

**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

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

**Committee of the Whole**

**December 9, 2019**

A meeting of the Committee of the Whole of the Groton Board of Education was held on December 9, 2019 in Room 11 of the School Administration Building.

**1. CALL TO ORDER**

The meeting was called to order by Mrs. Kim Watson, Chairperson, at 6:18 p.m.

**PRESENT**

**ABSENT**

Mrs. Kim Shepardson Watson  
Dr. Andrea Ackerman  
Mrs. Gretchen Newsome (Unofficial member)  
Mrs. Elizabeth Porter  
Mrs. Rita Volkmann  
Mrs. Lee White  
Mr. Jay Weitlauf

Mrs. Jane Giulini  
Mrs. Rosemary Robertson

Dr. Michael Graner, Superintendent of Schools  
Ms. Susan Austin, Assistant Superintendent of Schools  
Mrs. Denise Doolittle, Director of Pupil Personnel Services  
Miss Addie Clark, Student Representative

**1. Approval of the COW meeting minutes of November 18, 2019**

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

**2. Update re: Groton Middle School Schedule [ATTACHMENT #1]**

The Groton Middle School Schedule committee members, Mr. Peter Bass, Mr. Jeff Kotecki, Mrs. Laura Irace, Mrs. Kathy Mazzarella, and Mr. Ben Strouse were in attendance to present the proposed Groton Middle School schedule. Mr. Strouse gave an in-depth review of the different aspects of the proposed schedule.

It was the consensus of the Board for the committee to go forward with filling in the schedule with actual students.

**3. Update re: Elementary School Themes Development**

Ms. Austin gave an overview of the proposed survey to be sent to teachers and parents. The survey will include the themes of CK and NEA. Administrators will also be able to complete the survey.

**4. SBAC and SAT data by sub groups (ATTACHMENTS #2, 3)**

Ms. Austin gave an overview of the SBAC and SAT data by sub groups.

Mrs. Doolittle gave an overview of the federal target of 1% of students with disabilities participation on the Connecticut Alternative Assessment.

**5. Update re: Athletic event entry fees**

Dr. Graner noted that New London charges \$2.00 for students and Norwich charges \$3.00 for students.

This item was referred to the Finance Committee for a recommendation.

**6. Suggested Future Topics**

Mr. Weitlauf requested a review of the calendar re: where the construction is going.

Mr. Weitlauf requested a report on the Callenberg demographics.

**7. Adjournment**

**MOTION:** Ackerman, Weitlauf:

To adjourn at 8:25 p.m.

**PASSED – UNANIMOUSLY**

## DAY 1 FLOOR BREAK DOWN

2ND FLOOR

1	2	3	4	5	6	7	8	9	10	11	12
LA-6	LA-6	LA-6	SS-6	SS-6	SS-6	M-6	M-6	M-6	SCI-6	SCI-6	SCI-6
LA-6	LA-6	LA-6	SS-6	SS-6	SS-6	M-6	M-6	M-6	SCI-6	SCI-6	SCI-6
WIN BLOCK											
LA/SS-7	HEALTH	HEALTH	WL	WL	WL	WL	WL	LA/SS-8	MA/SCI-8	SCI-7	MA/SCI-7

3RD FLOOR

13	14	15	16	17	18	19	20	21	22	23
LA/SS-6	LA/SS-8	HEALTH	HEALTH	WL	WL	WL	WL	WL	MA/SCI-6	MA/SCI-8
LA-7	LA-7	LA-7	SS-7	SS-7	SS-7	M-7	M-7	M-7	SCI-7	SCI-7
WIN BLOCK										
LA-7	LA-7	LA-7	SS-7	SS-7	SS-7	M-7	M-7	M-7	SCI-7	SCI-7

4TH FLOOR

24	25	26	27	28	29	30	31	32	33	34	35
LA-8	LA-8	LA-8	SS-8	SS-8	SS-8	M-8	M-8	M-8	SCI-8	SCI-8	SCI-8
LA/SS-6	LA/SS-7	HEALTH	HEALTH	WL	WL	WL	WL	WL	MA/SCI-6	SCI-7	MA/SCI-7
WIN BLOCK											
LA-8	LA-8	LA-8	SS-8	SS-8	SS-8	M-8	M-8	M-8	SCI-8	SCI-8	SCI-8

# DAY 1 FLOOR BREAK DOWN

2ND FLOOR

1	2	3	4	5	6	7	8	9	10	11	12
LA-6	LA-6	LA-6	SS-6	SS-6	SS-6	M-6	M-6	M-6	SCI-6	SCI-6	SCI-6
LA-6	LA-6	LA-6	SS-6	SS-6	SS-6	M-6	M-6	M-6	SCI-6	SCI-6	SCI-6
WIN BLOCK											
LA/SS-7	HEALTH	HEALTH	WL	WL	WL	WL	WL	LA/SS-8	MA/SCI-8	SCI-7	MA/SCI-7

3RD FLOOR

13	14	15	16	17	18	19	20	21	22	23
LA/SS-6	LA/SS-8	HEALTH	HEALTH	WL	WL	WL	WL	WL	MA/SCI-6	MA/SCI-8
LA-7	LA-7	LA-7	SS-7	SS-7	SS-7	M-7	M-7	M-7	SCI-7	SCI-7
WIN BLOCK										
LA-7	LA-7	LA-7	SS-7	SS-7	SS-7	M-7	M-7	M-7	SCI-7	SCI-7

4TH FLOOR

24	25	26	27	28	29	30	31	32	33	34	35
LA-8	LA-8	LA-8	SS-8	SS-8	SS-8	M-8	M-8	M-8	SCI-8	SCI-8	SCI-8
LA/SS-6	LA/SS-7	HEALTH	HEALTH	WL	WL	WL	WL	WL	MA/SCI-6	SCI-7	MA/SCI-7
WIN BLOCK											
LA-8	LA-8	LA-8	SS-8	SS-8	SS-8	M-8	M-8	M-8	SCI-8	SCI-8	SCI-8

	MON - A1	TUES - B2	WED - A3	THU - B1	FRI - A2	MON - B3
POSSIBLE CORE TEACHER	CORE - 1	CORE - 3	CORE - 1	CORE - 3	CORE - 1	CORE - 3
	CORE - 2	CORE - 4	CORE - 2	CORE - 4	CORE - 2	CORE - 4
	WIN WIN	WIN	Common P	WIN WIN	WIN	Common P
	Personal P	Personal P	Personal P	Personal P	Personal P	Personal P
POSSIBLE RESOURCE TEACHER	CORE - 1	Personal P	CORE - 1	Personal P	CORE - 1	Personal P
	Personal P	CORE - 4	Personal P	CORE - 4	Personal P	CORE - 4
	RESOURCE	RESOURCE	Common P	RESOURCE	RESOURCE	Common P
	RESOURCE	WIN	RESOURCE	RESOURCE	WIN	RESOURCE
POSSIBLE RESOURCE TEACHER	CORE - 1	CORE - 3	Personal P	CORE - 3	CORE - 1	Personal P
	CORE - 2	CORE - 4	CORE - 2	CORE - 4	CORE - 2	CORE - 4
	Personal P	Personal P	Common P	Personal P	Personal P	Common P
	RESOURCE	RESOURCE	RESOURCE	RESOURCE	RESOURCE	RESOURCE
POSSIBLE RESOURCE TEACHER	CORE - 1	CORE - 3	CORE - 1	CORE - 3	CORE - 1	CORE - 3
	CORE - 2	CORE - 4	CORE - 2	CORE - 4	CORE - 2	CORE - 4
	Personal P	Personal P	Common P	Personal P	Personal P	Common P
	RESOURCE	RESOURCE	Personal P	RESOURCE	RESOURCE	Personal P

LETTER CORE CLASSES - NUMBER PE/UA/WIN

WIN Blocks can be skinny if that is what the student needs or staying mandates. Only thing that CAN NOT be scheduled during WIN are REGULAR PE Health classes (except for adaptive PE).

Core Staff would be available for WIN teaching in either skinnys (interventions) or full (resource, PLTW), with the exception of common planning time.

Common Planning time could occur once every 3 days. Dependent on staff needs, it could be for the full 82 minute period, or dropped into a skinny, but has to be scheduled when either Band or Chorus are for that grade level.



