



2026–2027 Local Literacy Plan

Three Rivers Montessori Public Charter School

District #4266-07

Three Rivers Montessori (TRM) has developed this Local Literacy Plan to ensure all students receive evidence-based literacy instruction aligned to Minnesota Statute 120B.12 and the Minnesota READ Act. The purpose of this plan is to support strong literacy outcomes for all students through early identification, systematic instruction, targeted intervention, and ongoing collaboration with families and staff.

TRM believes literacy development is foundational to academic success and lifelong learning. Through Montessori practices, structured literacy instruction, and implementation of the Science of Reading, students engage in meaningful, multisensory learning experiences that support reading, writing, speaking, listening, and comprehension development.

This Local Literacy Plan outlines:

- Universal screening and assessment practices
- Identification of students at risk for reading difficulties, including dyslexia
- Evidence-based core instruction and interventions
- Multi-Tiered System of Supports (MTSS)
- Parent communication and involvement
- Professional learning aligned to the READ Act
- Continuous improvement practices
- Literacy goals and achievement measures

SCHOOL AND DISTRICT INFORMATION

School: Three Rivers Montessori Public Charter School

Grades Served: Kindergarten through Grade 6

Executive Director: Dr. Paula Henry

Literacy Lead: Dr. Paula Henry

School Website: Three Rivers Montessori Public Charter School

Date Approved by School Board: June 16, 2026



LITERACY VISION

Three Rivers Montessori is committed to ensuring all students become confident readers, writers, speakers, and critical thinkers. Literacy instruction is grounded in:

- Standards Alignment
- Evidence-based reading instruction - Bridge2Read K-3
- Structured literacy practices
- Montessori philosophy and materials – supporting student’s individual growth
- Explicit instruction in foundational reading skills - UFLI and Bridge2Read
- Differentiated instruction
- Ongoing progress monitoring
- Collaborative problem-solving through MTSS

TRM recognizes that literacy instruction must be responsive to the individual needs of students while maintaining high expectations and equitable access to rigorous instruction.

LITERACY GOALS

2026–2027 Literacy Goals

Goal 1

Increase the percentage of students reading at or above benchmark on FastBridge from 53% to 65% by Spring 2027.

Measurement: FastBridge Universal Screening Data

Goal 2

Increase the percentage of K–3 students reading at or above benchmark from 57% to 65% by Spring 2027.

Measurement: Fastbridge and Early Reading Data

Goal 3

100% of licensed instructional staff will complete Minnesota READ Act approved professional learning requirements.



Measurement: Staff Training Records

Goal 4

Increase implementation fidelity of evidenced based literacy instruction as measured through walkthroughs and coaching observations.

Measurement: Instructional Fidelity Rubric

CORE LITERACY INSTRUCTION

Literacy Curriculum by Grade level

- K Bridge2Read, UFLI, small group instruction, decodable readers
- 1 Bridge2Read, UFLI, small group instruction, decodable readers
- 2 Bridge2Read, UFLI, small group instruction, decodable readers
- 3 Bridge2Read, UFLI, small group instruction, decodable readers
- 4 UFLI, small group literacy instruction, decodable readers, leveled readers
- 5 UFLI, small group literacy instruction, decodable readers, leveled readers
- 6 UFLI, small group literacy instruction, decodable readers, leveled readers

SCIENCE OF READING COMPONENTS - CORE LITERACY INSTRUCTION

Evidence-Based Literacy Instruction

TRM provides evidence-based literacy instruction aligned to the Minnesota READ Act and the Science of Reading. Literacy instruction includes explicit, systematic teaching in:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Oral language
- Reading comprehension



- Written expression

STRUCTURED LITERACY PRACTICES

- Explicit Instruction
- Systematic scope and sequence
- Cumulative review
- Multisensory learning opportunities
- Montessori language materials
- Decodable Readers
- Structured literacy lessons
- Bridge2Read implementation
- Small-group instruction
- Interactive read-alouds
- Writing instruction across content areas
- Vocabulary development embedded throughout the school day

TRM recognizes the importance of aligning Montessori instructional practices with evidence-based structured literacy instruction. Montessori multisensory language materials, individualized learning opportunities, and hands-on phonics experiences are intentionally integrated with explicit Science of Reading practices to support foundational literacy development.

