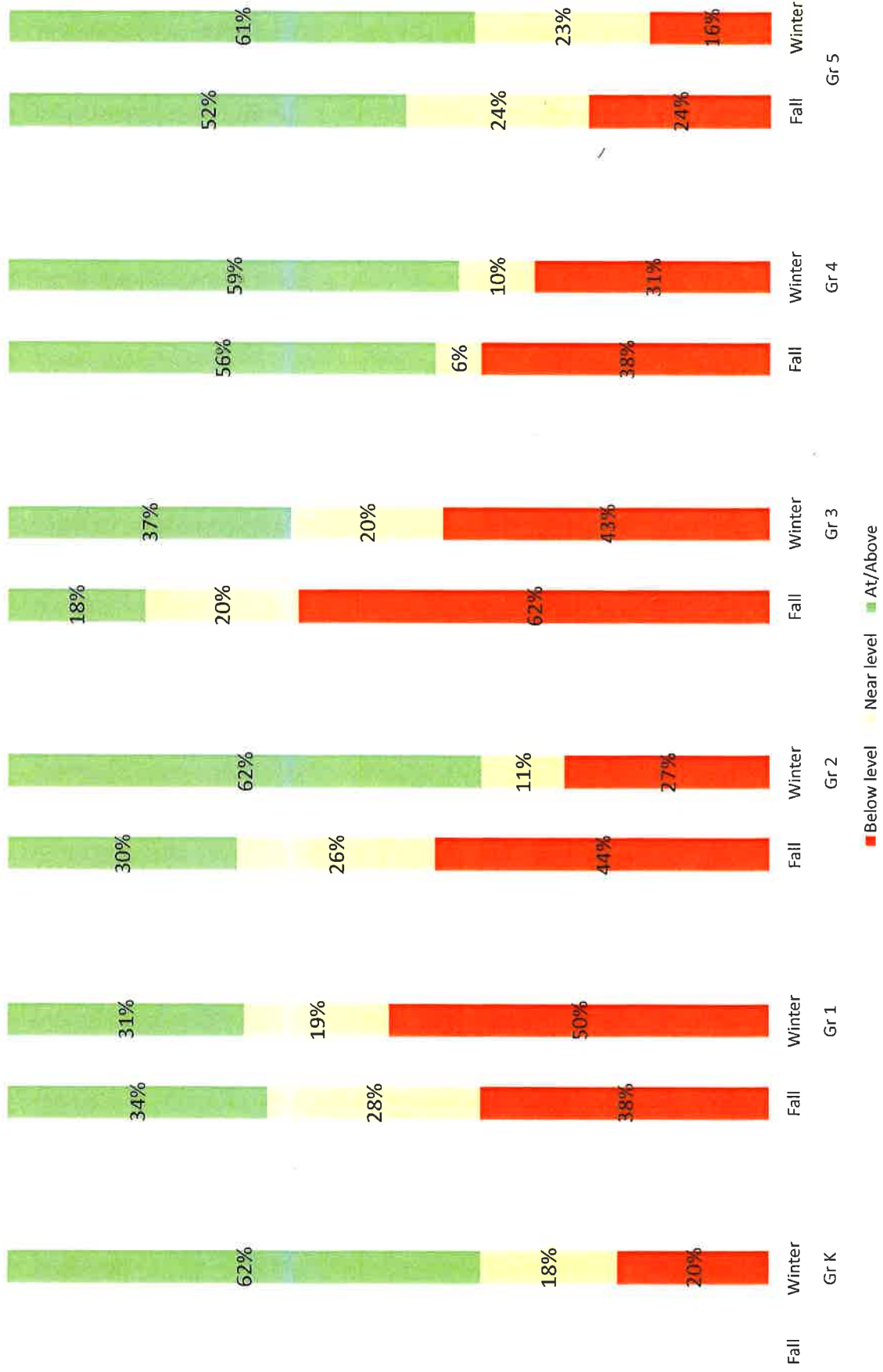
# Claude Chester



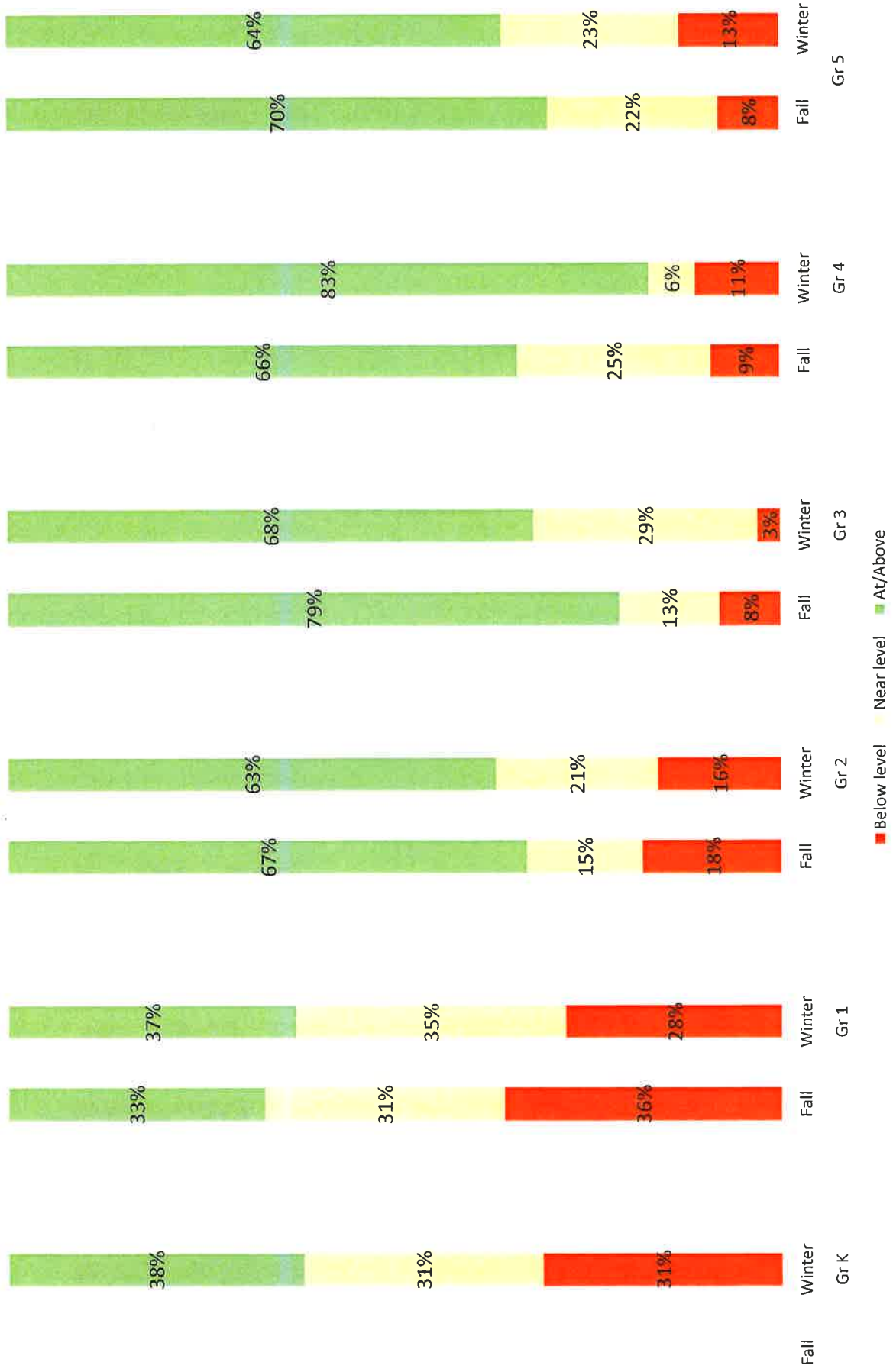
Catharine Kolnaski



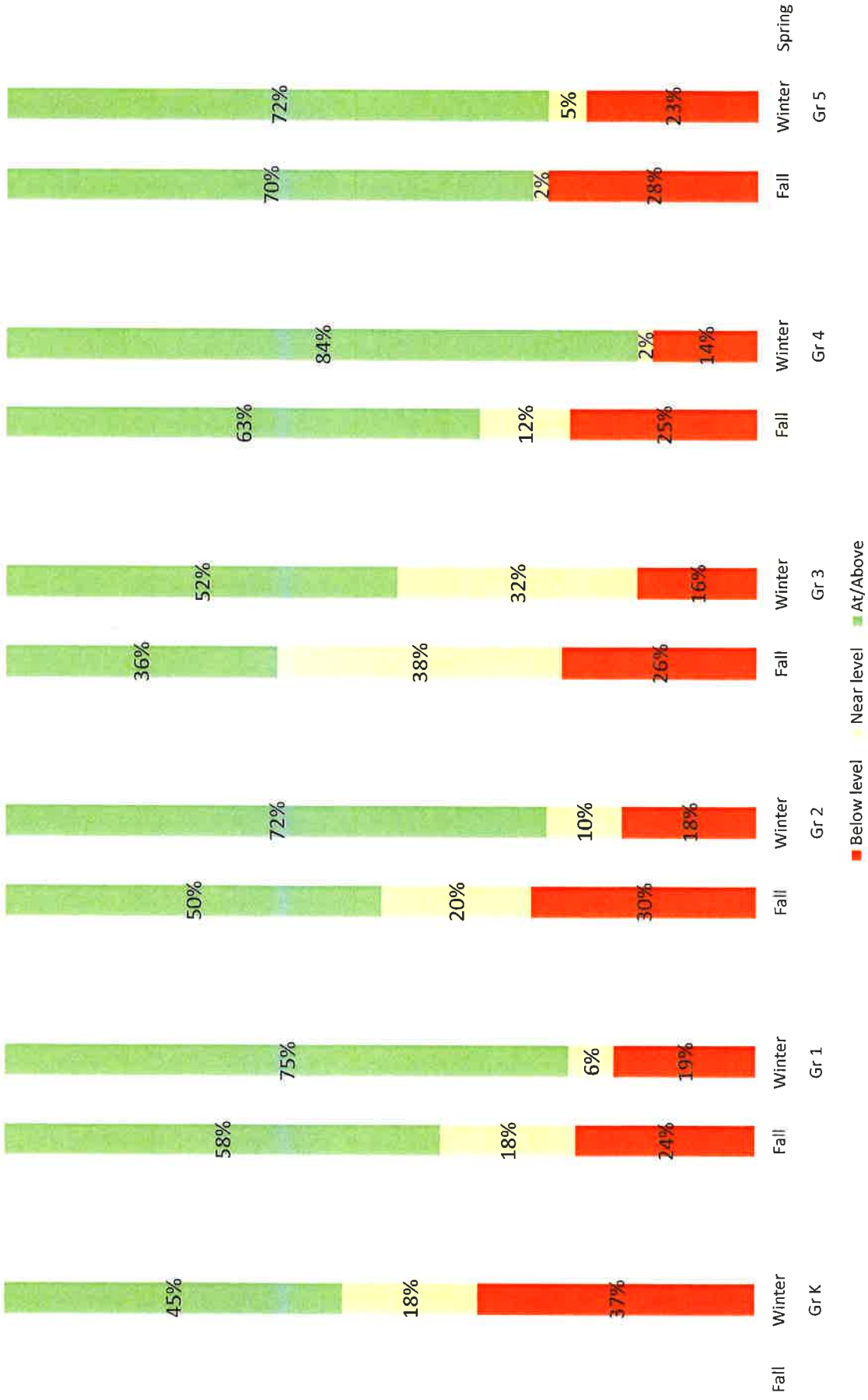
# Mary Morrisson



# Northeast Academy



S. B. Butler



## Attachment #5

Elementary Enrichment Programs FY 19			
School	Session	Enrichment Activity	Funding Source
Catherine Kolnaski Magnet School	Fall	Fall Fitness	Operations
Catherine Kolnaski Magnet School	Fall	Kindness and Community Service	Operations
Catherine Kolnaski Magnet School	Fall	Lego Robotics Team	Title 1
Catherine Kolnaski Magnet School	Fall	STEM and Stories	DoDEA Literacy Grant
Catherine Kolnaski Magnet School	Spring	Chess Club	Operations
Catherine Kolnaski Magnet School	Spring	Chess Club	Operations
Catherine Kolnaski Magnet School	Spring	Ecology Warriors - Upper Grades	Operations
Catherine Kolnaski Magnet School	Spring	Ecology Warriors - Lower Grades	Operations
Catherine Kolnaski Magnet School	Spring	CK Explorers - Group 1	Title I
Catherine Kolnaski Magnet School	Spring	CK Explorers - Group 2	Title I
Catherine Kolnaski Magnet School	Spring	Handchimes	Title I
Catherine Kolnaski Magnet School	Spring	STEM	Title I
Catherine Kolnaski Magnet School	Winter	3D Printing	Operations
Catherine Kolnaski Magnet School	Winter	Green Screen	Operations
Catherine Kolnaski Magnet School	Winter	Math Games	Operations
Catherine Kolnaski Magnet School	Winter	STEM/Coding	Title 1
Charles Barnum Elementary School	Fall	Barnum Bird Watchers	Operations
Charles Barnum Elementary School	Fall	Hiking Club	Operations
Charles Barnum Elementary School	Fall	Hiking Club	Operations
Charles Barnum Elementary School	Fall	Sprout Scouts	Operations