# 5 TOTAL PE TEACHERS - 4 DIFFERENT SCHEDULES

	A	B	C	A	B	C	A	B
PE - NO WIN	7TH	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	8TH	8TH	8TH	8TH	8TH	8TH	8TH	8TH
	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN
	6TH	6TH	6TH	6TH	6TH	6TH	6TH	6TH
PE - Adaptive (1 Teacher)	7TH	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	PLAN	8TH	8TH	PLAN	8TH	8TH	PLAN	8TH
	Adaptive Adaptive	PLAN	PLAN	Adaptive Adaptive	PLAN	PLAN	Adaptive Adaptive	PLAN
	6TH	6TH	6TH	6TH	6TH	6TH	6TH	6TH
PE - 2 WIN	7TH	7TH	PLAN	7TH	7TH	PLAN	7TH	7TH
	8TH	PLAN	8TH	8TH	PLAN	8TH	8TH	PLAN
	PLAN	WIN	WIN	PLAN	WIN	WIN	PLAN	WIN

	6TH	6TH	6TH	6TH	6TH	6TH	6TH
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PE - 1 WIN	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	8TH	8TH	8TH	8TH	8TH	8TH	8TH
	PLAN	WIN	PLAN	WIN	PLAN	PLAN	WIN
	6TH	PLAN	6TH	PLAN	6TH	6TH	PLAN

PE - 1 WIN	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	8TH	8TH	8TH	8TH	8TH	8TH	8TH
	PLAN	WIN	PLAN	WIN	PLAN	PLAN	WIN
	6TH	PLAN	6TH	PLAN	6TH	6TH	PLAN

# UA TEACHERS

	A1	B2	C1	A2	B1	C2	A1	B2
ART - 1	7TH	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	8TH	8TH	8TH	8TH	8TH	8TH	8TH	8TH
	WIN	WIN	WIN	WIN	WIN	WIN	WIN	WIN
	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN

	A1	B2	C1	A2	B1	C2	A1	B2
ART - 2	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN
	8TH	8TH	8TH	8TH	8TH	8TH	8TH	8TH
	WIN	WIN	WIN	WIN	WIN	WIN	WIN	WIN
	6TH	6TH	6TH	6TH	6TH	6TH	6TH	6TH

	A1	B2	C1	A2	B1	C2	A1	B2
STEM - 1	7TH	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	8TH	8TH	8TH	8TH	8TH	8TH	8TH	8TH
	PLAN	PLAN	WIN	PLAN	PLAN	WIN	PLAN	PLAN



	6TH	6TH	PLAN	6TH	PLAN	6TH	6TH
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STEM - 2	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	8TH	8TH	8TH	8TH	8TH	8TH	8TH
	PLAN	WIN	PLAN	PLAN	PLAN	PLAN	WIN
	6TH	PLAN	6TH	6TH	6TH	6TH	PLAN

COMP - 1	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	8TH	PLAN	PLAN	PLAN	PLAN	8TH	PLAN
	PLAN	WIN	WIN	WIN	WIN	PLAN	WIN
	6TH	6TH	6TH	6TH	6TH	6TH	6TH

COMP - 2	7TH	7TH	7TH	7TH	7TH	7TH	7TH
	PLAN	8TH	PLAN	PLAN	PLAN	PLAN	8TH
	WIN	PLAN	PLAN	WIN	PLAN	WIN	PLAN
	6TH	6TH	6TH	6TH	6TH	6TH	6TH

## Teaching Staff Outline with Proposed Schedule

Language Arts	9	Each Grade would be comprised of:
Math	9	- <b>THREE</b> - 4 teacher teams (LA, Math, SS, Sci)
Social Studies	9	- <b>ONE</b> - 2 Teacher Team (LA/SS, M/SCI)
Science	9	
LA/SS	3	PE
M/SCI	3	STEM
Resource	11	COMPUTERS
Non-Resource SPED	4	MUSIC
		5
		2
		2
		5

WORLD LANGUAGE	5	ART	2
		Health	2

2018-19  
**SBAC & SAT**  
Sub Group Report

**Groton Board of Education**

Monday, December 9, 2019

Achievement Level	Descriptors for ELA and Math	
Level 4	Exceeds the Achievement Standard	The student has exceeded the achievement standard for ELA or Math
Level 3	Meets The Achievement Standard	The student has met the achievement standard for ELA or Math
Level 2	Approaching the Achievement Standard	The student has nearly met the achievement standard for ELA or Math
Level 1	Does Not Meet the Achievement Standard	The student has not yet met the achievement standard.





## Terminology

### **SWD**

(Students with disabilities)

### **EL**

(English Learners)

### **High Needs**

(EL, SWD, Free and Reduced lunch status)

### **DRG**

(District Reference Group)

### **Alliance Districts**

(33 districts in CT in need of improvement)

### **Growth Rate**

(The expected student achievement target)

### **Average of the Percentage of Achieved Growth**

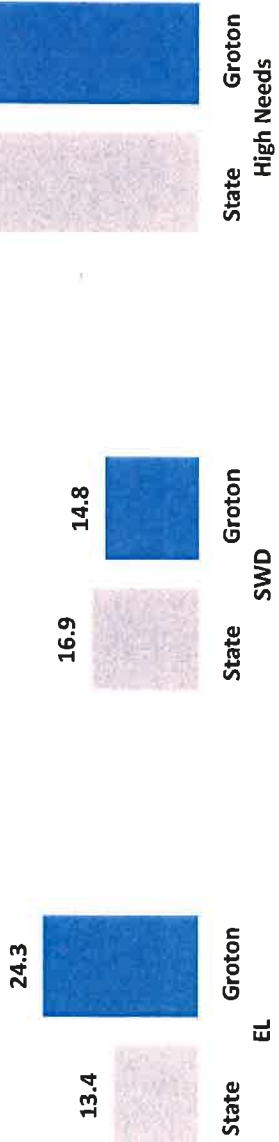
(The average of all students' percentage of growth)

## Race & Ethnicity Definitions

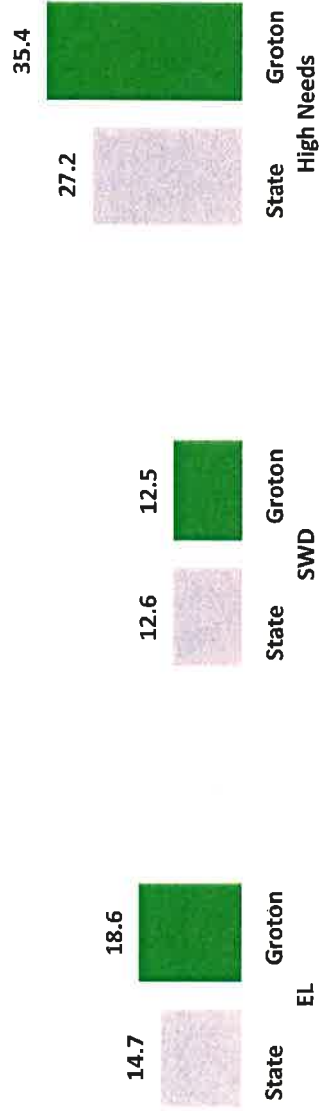
- **Indian or Alaska Native** (Not Hispanic or Latino)
  - Means a person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- **Asian** (Not Hispanic or Latino)
  - Means a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan.
- **Black or African American** (Not Hispanic or Latino)
  - Means a person having origins in any of the black racial groups of Africa
- **Hispanic or Latino**
  - Means a person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin regardless of race.
- **Native Hawaiian or Other Islander** (Not Hispanic or Latino)
  - Means a person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** (Not Hispanic or Latino)
  - Means a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or More Races** (Not Hispanic or Latino)
  - Means all persons who identify with more than one of the above five races

EL, SWD, and High Needs  
Percent at Level 3 or Above  
Combined Grades (3 thru 8)