UNIVERSAL SCREENING AND ASSESSMENT

Grade level Screening Tool

Kindergarten	FastBridge
Grade 1	FastBridge
Grade 2	FastBridge
Grade 3	FastBridge



Grade 4 FastBridge and Capti ReadBasix

Grade 5 and 6 FastBridge and Capti ReadBasix

ASSESSMENT AND SCREENING

Universal Screening

TRM utilizes FastBridge assessments to universally screen students in reading and mathematics.

SCREENING SCHEDULE

Assessment Window	Timeline
Fall Screening	First 3 weeks of school
Winter Screening	By February 15
Spring Screening	Last 3 weeks of school

Assessments Used

Assessment	Grades
FastBridge earlyReading	K-1
FastBridge CBMReading	1-6
FastBridge Reading Assessments	2-6
Capti ReadBasix	4-6 Identified students/intervention support

Universal screening data is used to:

- Identify students needing intervention
- Monitor growth
- Inform instructional planning



- Support MTSS decision-making
- Identify characteristics associated with dyslexia risk

DYSLEXIA SCREENING

TRM complies with Minnesota READ Act requirements regarding dyslexia screening and early identification. Staff are trained to recognize characteristics associated with dyslexia, including difficulties with phonological awareness, decoding, spelling, reading fluency, and automatic word recognition.

Screening measures assess:

- Phonological awareness
- Decoding
- Phonics
- Fluency
- Vocabulary
- Reading comprehension

Students identified as at risk receive:

- Additional progress monitoring
- Targeted intervention
- Structured literacy supports
- MTSS review and intervention planning

Screening tools do not diagnose dyslexia but assist staff in identifying students who may require additional support or evaluation.

Data-Based Decision Making

Assessment data is reviewed following each universal screening window through PLCs, MTSS meetings, and leadership team reviews. Data is used to:

- Identify students needing intervention



- Evaluate intervention effectiveness
- Inform instructional planning
- Monitor progress toward literacy goals
- Allocate instructional resources
- Support continuous improvement efforts

CURRENT STUDENT ACHIEVEMENT DATA

MCA Achievement Data

Assessment Area	2023–2024	2024–2025	Growth
MCA Reading Proficiency	26.5%	31.3%	+4.8%
MCA Math Proficiency	16.2%	31.3%	+15.1%

TRM continues to demonstrate academic growth in both reading and mathematics achievement. Mathematics proficiency demonstrated significant improvement, while reading proficiency also increased as the school strengthened structured literacy practices aligned to the Science of Reading and Minnesota READ Act expectations.

FastBridge Literacy Growth Overview (2025–2026)

Grades 2–6 Reading Growth

Growth Category	Percentage of Students
Advanced Growth (85th percentile or above)	11%
Low Risk Growth	56%
Moderate Risk Growth	13%



High Risk Growth **21%**

Overall, 67% of students in grades 2–6 demonstrated positive literacy growth during the 2025–2026 school year.

Kindergarten–Grade 1 Reading Growth

Growth Category	Percentage of Students
Advanced Growth (85th percentile or above)	13%
Low Risk Growth	52%
Moderate Risk Growth	11%
High Risk Growth	24%

Overall, 65% of Kindergarten and Grade 1 students demonstrated measurable literacy growth during the 2025–2026 school year.

2025-2026 FastBridge Screening Summary Student Counts Grades K-3 (40th Percentile and Above)

2025-2026 FastBridge Screening Summary Student Counts Grades K-3 (40th Percentile and Above)

57% of K-3 students are at or above grade level benchmark.

Grade	Fall Screened	Fall at or Above Benchmark	Winter Screened	Winter at or Above Benchmark	Spring Screened	Spring at or Above Benchmark
Kindergarten	24	16	24	5	24	5
Grade 1	25	18	25	15	25	15
Grade 2	25	20	25	20	25	19
Grade 3	20	14	20	14	20	11



Screening Summary Student Counts Grades 4-6

Grade	Students in Grade	Students Administered Step On Screener	Students Administered Capti ReadBasix	Students Not Reading at Grade Level	Students Demonstrating Characteristics of Dyslexia	Students Opted Out
Grade 4	18	18	6	6	6	0
Grade 5	12	12	3	3	3	0
Grade 6	4	4	1	1	1	0

LITERACY DATA REFLECTION

FastBridge and classroom literacy data indicate continued need for strengthening foundational literacy instruction, particularly in early elementary classrooms. Data trends support continued emphasis on:

- explicit phonemic awareness instruction,
- systematic phonics instruction,
- fluency development,
- intervention responsiveness,
- and implementation fidelity of structured literacy practices.