Charles Barnum Elementary School	Spring	Art Club	Operations
Charles Barnum Elementary School	Spring	Crazy 8's	DoDEA Math Grant
Charles Barnum Elementary School	Spring	Game Club	Volunteer
Charles Barnum Elementary School	Spring	Hiking Club	Operations
Charles Barnum Elementary School	Spring	Hiking Club	Operations
Charles Barnum Elementary School	Spring	Jazz Band	Operations
Charles Barnum Elementary School	Spring	Life is Good Teambuilding	Operations
Charles Barnum Elementary School	Spring	Life is Good Teambuilding	Operations
Charles Barnum Elementary School	Spring	Origami Club	DoDEA Math Grant
Charles Barnum Elementary School	Winter	Cubing Club	Operations
Charles Barnum Elementary School	Winter	Fiddle Club	Operations
Charles Barnum Elementary School	Winter	Hiking Club	Operations
Charles Barnum Elementary School	Winter	Hiking Club	Operations
Charles Barnum Elementary School	Winter	Indoor Soccer	Volunteer
Charles Barnum Elementary School	Winter	Jazz Band	Operations
Charles Barnum Elementary School	Winter	Sports Club	Operations
Claude Chester Elementary School	Fall	Book Club	DoDEA Literacy Grant

Elementary Enrichment Programs FY 19			
School	Session	Enrichment Activity	Funding Source
Claude Chester Elementary School	Fall	Book Club	DoDEA Literacy Grant
Claude Chester Elementary School	Fall	EASY Math Club	Operations
Claude Chester Elementary School	Fall	EASY Math Club	Operations
Claude Chester Elementary School	Fall	Sewing Club	Operations
Claude Chester Elementary School	Fall	Sewing Club	Operations
Claude Chester Elementary School	Spring	Coding Club	Operations
Claude Chester Elementary School	Spring	Math Club	Title I
Claude Chester Elementary School	Spring	Math Club	Title I