Percent at Level 3 or Above in ELA  
EL, SWD, High Needs



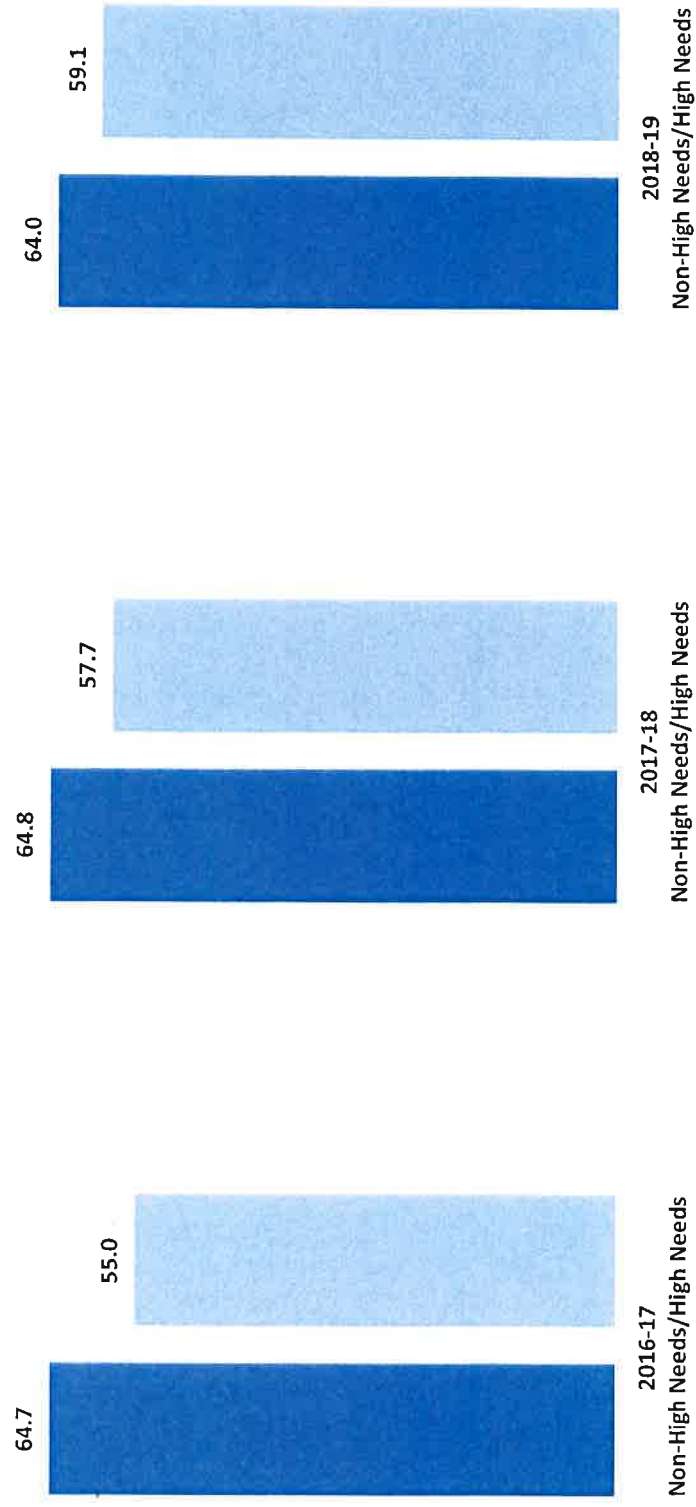
Percent at Level 3 or Above in Math  
EL, SWD, High Needs



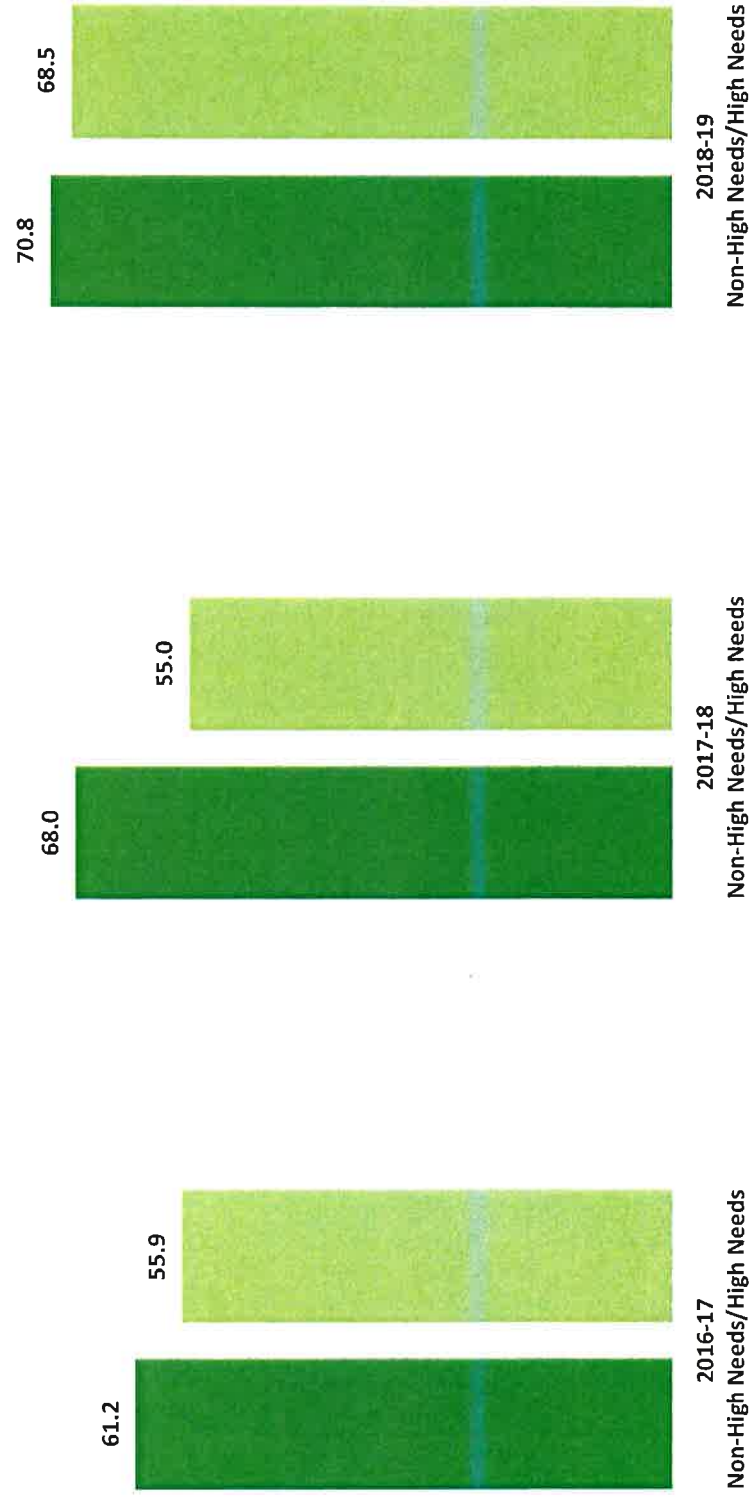
Three-Year Trend  
Average Percentage of Target Achieved  
By  
Non-High Needs & High Needs  
Combined Grades (3 thru 8)