At the same time, student growth data demonstrates that targeted interventions and MTSS supports are contributing positively to student literacy development across grade levels.

TRM has demonstrated academic growth in mathematics proficiency (2026) and continues strengthening literacy instruction through implementation of structured literacy practices, intervention systems, and evidence-based instruction aligned to the Science of Reading.

FASTBRIDGE DATA OVERVIEW 2025-2026

The majority of students (grades 2nd–6th), 56%, demonstrated Low Risk growth from fall to spring, with an additional 11% showing Advanced growth above the 85th percentile. While 13% of students showed some moderate progress, 21% fell within the High Risk category. All together, 67% of students made positive growth



this school year, and every grade level's predicted end-of-year score meets or exceeds both the goal and benchmark scores.

The majority of students in Kindergarten and 1st grade, 52%, demonstrated Low Risk growth from fall to spring, with an additional 13% showing Advanced growth above the 85th percentile. While 11% of students showed some moderate progress, 24% fell within the High Risk category. All together, 65% of students made notable growth this school year.

Kindergarten data reflected unique instructional challenges during the 2025–2026 school year. As a result, the school has implemented additional phonemic awareness instruction, enhanced progress monitoring, increased writing opportunities, and strengthened Tier I literacy supports for 2026–2027.

English Learner (EL) Data Summary

Three Rivers Montessori currently serves 7 students identified as having a language other than English spoken at home. These students represent four families and home languages including Ukrainian, Spanish, and Russian.

All identified students demonstrate strong English proficiency and are able to fully access grade-level instruction in English. Based on academic performance and instructional data:

- 3 students are performing at above grade level expectations.
- 2 students are receiving special education services and are identified as high risk
- 2 non-special education students are receiving targeted interventions and have been supported through intervention services since the beginning of the school year

Families have formally waived ACCESS for ELLs and WIDA services for all seven students. As a result, these students are monitored through general education assessments and progress monitoring, rather than formal EL programming.

Given the small sample size and students' demonstrated English proficiency, EL status is not a primary driver of academic risk for this group. Instructional decisions are instead guided by individual student needs, including special education services or targeted interventions where appropriate.

TRM will continue to:

- Monitor progress through classroom performance and benchmark assessments



- Provide interventions or supports as needed based on individual data
- Maintain communication with families regarding language access and academic progress

Free & Reduced Lunch (FRL) Student Data Summary

Three Rivers Montessori currently serves 39 students who qualify for Free and Reduced Lunch services.

Winter assessment data indicates:

- Reading: 51.3% of FRL students (20 of 39) are performing at college-ready or low-risk levels
- Math: 59% of FRL students (23 of 39) are performing at college-ready or low-risk levels

Students identified as some risk or high risk in reading and/or math are receiving targeted instructional interventions aligned to their individual needs. Interventions are ongoing and monitored to support continued progress.

Overall, the data reflects that over half of FRL students are accessing grade-level expectations, with systems in place to provide timely and appropriate support for students who require additional assistance.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Tier 1: Core Instruction (All Students)

Focus areas include:

- Explicit phonics and phonemic awareness
- High levels of active student participation
- Clear learning purposes and expectations
- Protected literacy blocks

Strong Tier 1 instruction reduces the need for intervention. Kindergarten will implement a whole class phonemic awareness literacy intervention. In addition the expectation is for all kindergarten students to be writing daily through a Writer's Workshop process.

Tier 2: Targeted Intervention

Who: Students below benchmark or with slow growth

Supports Provided Through:

1. Reading Corps - Winter 16 students will receive interventions in literacy



2. School interventionist - Winter 21 students will receive targeted literacy interventions based on FastBridge data
3. Scheduled intervention blocks

Interventions are:

- Skills-based
- Progress monitored regularly
- Aligned directly to FastBridge data

Tier 3: Intensive Intervention

Who: Students with persistent skill gaps

Supports include:

- Increased frequency and intensity
- Smaller instructional groups or individualized instruction
- Close progress monitoring and team review

MTSS Spring Data

During the 25/26 school year, 54 students were referred to the MTSS process. Interventions were provided across academic and behavioral areas, with some students receiving support in more than one category.