Claude Chester Elementary School	Spring	Yoga Club	Operations
Claude Chester Elementary School	Spring	Yoga Club	Operations
Claude Chester Elementary School	Winter	Coding Club	Title 1
Claude Chester Elementary School	Winter	Coding Club	Title 1
Claude Chester Elementary School	Winter	Easy Math Club	Title 1
Claude Chester Elementary School	Winter	Easy Math Club	Title 1
Claude Chester Elementary School	Winter	Running Club	Title 1
Claude Chester Elementary School	Winter	Running Club	Title 1
Mary Morrisson Elementary School	Spring	Drama Club	Operations
Mary Morrisson Elementary School	Spring	Drama Club	Operations
Mary Morrisson Elementary School	Spring	Running Club	Operations
Mary Morrisson Elementary School	Spring	Running Club	Operations
Mary Morrisson Elementary School	Spring	Running Club	Operations
Mary Morrisson Elementary School	Summer	Library Club	Operations
Mary Morrisson Elementary School	Winter	Drama Club	Operations
Mary Morrisson Elementary School	Winter	Drama Club	Operations
Mary Morrisson Elementary School	Winter	Math Lab Club	Operations
Mary Morrisson Elementary School	Winter	Math Lab Club	Operations
Northeast Academy	Fall	Drama	Operations
Northeast Academy	Fall	Drama	Operations
Northeast Academy	Fall	Drawing Club	Operations
Northeast Academy	Fall	Garden Sprouts	Operations
Northeast Academy	Fall	Morning Fit Club	Operations
Northeast Academy	Fall	Paper Bag Puppet Club	DoDEA Literacy Grant
Northeast Academy	Fall	Paper Bag Puppet Club	DoDEA Literacy Grant
Northeast Academy	Spring	Garden Sprouts	Operations
Northeast Academy	Spring	Honors Orchestra	Operations
Northeast Academy	Spring	Jazz Band	Operations
Northeast Academy	Spring	Paper Bag Puppet Club	DoDEA Literacy Grant