ELA Average Percentage of Target Achieved  
Non-High Needs & High Needs

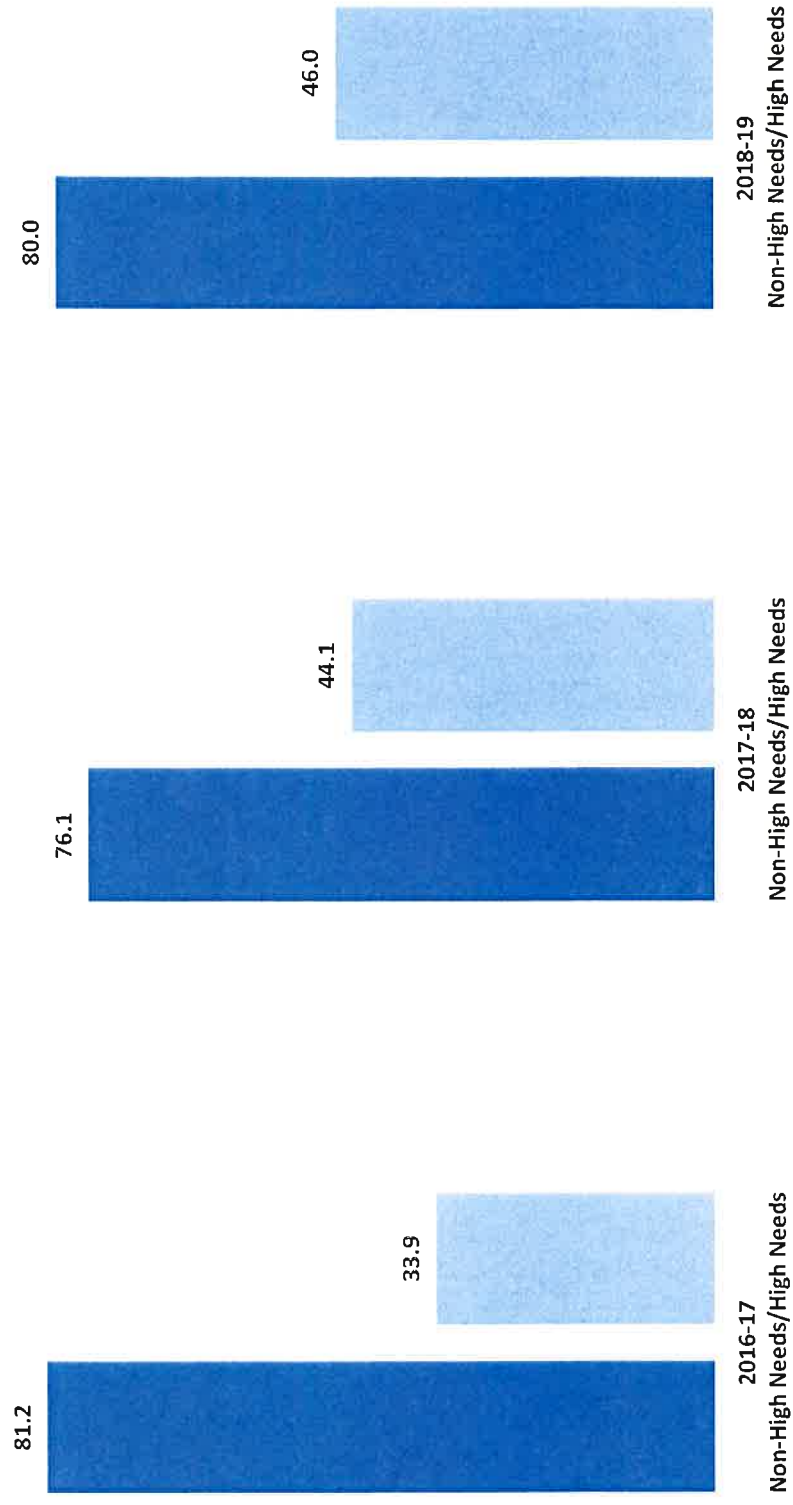


# MATH Average Percentage of Target Achieved Non-High Needs & High Needs

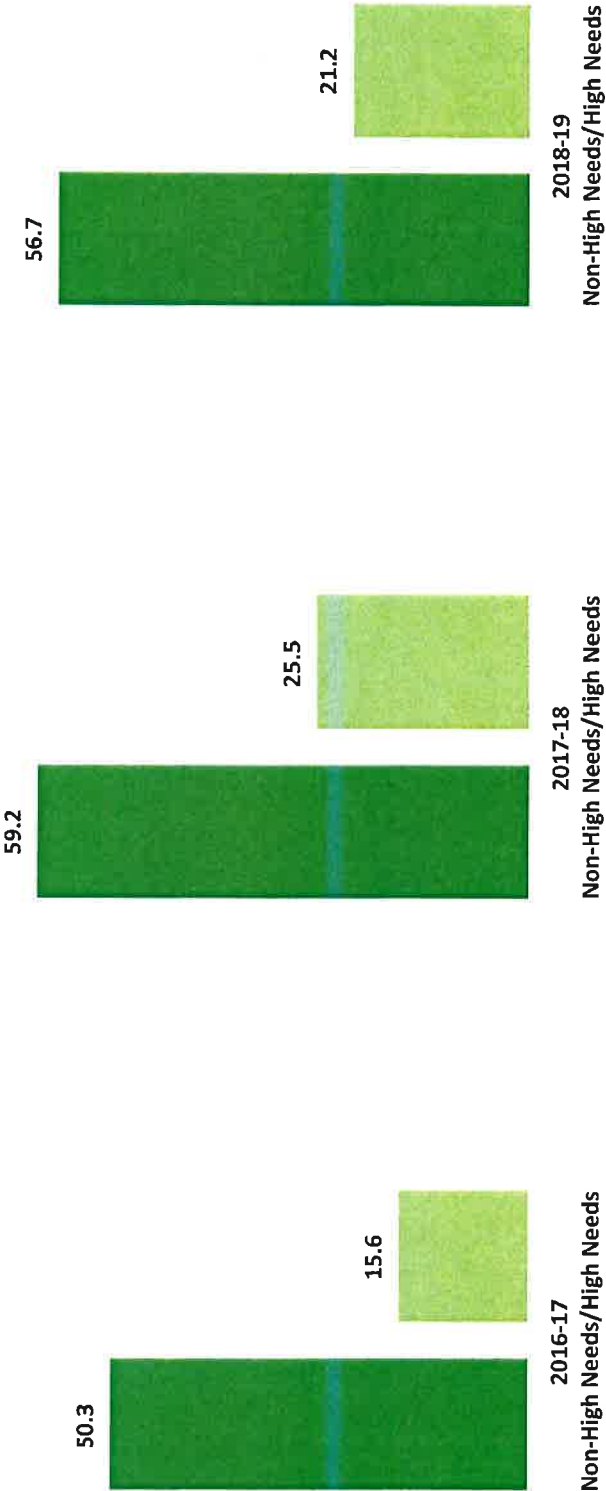


Three-Year Trend  
SAT Percent at Level 3 or Above  
By  
Non-High Needs & High Needs