FastBridge Interventions

A total of **31 students** were referred for FastBridge academic interventions.

Outcomes and current status include:

- **2 students** were referred for special education evaluation and qualified for services.
- **3 students** demonstrated progress that remained stable with limited growth.
- The remaining students demonstrated measurable academic progress through interventions.
- **1 student** graduated fastbridge interventions.
- **3 students** left the school during the year.
- **3 students** are currently receiving both FastBridge academic and behavioral interventions simultaneously.

Reading Corps Services

A total of **19 students** received Reading Corps intervention services identified through FastBridge assessment data.



Outcomes and current status include:

- **4 students** graduated.
- **1 student** left the school.
- **1 student** was discontinued from services due to significant behavioral concerns impacting participation.
- **4 students** demonstrated stable progress with limited growth.
- **1 student** demonstrated regression despite interventions.
- The remaining students demonstrated academic progress through Reading Core support services.

In Summary:

TRM utilizes a Multi-Tiered System of Supports framework to provide academic, behavioral, and social-emotional interventions for students.

Tier 1

High-quality evidence-based core instruction provided to all students.

Tier 2

Targeted small-group interventions for students requiring additional support.

Tier 3

Intensive individualized interventions and progress monitoring.

Students receiving Tier II interventions are progress monitored at least biweekly. Students receiving Tier III interventions are progress monitored weekly.

Intervention placement decisions are based on universal screening data, progress monitoring trends, classroom performance, and problem-solving team review. Students may exit interventions after demonstrating sustained progress toward benchmark expectations.

Intervention decisions are based on:

- FastBridge data
- Classroom performance
- Teacher observations
- Progress monitoring



- Parent input

INTERVENTIONS

Intervention Entry Criteria

Students may qualify for intervention when they:

- Score below benchmark on FastBridge
- Demonstrate limited growth
- Exhibit characteristics associated with dyslexia
- Are referred through MTSS review

Intervention Exit Criteria

Students may exit intervention when they:

- Meet benchmark expectations
- Demonstrate sustained progress across multiple data points
- Show adequate classroom performance
- Are recommended for exit by the MTSS team

Students identified as needing literacy support may receive:

- Small-group reading intervention
- Structured literacy instruction
- Increased guided reading opportunities
- Additional phonics instruction
- Reading fluency practice
- Vocabulary development support
- Progress monitoring
- Reading Corps support
- Interventionist services



- MTSS intervention planning

Interventions are monitored regularly to determine effectiveness and instructional adjustments.

MTSS REFERRAL AND CONSENT

Students receiving FastBridge and ReadingCorp interventions were identified through FastBridge assessment data and referred following parent consent and signature. Behavioral MTSS interventions also required parent consent and signature prior to implementation.

Note: Three students received both FastBridge academic interventions and behavioral interventions, resulting in overlap across intervention categories.

Parent Notification of Reading Difficulties

Students identified as at risk for reading difficulties through universal screening, progress monitoring, classroom performance, or characteristics associated with dyslexia will receive parent notification.

Parent notification may include:

- Screening results
- Areas of literacy concern
- Planned interventions
- Progress monitoring information
- Strategies for supporting literacy development at home
- Information regarding additional evaluation options if concerns persist

Parents will be informed through conferences, written communication, intervention meetings, and ongoing collaboration with school staff.

PROFESSIONAL LEARNING

TRM is committed to ongoing professional development aligned to the Minnesota READ Act and evidence-based literacy instruction. **During 2025-2026, 95% of teachers and paraprofessionals were trained in the Science of Reading.** Those not trained were in the process of training enrolled with LETTRS.

Professional learning included:



- Science of Reading training
- READ Act training requirements
- Bridge2Read implementation support
- Structured literacy instructional practices implemented and observed with walkthroughs
- MTSS processes and intervention planning monthly
- PLC collaboration which met twice per month
- Data analysis and instructional planning which took place in PLCs and in data teams quarterly
- Coaching and instructional support with Literacy Lead ongoing throughout the year

Staff participated in regular Professional Learning Communities (PLCs) twice per month focused on:

- Student achievement data
- Standards Based Literacy instruction
- Intervention effectiveness
- Data review
- Collaborative problem-solving

PROFESSIONAL LEARNING COMMUNITIES (PLCS)

TRM supports weekly PLC collaboration among instructional staff.