**Elementary Enrichment Programs FY 19**

School	Session	Enrichment Activity	Funding Source
Northeast Academy	Spring	Paper Bag Puppet Club	DoDEA Literacy Grant
Northeast Academy	Winter	Drama	Operations
Northeast Academy	Winter	Drama	Operations
Northeast Academy	Winter	Drama	Operations
Northeast Academy	Winter	Jazz Band	Operations
Northeast Academy	Winter	Puppet Club	DoDEA Literacy Grant
Northeast Academy	Winter	Puppet Club	DoDEA Literacy Grant
Northeast Academy	Winter	Yoga	Operations
SB Butler Elementary School	Spring	Fiddle Club	Operations
SB Butler Elementary School	Spring	SHIELD Leadership Club	Operations
SB Butler Elementary School	Spring	SHIELD Leadership Club	Operations
SB Butler Elementary School	Winter	CRAZY 8 Math Club	Operations
SB Butler Elementary School	Winter	CRAZY 8 Math Club	Operations
SB Butler Elementary School	Winter	Drama	Operations
SB Butler Elementary School	Winter	SHIELD Leadership Club	Operations
SB Butler Elementary School	Winter	SHIELD Leadership Club	Operations
SB Butler Elementary School	Winter	Writing Club	DoDEA Literacy Grant

Middle School Enrichment Programs FY 19			
School	Session	Enrichment Activity	Funding Source
Cutler Middle School		Drama Club	Operations
Cutler Middle School		Newspaper	Operations
Cutler Middle School		Student Council	Operations
Cutler Middle School		Yearbook	Operations
Cutler Middle School		Intramural sports	Operations
Cutler Middle School		Stamp Club	Volunteer
Cutler Middle School		Cutler PRIDE (LBGTQ)	Volunteer
Cutler Middle School		SAVE Club (humanitarian outreach / Sandy Hook Promise)	Volunteer
Cutler Middle School		Jazz Band (by audition)	Volunteer
Cutler Middle School		Jazz Lab Band	Volunteer
Cutler Middle School		Cutler Singers (by audition)	Volunteer
Cutler Middle School		Club Internacional	Volunteer
Cutler Middle School		STEPS (grade 6 girls)	Volunteer
Cutler Middle School		Chess Club	Volunteer
Cutler Middle School	Fall	Golf Club	Volunteer
Cutler Middle School		Dance	Grant
Cutler Middle School	Spring	Math Blast	DoDEA Math Grant
Cutler Middle School	Winter	Math Club	DoDEA Math Grant
Westside Middle School	Fall	Homework Club	Volunteer
Westside Middle School	Fall	Mathletes Club	DoDEA Math Grant
Westside Middle School	Fall	Scrabble-Reading/Writing Club	DoDEA
Westside Middle School	Spring	Homework Club	Volunteer
Westside Middle School	Spring	Mathletes Club	DoDEA Math Grant
Westside Middle School	Winter	Historical Reading	DoDEA Literacy Grant
Westside Middle School	Winter	Homework Club	Volunteer
Westside Middle School	Winter	Mathletes Club	DoDEA Math Grant
Westside Middle School		American Sign Language	Volunteer
Westside Middle School		Deployment Club	Volunteer
Westside Middle School		Fitness Club	Volunteer
Westside Middle School		French Club	Volunteer
Westside Middle School		Math Enrichment	Title I
Westside Middle School		Newspaper Club	Volunteer
Westside Middle School		Pokémon Club	Volunteer
Westside Middle School		Reading/Writing Enrichment	Title I
Westside Middle School		Robotics Club	Title I
Westside Middle School		STEM Club	Volunteer
Westside Middle School		STEPS-girls only	Volunteer
Westside Middle School		Student Council	District Funds
Westside Middle School		Video Game Design Club	Title I
Westside Middle School		West Side Singers Club	Volunteer
Westside Middle School		Year Book Club	District Funds

GROTON BOARD OF EDUCATION  
SPECIAL COMMITTEE OF THE WHOLE MEETING MINUTES  
APRIL 29, 2019 @ 6:00 P.M.  
CENTRAL OFFICE, ROOM 19

**Members Present:** Chairman Kim Shepardson Watson, Vice Chairman Andrea Ackerman, Katrina Fitzgerald, Jane Giuliani, Gretchen Newsome, Jay Weitlauf, Lee White

**Members Absent:** Rita Volkmann, Rosemary Robertson

**Also Present:** Michael Graner, Susan Austin, Sam Kilpatrick, Daniel Gaiewski

Chairman Shepardson Watson called the meeting to order at 6:03 p.m.

Dr. Graner gave an overview of the enrollment numbers for the 2 new sites and the schools proposed to be closed. He further explained the different scenarios to generate the needed enrollment for the 2 new sites. [ATTACHMENT #1] He also reviewed the time table of events regarding the project.

Mrs. Fitzgerald stated that she would like the least amount of redistricting done and the inclusion of PreK in the enrollment numbers.

Dr. Graner shared a map of the neighborhood catchment areas for the different schools and noted possible areas to feed into the new sites. [ATTACHMENT #2] Dr. Graner asked the Board how many elementary schools they would want to have.

The Board noted information they would need to close an additional school:

- Upgrades needed at each school
- Facilities analysis of each school
- PreK program cost
- Personnel cost
- Having PreK in both buildings

Board members were encouraged to e-mail the Superintendent any additional information that they would like to receive in order to make the decision to close an additional school.

Following the discussion the Board agreed a vote could be taken at the June Regular Board meeting to determine if another elementary school would be closed in addition to SBB and CC.