SAT Percent at Level 3 or Above in ELA



SAT Percent at Level 3 or Above in Math



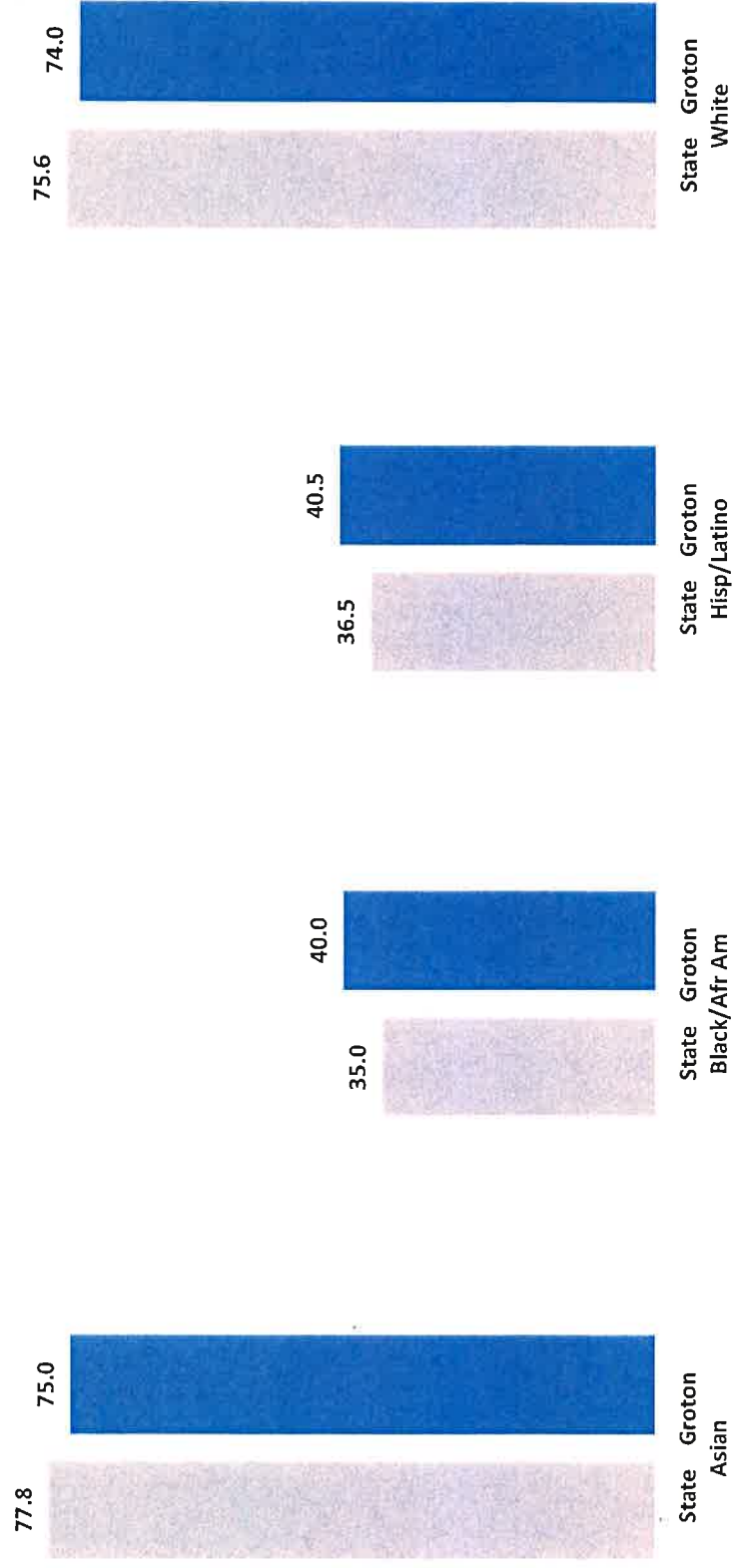


SAT

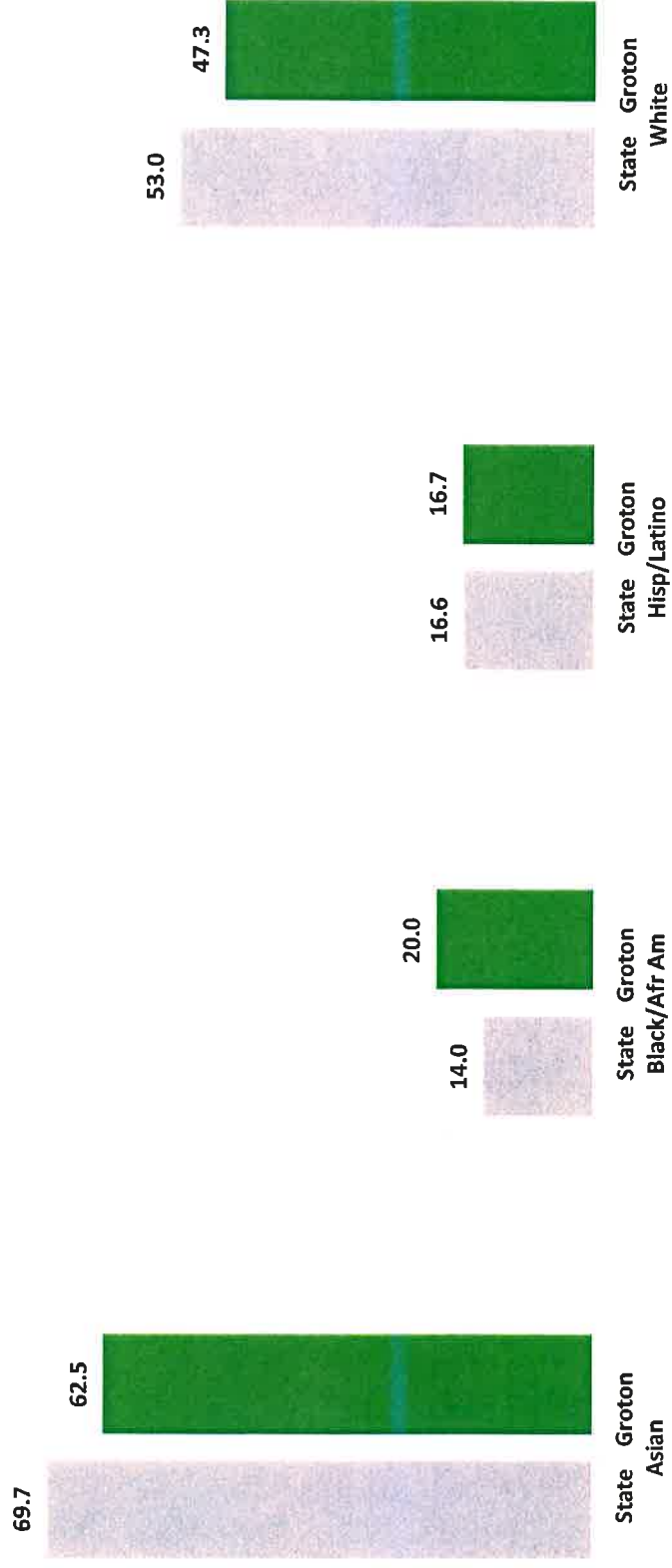
Percent at Level 3 or Above

Race & Ethnicity

2018-19 SAT Percent at Level 3 or Above In ELA  
Race/Ethnicity



2018-19 SAT Percent at Level 3 or Above in Math  
Race / Ethnicity



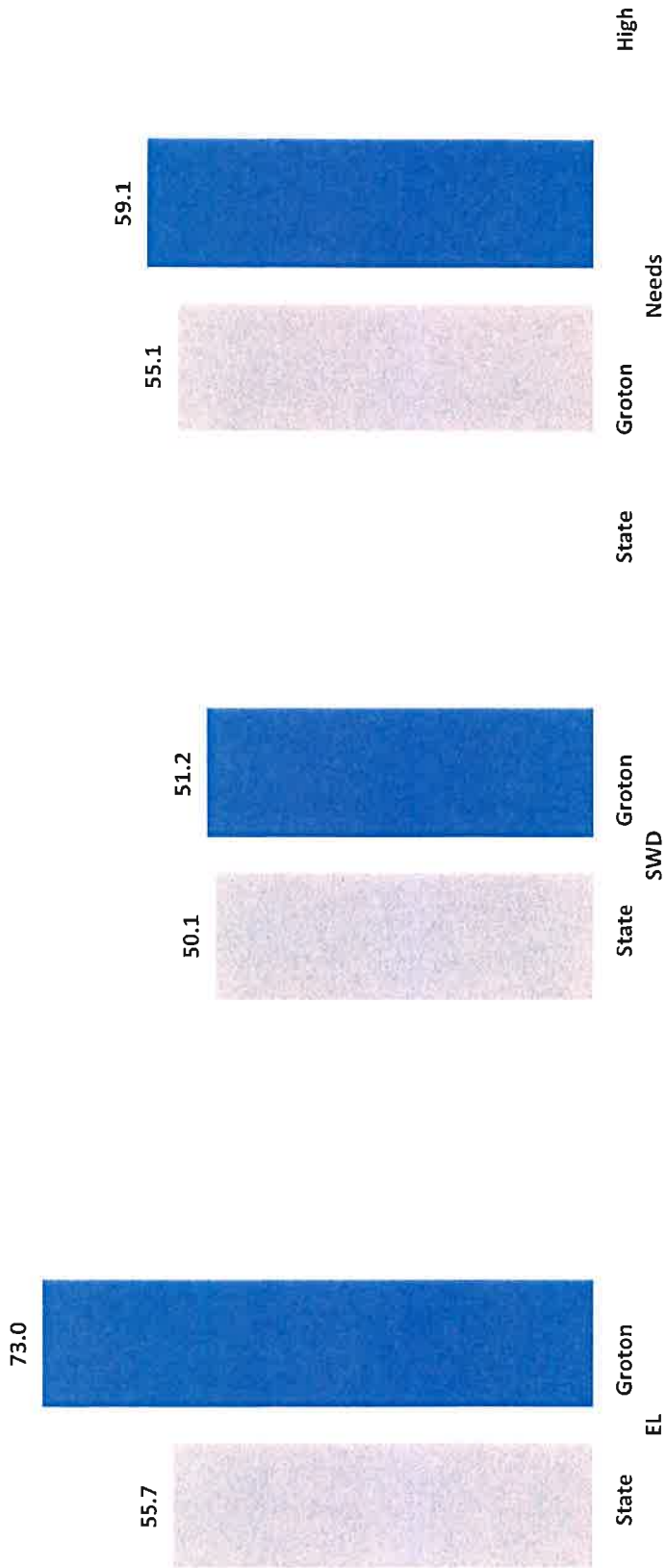
Average Percentage of Target Achieved