**MOTION:** Fitzgerald, Ackerman: To adjourn at 7:35 p.m.  
**MOTION PASSED UNANIMOUSLY**

Attachment #1

April 29, 2019  
Special C.O.W. Meeting

Elementary School Enrollment Requirements:

Cutler Site	604
West Side Site	<u>604</u>
	1,208

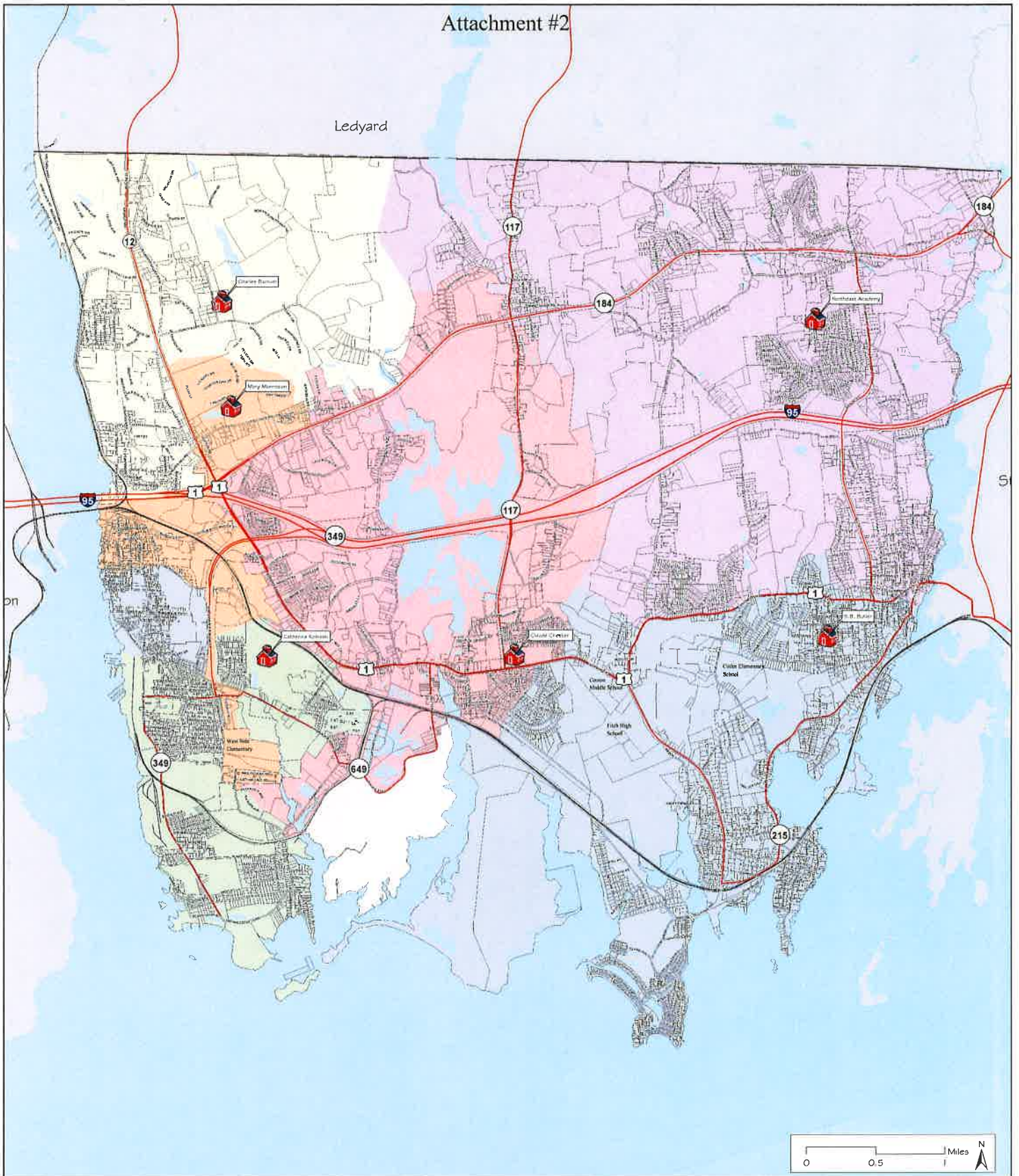
S. B. Butler	320
Claude Chester	<u>347</u>
	667

When SBB & CC close, 667 students will go to the new schools.

	1,208
	<u>667</u>
Additional Student Needs for New Schools	541

Time Table	
Spring 2019	Design work by architects
Summer 2019	Begin site work at CMS & WSMS
Fall 2019	Identify neighborhood catchment areas for new schools
June 2020	Begin school construction
September 2021	Open new schools

Ledyard



**Groton Public Schools**  
*PV Consolidation*

Elementary School  
 Boundaries

Elementary School Boundaries

- |     |                    |     |                    |
|-----|--------------------|-----|--------------------|
| 424 | Catherine Kolnaski | 395 | Mary Morrisson     |
| 359 | Charles Barnum     | 405 | North East Academy |
| 347 | Claude Chester     | 320 | S.B. Butler        |

Sources:  
 \* Parcels, School District Boundaries, Street Centerlines:  
 Town of Groton Geographic Information Systems Dept.  
 \* Basemap Data: Connecticut Department of Environmental  
 Protection Maps & Geographic Information Center (2014)  
 This map was developed for use as a planning  
 document. Distances may not be exact.

# Transition Kindergarten

## BOE Presentation May 2019



Preparing our youngest students who are eligible for kindergarten, but aren't ready yet, for a developmentally appropriate beginning to schooling.

How do we best transition them into Kindergarten?

# Research on Early Childhood Development



## Almost every state requires children to be five years old when they enter Kindergarten

- Connecticut is the only state that has a January 1 cut-off date; all others have summer or early fall cut-off dates for entry. In other states, students must be 5 years old to start kindergarten.
- Much of our research on Transition K comes from states who had very young kindergarteners and needed to create a transition K program to meet the needs of their young learners.

# Research:



- Research and Programming: The committee has researched and read many articles regarding Transition K and was impressed with the CA and Ohio models (see links below)
- <https://edsources.org/2017/understanding-transitional-kindergarten-a-quick-guide/585073>
- <https://www.newamerica.org/education-policy/edcentral/taking-look-transitional-kindergarten-california/>
- <https://www.air.org/system/files/downloads/report/Transitional-Kindergarten-Final-Report-June-2017.pdf>

## Early Learning Developmental Standards transition to Common Core State Standards

- The Early Learning Developmental Standards (ELDS) and the assessments (DOTs) are developmentally appropriate for our youngest learners and include a social emotional learning component.
- The ELDS prepares students for the Connecticut Core Standards or Common Core State Standards.
- We need to provide the developmentally appropriate standards for our youngest learners to support their success in school.