By

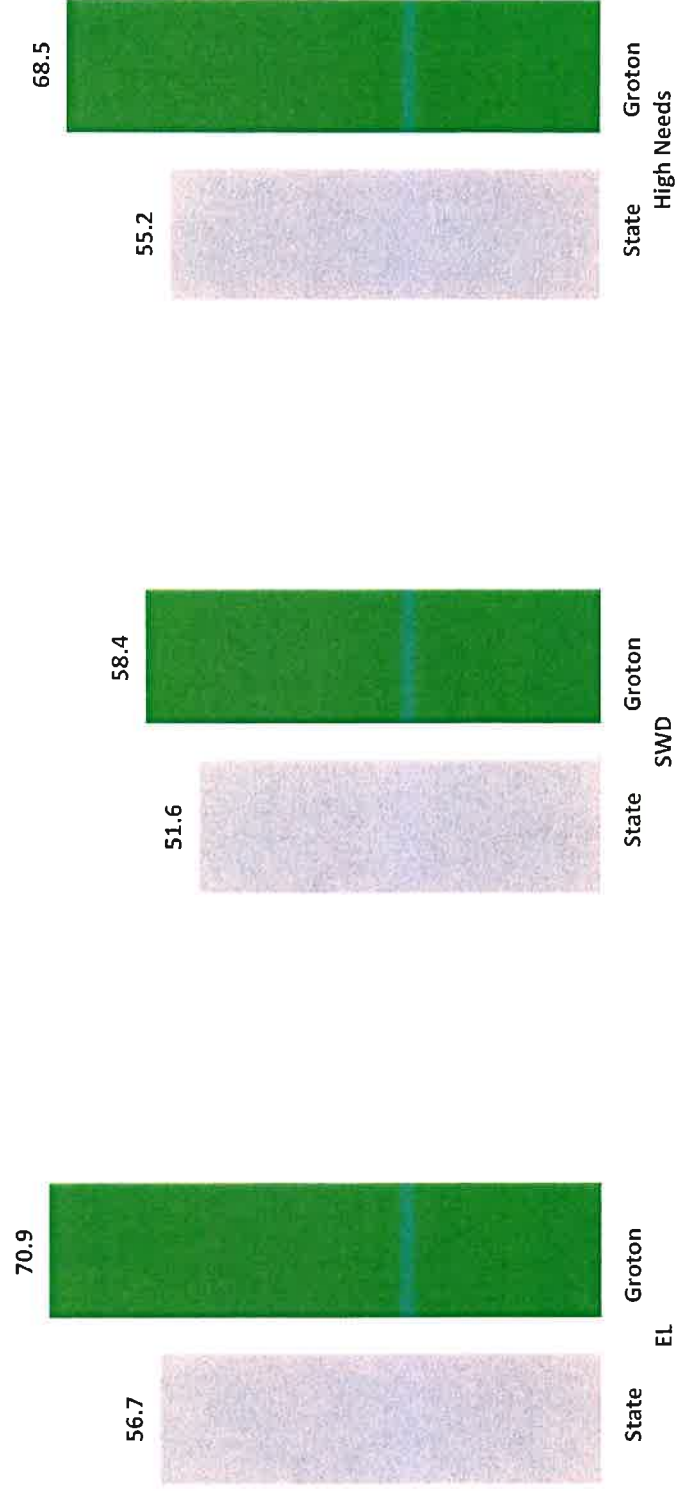
EL, SWD, and High Needs

Combined Grades (3 thru 8)

Average Percentage of Target Achieved in ELA  
EL, SWD, and High Needs

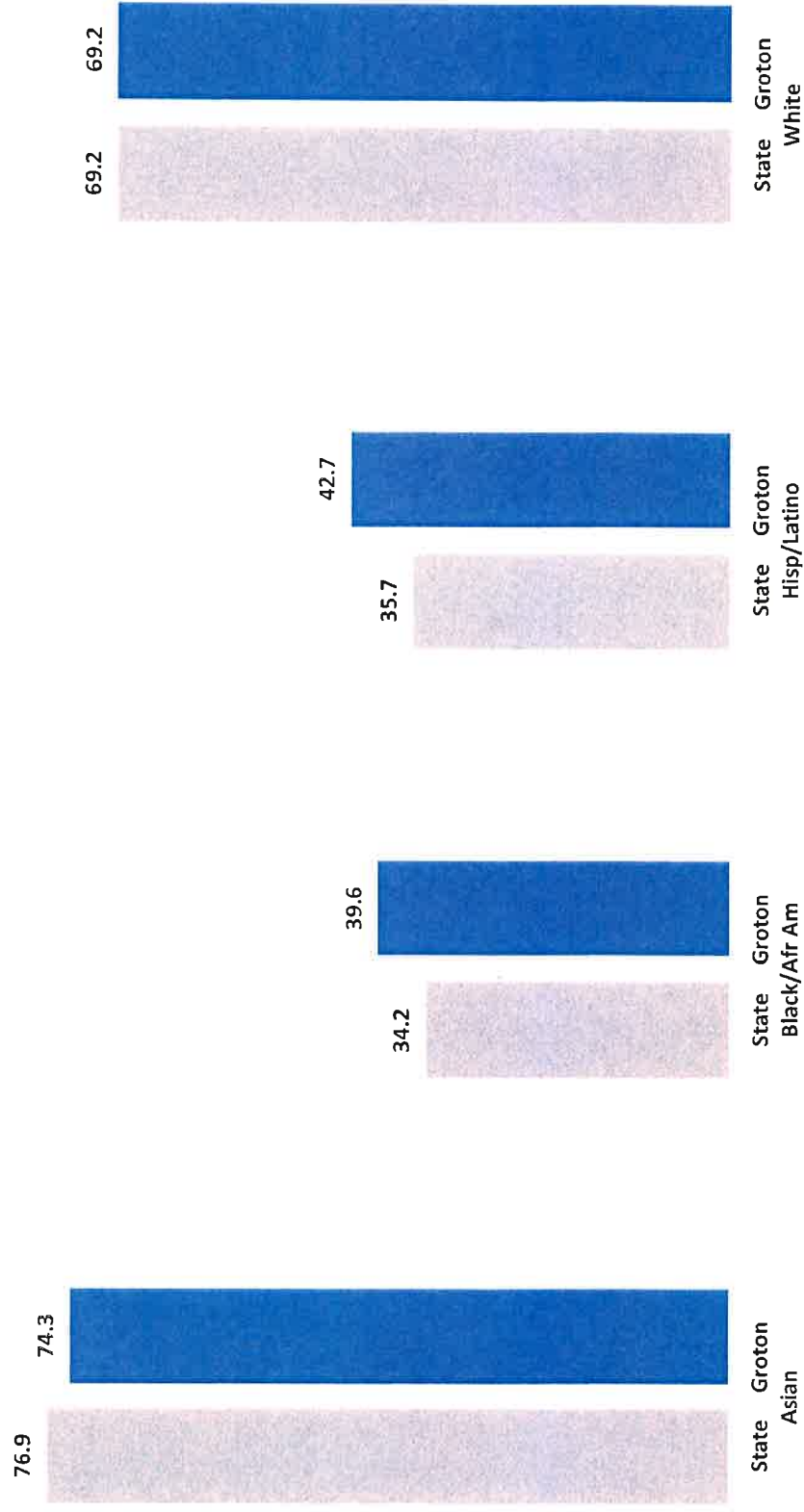


Average Percentage of Target Achieved in Math  
EL, SWD, and High Needs



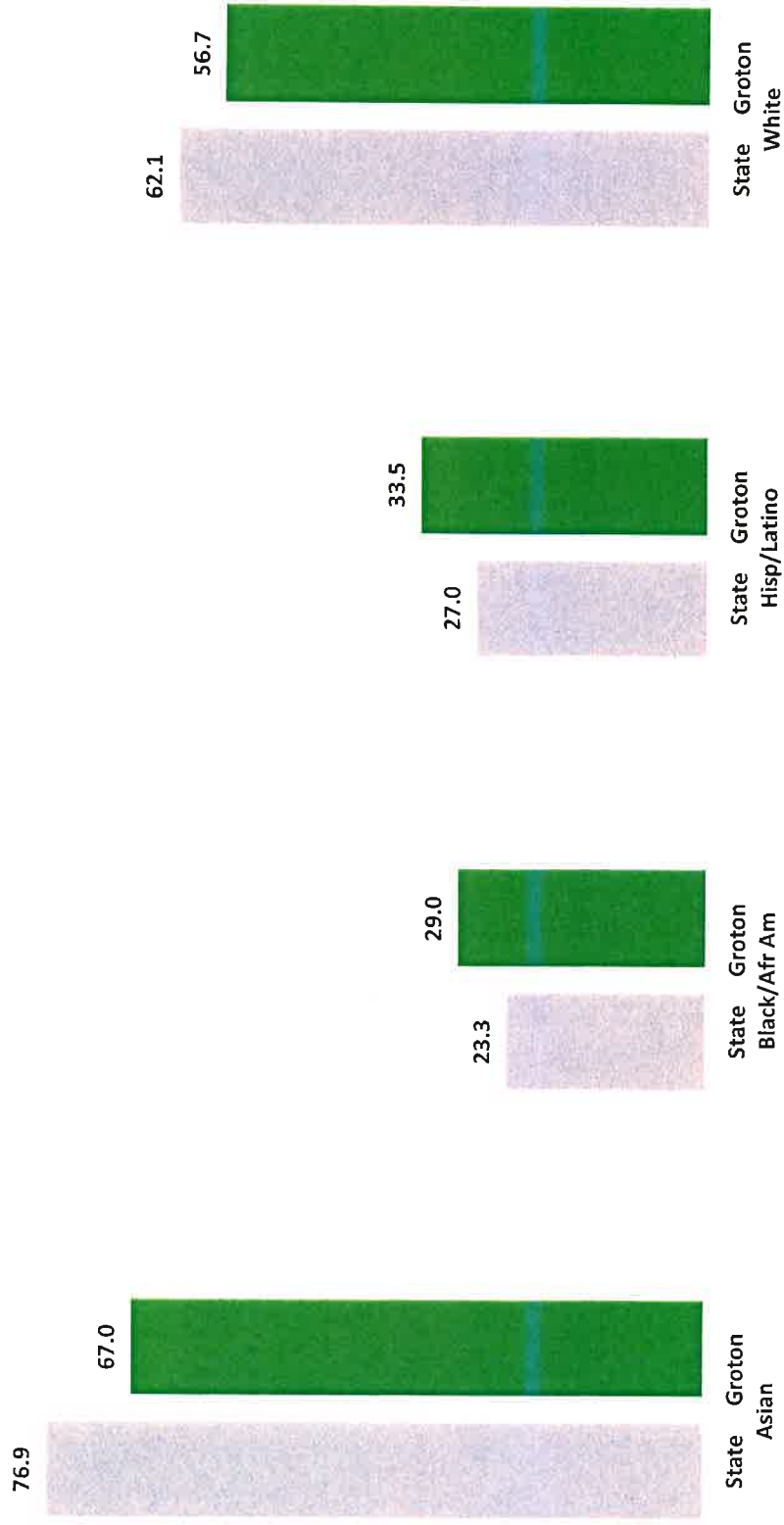
**Race & Ethnicity**  
**Percent at Level 3 or Above**  
**Combined Grades (3 thru 8)**

Percent at Level 3 or Above in ELA





Percent at Level 3 or Above in Math



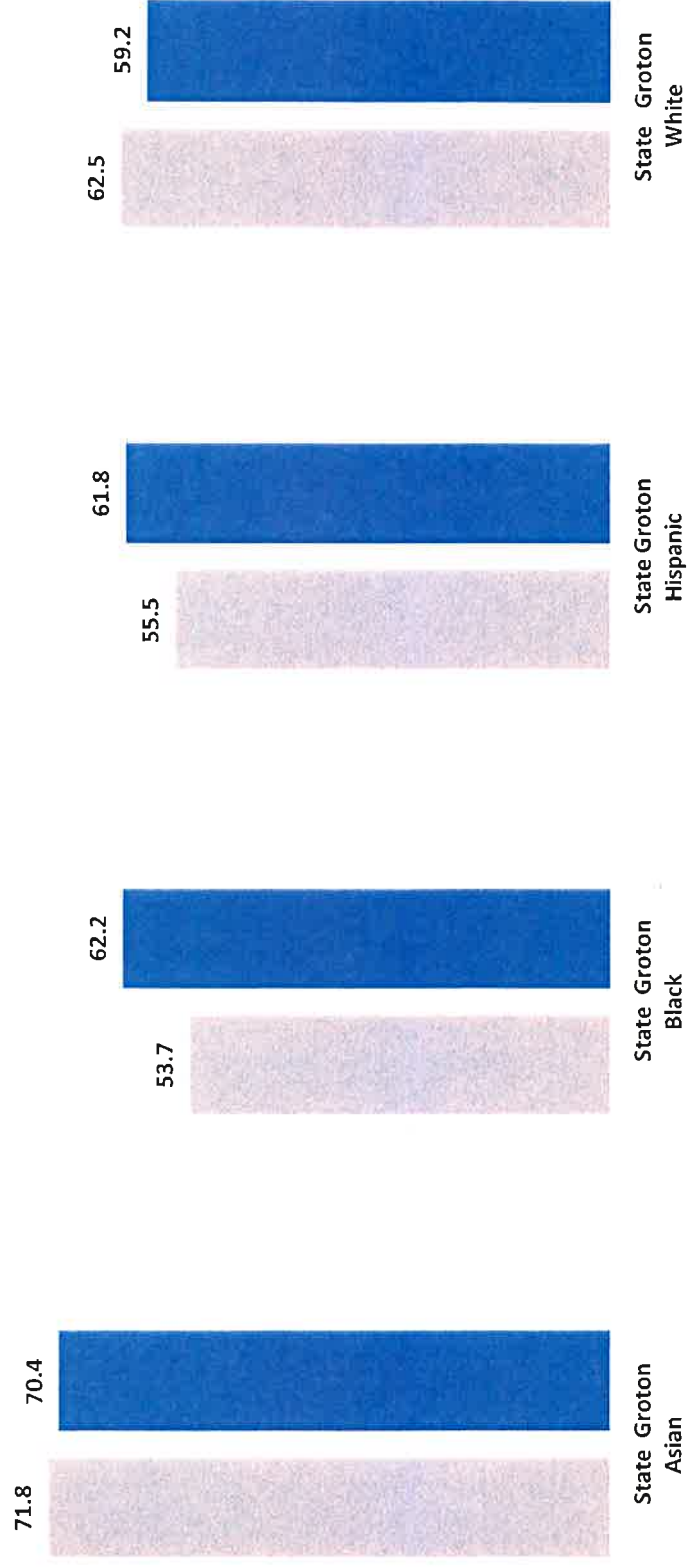
Average Percentage of Target Achieved

By

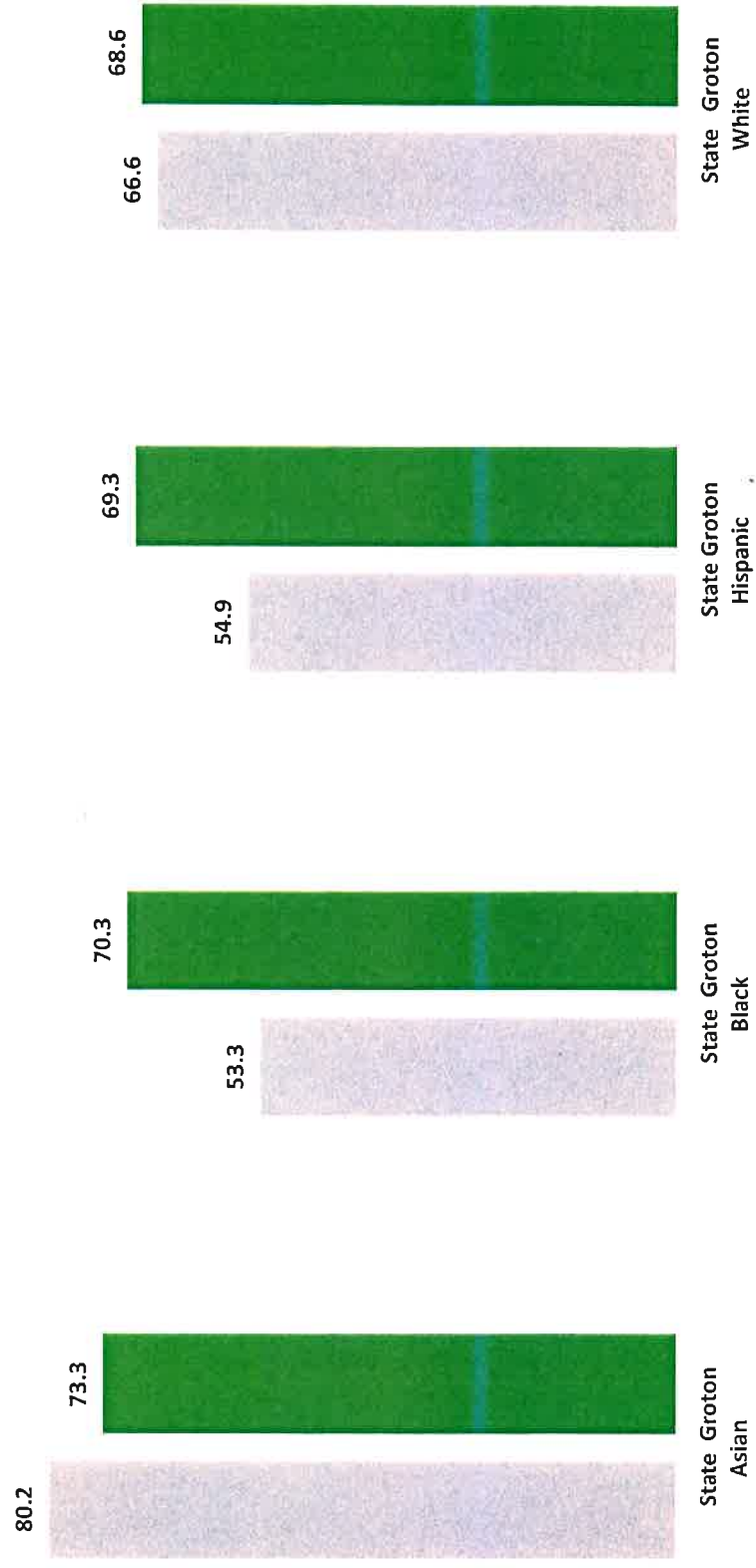
Race & Ethnicity

Combined Grades (3 thru 8)

Average Percentage of Target Achieved in ELA  
Race & Ethnicity



Average Percentage of Target Achieved in Math  
Race & Ethnicity



**Denise Doolittle**

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**From:** Moriarty, James <James.Moriarty@ct.gov>  
**Sent:** Monday, September 30, 2019 10:23 AM  
**To:** Denise Doolittle  
**Subject:** Alternate Assessment Eligibility  
**Attachments:** IEP Review Rubric.docx; Guidance on the completion of the IEP FILE REVIEW RUBRIC.docx

This email serves as follow-up to the August 19, 2019 Memo from Bryan Klimkiewicz, Special Education Division Director regarding the District's Annual Performance Report and its associated determination. As was indicated in that memo, the District's percentage of students taking an alternate assessment did not factor into that determination, but action on the part of the District is required based on the District's alternate assessment percentage.