Evidence that we need a Transition K  
to prevent an achievement gap



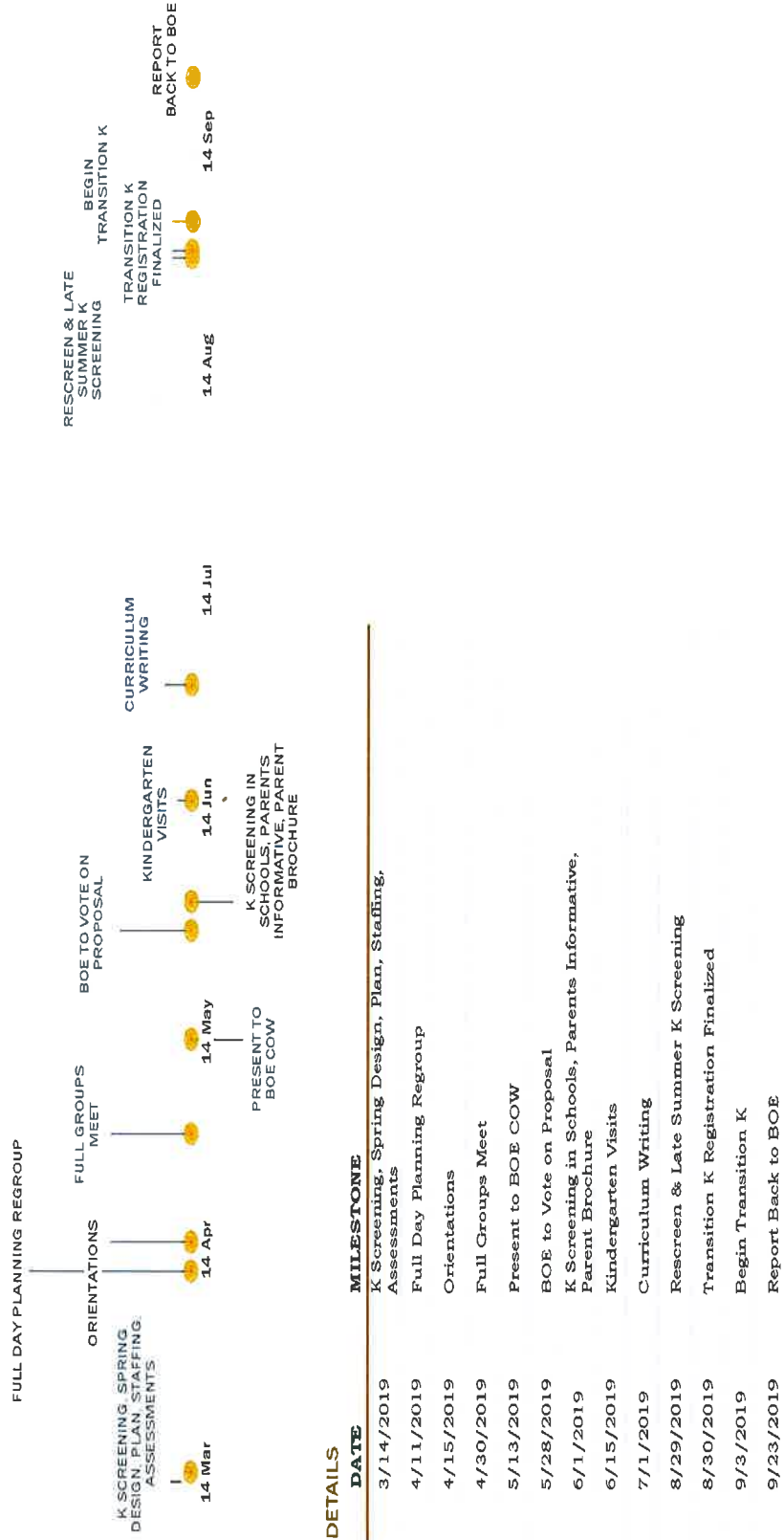
## Results of data over the past several years

- Data shows many students who are 4 years old when they enter kindergarten with fall/winter birthdays, and limited preschool experience, struggle in kindergarten.
- Some parents of young kindergarten-eligible students decide to place children in a private preschool for another year if they feel they aren't ready for kindergarten; not all parents can afford this.
- GPS data also shows that students who fall into this category struggle and often are recommended to repeat kindergarten. Currently we have 25 students repeating K; 18 of the 25 had late birthdays and limited or no preschool.

# First steps: Registration, Kindergarten Orientation, and the magnet lottery

- Register children in Groton Public Schools
- Attend Kindergarten Orientation at home school
- Sign up for Spring K screening in late May, early June
- Communicate to parents and the community

# Transition K Timeline



## DETAILS

DATE	MILESTONE
3/14/2019	K Screening, Spring Design, Plan, Staffing, Assessments
4/11/2019	Full Day Planning Regroup
4/15/2019	Orientations
4/30/2019	Full Groups Meet
5/13/2019	Present to BOE COW
5/28/2019	BOE to Vote on Proposal
6/1/2019	K Screening in Schools, Parents Informative, Parent Brochure
6/15/2019	Kindergarten Visits
7/1/2019	Curriculum Writing
8/29/2019	Rescreen & Late Summer K Screening
8/30/2019	Transition K Registration Finalized
9/3/2019	Begin Transition K
9/23/2019	Report Back to BOE

# Kindergarten Screening

- Spring Screening and identification based on criteria
- Fall Screening for new students and students potentially eligible for transition K



# Transition Kindergarten Eligibility

- **Criteria:** Children who are Kindergarten-eligible in CT, with birthdays after September 1<sup>st</sup>, 2019, with little/no preschool experience, and who qualify based on the K screening assessment data and the Brigance.
- **Collaboration:** GPS K teachers, in collaboration with our preschools, PK, Children First Groton, and parents/guardians will collect information on our entering kindergarteners to support their transition,
- **Enrollment FY 20:** Based on results from the Spring Kindergarten screening, Parent Questionnaires, and enrollment data, GPS will work with families to enroll our first group of students in the program, reserving highly mobile seats for students who enroll this summer and participate in August screening.

## What does Groton Public Schools have in place for K readiness?

- Thirteen Preschool Programs with special needs students and typical-peers ages 3-4 @ SBB, MM, & CC (7 teachers; half day programs, 1 extended day)
- Four PreK programs for 4 year olds in preparation for Kindergarten @ SBB & CK (2 teachers; half day programs without transportation)
- Collaboration with Children First Groton and community preschool partnership.
- Proposal for one district full day Transition K program next year for students who are K eligible and meet the criteria with parent consent.

# Next Steps

- Review data of students currently in K, who are recommended to repeat K; Use Lights Retention scale as additional assessment.
- Screen incoming K students this spring, and newcomers in August.
- Upon Approval of BOE, review data of students potentially eligible for Transition K to make final selection.
- Based on enrollment data, determine where the program will be housed and who will teach it? (from amongst the kindergarten teachers interested)
- Communication Plan to inform parents and students.



# Understanding transitional kindergarten: a quick guide

TRANSITIONAL KINDERGARTEN

AUGUST 17, 2017

ASHLEY HOPKINSON

11 COMMENTS

ASHLEY HOPKINSON/EDSOURCE TODAY

Transitional kindergarten is an option for younger children, who are not old enough for kindergarten, to gain social and academic experience. The program, like kindergarten, isn't mandatory but children must have their 5th birthday by a certain month to even qualify.

EdSource has compiled the following FAQ to highlight the top things parents should know about transitional kindergarten programs. Why is transitional kindergarten only for children with fall birthdays? What are the benefits for younger children who enroll in transitional kindergarten? What's the difference between transitional kindergarten and preschool? Read more below to find out about California's public school option for some of its youngest children.

## What is transitional kindergarten?

**Transitional kindergarten**, sometimes referred to as TK, is a publicly funded program for 4-year-olds who turn 5 between Sept. 2 and Dec. 2. Transitional kindergarten is designed to be a bridge between preschool and kindergarten. Children who are enrolled in transitional kindergarten can enroll in traditional kindergarten classes the following year. Although there is no mandated curriculum, transitional kindergarten is modeled on a modified kindergarten curriculum that is age and developmentally appropriate. Districts and schools have flexibility with how to implement curriculum, but the California Department of Education states that transitional kindergarten is meant to closely follow guidelines in the [California Preschool Learning](#)

**Foundations** developed by the department. Districts are expected to use those guidelines as a foundation for instruction.

### **Why was transitional kindergarten introduced in California?**

Transitional kindergarten was introduced after a 2010 California law called the “**Kindergarten Readiness Act**” changed the cutoff birth date for kindergarten entry from Dec. 2 to Sept. 1. This meant that 4-year-olds who turn 5 by Dec. 2 were no longer eligible for kindergarten. Children have to be 5 by Sept. 1 to enroll. In response, transitional kindergarten was established as a state funded program in 2012 to accommodate those 4-year-olds who were previously eligible for kindergarten.

### **Are elementary schools required to offer transitional kindergarten?**

Yes. The California Department of Education **states** that each elementary or unified school district must offer transitional kindergarten classes for children who meet the age requirement. The requirement includes charter schools, which must provide transitional kindergarten if kindergarten is offered at the same school.

### **Are children required to attend transitional kindergarten?**

No. Transitional kindergarten is not mandatory in California. Parents decide whether to enroll their children in preschool or transitional kindergarten. California does not require children to be enrolled in public school until their 6th birthday, and at that point, individual school districts decide whether students enrolling for the first time should be in kindergarten or 1<sup>st</sup> grade.

### **How is transitional kindergarten different from preschool?**

Transitional kindergarten is part of the California K-12 public school system. The California Department of Education states that all transitional kindergarten teachers must meet the **credential requirements** to teach kindergarten in the K-12 system. Preschools do not have that requirement and teachers can be certified through other child development programs. Transitional kindergarten classes are designed to prepare children for kindergarten and often use a combination of standards, including the Common Core Standards for kindergarten and the California Department of Education’s Preschool Learning Foundations. The programs are designed to teach social and emotional skills, such as self-confidence and cooperation, and early academic skills, such as numbers and letters.

### **Why are some schools combining transitional kindergartners and kindergartners in the same classroom?**

Schools have the flexibility to determine how they offer transitional kindergarten classes and meet the curriculum needs of those students. Some districts offer standalone transitional kindergarten classes and other districts combine transitional kindergartners and kindergartners in the same classroom. Districts might combine classes because they don't have enough 4-year-olds who are eligible to create a separate class. Other reasons may be the cost of hiring a teacher for a separate class or a shortage of classroom space. A [study](#) by the American Institutes for Research found that small and mid-sized districts were more likely than larger school districts to combine transitional kindergarten with kindergarten. The California Department of Education states that while districts have the option to combine classes, the goal of transitional kindergarten is to provide “separate and unique experiences for transitional kindergarten or kindergarten students.”

### **Can children who are old enough for kindergarten enroll in transitional kindergarten?**

Yes. However, this is a local decision and varies based on school district guidelines. [The California Department of Education states](#) that districts should “establish criteria” to determine whether children who are old enough for kindergarten — meaning they are 5 by Sept. 1 — can enroll in transitional kindergarten. [The San Diego Unified School District](#) is an example of a district that allows children who are old enough for kindergarten to enroll in transitional kindergarten. San Diego Unified does not make this decision based on any specific criteria. If a child is old enough to enter kindergarten but a parent prefers that he or she attend transitional kindergarten instead, the principal at the school site will honor their request, a spokesperson said. In Los Angeles Unified School District, the largest school district in the state, a child may attend transitional kindergarten, even if he or she is old enough to enter kindergarten, if a parent requests it.