Districts with an alternate assessment eligibility percentage between 1.50% - 1.99%

(BSE Level of engagement: TARGETED)

are required to conduct a review of ten\* IEPs/files of students deemed eligible for the 2019 assessment. In identifying the files to be reviewed, begin with students whose IDEA eligibility categories are: Specific Learning Disability, SLD/Dyslexia, Speech Language Impairment, Other Health Impairment, or Emotional Disturbance. The BSE's IEP File Review Rubric has been provided as a tool to conduct your review, should you choose to use it.

Upon completion of the review:

1. Provide to the BSE the SASIDs of those for whom evidence exists that suggests appropriate eligibility;
2. Provide to the BSE the SASIDs of those for whom a lack of evidence suggests that eligibility requires further review; and
3. Provide to the BSE a brief description of professional learning needs identified as a result of the review.

\*For districts with fewer than ten students determined as eligible, a review of all students must be conducted.

The District has until October 25, 2019 to complete its review and forward all required information to Jim Moriarty, Education Consultant @ [james.moriarty@ct.gov](mailto:james.moriarty@ct.gov), 860-713-6946.

Thank you, in advance, for your attention to this important work.



**Jim Moriarty**  
**Education Consultant**  
Connecticut State Department of Education  
Academic Office  
Bureau of Special Education  
860-713-6946

## Guidance on the completion of the IEP FILE REVIEW RUBRIC

The review should be completed using the IEP (or amendment) that determined the Student's assessment status for the Spring 2019 administration.

With regard to: Intellectual/Cognitive: Y N If so, FSIQ: \_\_\_\_\_  
Evidence of an assessment of adaptive behavior Y N

Answer those questions and provide the requested data point BASED ON WHAT IS INCLUDED IN THE IEP. If that information is available elsewhere in the student's file, include it under the "Comments" on the bottom of page 2.

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With regard to: list assessment(s), score(s), benchmark(s)

The term "benchmarks" is intended to mean either: in reference to age/grade level expectations or as a "descriptor" of the Student's level of performance. Examples:

Student is reading at a Level B / DRA: 3 (end of 2<sup>nd</sup> grade benchmark: Level M / DRA: 28)  
Woodcock Johnson IV Broad Reading SS: 72 (very limited range)  
KABC-2 Nonverbal Index: 76 (below average)  
STAR Assessment SS: 425 (4<sup>th</sup> %ile)

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"Narrative" does not require the copying of all narrative text, but rather the paraphrasing of key phrases that would either serve to substantiate the student's eligibility:

Examples: Student speaks in two to five word utterances.  
(Eighth grade) Student is working on answering W questions.

or potentially refute the student's eligibility.

Examples: Student is reading one to two years below grade level.  
Student demonstrates independence in all settings.

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With regard to: Adaptive / functional / ADL:

Include any information that would substantiate or refute the student's eligibility

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With regard to: Assistive Technology

Particularly with this population of students, "access to a computer/laptop" would not constitute "assistive technology."



# 2018-2019 IEP File Review Rubric

## Alternate Assessment (CTAA)

Reviewed by: \_\_\_\_\_

Assessment Option selected – Alternate (IEP p 9) Y N

LCI is marked as complete (IEP p 9) Y N

Student SASID: \_\_\_\_\_

Primary Disability: \_\_\_\_\_

Grade: \_\_\_\_\_ EL: Y N

Criteria: The student has a significant cognitive disability.

Descriptor: Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.

### PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (p. 4-5 of the IEP)

For Language Arts, Mathematics, and Communication provide specific evidence such as intellectual performance scores on psycho-educational evaluation and speech/language, language communication plan etc.

*IDEA Citations: 34 CFR § 300.320(a)(1); 300.320(a)(1)(i-ii); 300.300.324(a)(1)(i-ii); 300.320(a)(2)(A-B)*

#### Academic Achievement / Functional Performance

Intellectual/Cognitive: Y N If so, FSIQ: \_\_\_\_\_ Evidence of an assessment of adaptive behavior Y N

In the appropriate column, list assessment(s), score(s), benchmark(s) (if included)

	Standardized	District/State	Classroom
Language Arts: measure / score / benchmark			

Narrative:

	Standardized	District/State	Classroom
Mathematics: measure / score / benchmark			

Narrative:

	Standardized	District/State	Classroom
Communication: measure / score / benchmark			

Narrative:

Adaptive / functional / ADL:



Goals/objectives exist in the following areas

Language Arts	Y	N
Mathematics	Y	N
Communication	Y	N
Adaptive Behavior	Y	N
Functional Academics	Y	N

Criteria: The student requires extensive, direct, individualized instruction and substantial supports to achieve measureable gains in the grade- and age- appropriate curricula.

Descriptor: The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

IDEA Citations: 34 CFR § 300.320(4 & 6); 300.105-106; 300.324(a)(2)(v); 300.324(a)(2)(iv); and Connecticut PA 12-173

Accommodations/modifications noted on IEP p. 8 Circle all that apply.

modified materials	modified tests	modified grading
audio books	text-to-speech	speech- to-text
oral testing	repeat/restate/clarify/simplify directions	scribe

Other:

Assistive Technology identified on p. 8 Y N Assistive Technology required (p 11) Y N

Service Hours (p. 11) Special Education  hrs \_\_\_ sm group \_\_\_ indiv \_\_\_ combination of both  
Related Services  hrs TWNDP \_\_\_\_\_

The preponderance of evidence indicates: Strong/Sufficient Weak/No Evidence

for this student's participation in the CT Alternate Assessment System.

Comments:



# GROTON PUBLIC SCHOOLS

GROTON, CONNECTICUT  
ADMINISTRATION OFFICES

P.O. BOX K, GROTON, CONNECTICUT 06340 \* 1300 FLANDERS ROAD, MYSTIC, CONNECTICUT 06355  
(860)572-2100 \* FAX (860)572-2107

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## CTAA IEP File Review

October 17, 2019

Professional Learning Needs Agenda

November 19 Department Meeting

1. A student with a Primary Disability of ED, LD, LD/Dyslexia would have had an intellectual disability ruled out on the eligibility form.
  - a. A Primary Disability of ID, Autism, or Multiple Disabilities would be more appropriate for consideration for CTAA/CTAS.
2. Goals and Objectives for Adaptive Behavior are required to be included in the IEP for students who have a primary disability of ID, Autism, or Multiple Disabilities. Adaptive Behavior includes:
  - a. Communication
  - b. Daily Living
  - c. Socialization
  - d. Motor Skills
3. Present Levels of Academic Achievement and Functional Performance, IEP pages 4 & 5 must include:
  - a. Intellectual/Cognitive Scores
  - b. Adaptive Behavior Scores
  - c. DATA including:
    - i. Standardized & District & State & Classroom Assessment Measures specified
    - ii. the score, including previous CTAA scores
    - iii. the benchmark- specifically the grade/age level expectations for the peer group or a descriptor such as the percentile

4. GPS Fountas & Pinnell Reading Benchmarks for Grades K-5- Instructional Level for the end of each month.
  - a. Teachers should reference these benchmarks for reading whenever a student is reading below grade level.
5. Service Delivery Grid, IEP page 11
  - a. What would the hours of special education and/or related services look like in order to provide the student with extensive, repeated, individualized instruction and support and to substantially adapt materials and develop individualized methods for the student to access information in alternative ways?
6. Time with NonDisabled Peer Hours, IEP page 11
  - a. What would the TWNDP hours be for a student taking the CTAA/CTAS?
  - b. If the TWNDP hours are close to 80% or higher, consider the student for SBAC.
7. Program Accommodations and Modifications, IEP page 8
  - a. What Assistive Technology accommodations and modifications are required to support the student? In what settings?
  - b. What is considered AT when all students have access to a laptop/Chromebook?