Districts that allow children who meet the age requirement for kindergarten to enroll in transitional kindergarten must require parents to sign a [Kindergarten Continuance form](#), according to the California Department of Education. This document states that the parent/guardian understands that transitional kindergarten is the first year of a two-year program and that any child enrolled must attend kindergarten the following year. This means that if a child attends transitional kindergarten, he or she cannot advance to 1st grade the next year, simply because of age, but must complete a kindergarten year before advancing to 1st grade.

## **Is transitional kindergarten free? How is transitional kindergarten paid for?**

Transitional kindergarten is a part of California's K-12 public school system and children can be enrolled at no cost. Districts receive funding for TK and K-12 students based on average daily attendance, which is the average number of students in attendance over the course of the school year.

## **What if a child turns 5 after Dec. 2? Can he or she enroll in transitional kindergarten?**

That depends on the school district. A new law in California allows school districts to enroll children in transitional kindergarten if they turn 5 after the Dec. 2 cutoff birth date but before the end of the school year. This "expanded transitional kindergarten" program means a child who turns 5 on Dec. 3 or later, who previously would not have qualified for transitional kindergarten, is now eligible to enroll. Unlike transitional kindergarten, districts are not required to offer expanded transitional kindergarten. A few districts allow enrollment for children who turn 5 up to mid-March, while other districts, such as Long Beach Unified and Los Angeles Unified, extend the cutoff dates to June 9 and June 15, respectively. A recent EdSource survey found that of the 25 largest school districts in the state, **only six** of them offer expanded transitional kindergarten. Some **smaller school districts** also offer expanded transitional kindergarten. Many districts that do not offer it cited lack of funding and availability of classroom space.

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# SCHOLASTIC Teacher

Incorporating Instructor.

"Young Fives" may be old enough for kindergarten, but are they developmentally ready?

It was a classic case: a five-year-old boy with a summer birthday. Born just eight weeks before his state's kindergarten cutoff date, his academic skills and physical abilities were on par with those of his peers. But was he socially and emotionally ready for kindergarten?

As a teacher — and, I confess, as that little boy's mom — I understand both sides of the issue. Across the United States, many parents of "young fives" have opted to delay their child's kindergarten start, even if the child is age eligible. To address the needs of these children, some districts are offering transitional kindergarten (TK) classes, which promote positive socialization, hands-on learning, and emergent literacy. But there's also an ample amount of play time. After a year of TK, children either go on to a year of regular kindergarten or on to first grade, depending on their readiness.

While the popularity of TK waned in the 1990s, educators are again seeing an increase in such classes — a rise likely due to both increased academic pressures in kindergarten and an effort to meet children's developmental needs.

## Cutoff Dates

Across the United States, September 1 is the most common date by which children need to turn five in order to start kindergarten. However, this can vary significantly by state; in Indiana the cutoff is July 1, but in California it's December 2.

This means that some children may start kindergarten before their fifth birthday. The challenges these kids face may not be just with their reading readiness and math skills.

As any kindergarten teacher can tell you, kids may struggle with fine or gross motor movement, adequate social skills, or making it through a full day of school.

For these reasons, about 10 percent of U.S. parents delay their child's kindergarten start by a year, and boys are delayed nearly twice as much.

### The Gift of Time

Elizabeth Lunday agonized about whether to enroll her son in a transitional kindergarten near their home in Fort Worth, Texas. "He had some language delays when he was younger," she says. "As a result, he really withdrew socially from other children." While that had been corrected through speech therapy, Lunday was concerned that her son's introverted nature would make kindergarten difficult for him. In the end, she opted to enroll him in a TK program at University Christian Church Weekday School. "In talking to other parents," she says, "I heard several say 'I wish I had held my child back,' but no one ever said 'I wish I hadn't done it.'"

From a teacher's perspective, Amy Weisberg couldn't agree more. Two years ago, she instituted the first developmental kindergarten program at her school, Topanga Elementary, in California. As a teacher in the state with the second latest cutoff date for kindergarten, she asserts that "those youngest kids just need a place to go."

Referring to research from the Gesell Institute of Human Development, Weisberg says that it is crucial to recognize the difference between a child's chronological age and his or her developmental stage. Weisberg also adds, "This can be especially true for boys, who may lag up to six months behind girls at that point."

In Wisconsin's McFarland School District, parents can choose between regular kindergarten, transitional kindergarten, and Just Five classes. Now in its seventh year of operation, Just Five is a half-day class for children who aren't quite ready for a full-day kindergarten class, says teacher Sara Everson.

Both Everson and Weisberg estimate that about half of their students go on to first grade the following year, while the rest opt for another year of kindergarten. By then, many of the children are developmentally ready to tackle the increased academic demands placed on them, and they've got the social skills and confidence to be successful.

### What the Research Shows

"Many parents and teachers believe that holding kids back will result in higher achievement scores, but any advantage typically disappears by third grade," says Deborah Stipek, dean and professor of education at Stanford University. "Moreover, there's variability in children's skills no matter what the age."

Stipek authored a 2002 report entitled "At What Age Should Children Enter Kindergarten? A Question for Policy Makers and Parents," published by the Society for Research in Child Development. In analyzing the research that has been done on the topic, it's evident that delayed school entry can have a negative impact on low-income

and minority children, for whom in-school experiences are critical in closing the achievement gap.

As teachers, we might ask: Is it about making the child ready for school, or about making the school ready for the child?" In a lot of ways, transitional kindergarten has a more developmental approach that emphasizes the social and emotional needs of children," says Beth Graue, the author of *Ready for What?* and a professor of early childhood education at the University of Wisconsin.

### A Balancing Act

Remember that little boy I mentioned earlier? Here's what happened: After poring over the research and talking with his preschool teachers, I made the decision to send him to school when he was age eligible. Cole was one of the youngest in his class; physically, he was tall and coordinated, but socially, it was a different story. I won't lie — it was a challenge for both me and his teacher. But you know what? This month, he's starting third grade and he's absolutely thriving.

Did I make the right choice? I don't know — but I made the best decision I could have at the time. As parents and teachers, that's the best we can do.