PLC goals include:

- Reviewing student data
- Identifying instructional needs
- Planning interventions
- Monitoring progress
- Sharing instructional strategies
- Strengthening implementation fidelity



PLCs support continuous improvement and collaborative instructional decision-making.

FAMILY COMMUNICATION AND INVOLVEMENT

Families are valued partners in literacy development.

Family Engagement

Three Rivers Montessori Public Charter School recognizes families as essential partners in developing strong literacy skills and supporting student achievement. The school is committed to maintaining open, ongoing communication with families and providing meaningful opportunities for engagement in their child's learning.

Families receive regular information regarding student literacy development through parent-teacher conferences, progress reports, FastBridge assessment results, intervention updates, and school communications. When students are identified as needing additional literacy support, families are informed of screening results, intervention plans, progress monitoring data, and recommended strategies to support learning at home.

TRM provides opportunities for family involvement through:

- Parent-teacher conferences held throughout the school year
- Literacy progress reports and assessment updates
- MTSS and intervention meetings when appropriate
- Montessori Mornings, where families are invited into classrooms to observe instruction and learn about literacy development and Montessori practices
- Family literacy resources and recommendations for supporting reading at home
- Summer reading suggestions and literacy support opportunities
- School newsletters and communication platforms that share literacy strategies, reading tips, and student learning activities
- Parent Leadership Team (PLT) and Parent Teacher Organization (PTO) opportunities that strengthen family-school partnerships

Families are encouraged to engage in daily reading with their children, support literacy activities at home, participate in school events, and maintain communication with teachers regarding student progress.

TRM values family feedback and utilizes surveys, conferences, and ongoing communication to evaluate the effectiveness of literacy programming and family engagement efforts. Information gathered from families helps inform continuous improvement of literacy instruction and support services.



The school is committed to providing equitable access to information and support for all families, including multilingual families and families of students receiving intervention or special education services. Communication is provided in a manner that promotes understanding, collaboration, and shared responsibility for student success.

TRM encourages ongoing family involvement in literacy development through reading at home, reading throughout the summer, school communication, and collaborative partnerships.

MULTILINGUAL LEARNERS

Upon enrollment, families complete a home language questionnaire.

Students identified as multilingual learners receive:

- Appropriate instructional supports
- Progress monitoring
- Intervention support when needed
- Collaboration among instructional staff

Instructional planning considers:

- Language acquisition needs
- Cultural responsiveness
- Equitable access to literacy instruction

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students receiving special education services participate in universal screening and literacy instruction aligned to individualized educational needs.

Collaboration occurs among:

- General education teachers
- Special education staff
- Literacy Lead
- Intervention staff
- Families
- MTSS team members



Instructional decisions are based on student data and individualized support needs.

Students Experiencing Homelessness

TRM ensures students experiencing homelessness receive equitable access to literacy instruction, interventions, assessment participation, school supplies, and academic support services consistent with the McKinney-Vento Act.

CONTINUOUS IMPROVEMENT

Three Rivers Montessori Public Charter School is committed to continuous improvement through an ongoing cycle of data review, instructional reflection, professional learning, and intervention evaluation. The purpose of this process is to ensure that all students receive high-quality literacy instruction aligned to the Minnesota READ Act, the Science of Reading, and Minnesota Academic Standards.

The Literacy Leadership Team reviews literacy data and implementation practices throughout the school year and conducts a comprehensive annual review of the school's literacy program. Data sources include:

- FastBridge universal screening and progress monitoring data
- MCA reading achievement data
- Classroom-based literacy assessments
- Intervention and MTSS outcome data
- Student growth measures
- Literacy instructional fidelity data
- Professional development participation and implementation
- Teacher evaluation and instructional walkthrough data
- Family feedback and engagement data

Literacy instructional fidelity is monitored through classroom walkthroughs, coaching cycles, lesson observations, PLC discussions, and review of instructional practices aligned to structured literacy and Science of Reading principles. The school also monitors implementation of literacy curriculum resources, intervention programs, and evidence-based instructional practices to ensure consistency across grade levels.



TRM monitors staff completion of Minnesota READ Act professional learning requirements and provides ongoing training, coaching, and collaborative learning opportunities focused on structured literacy, dyslexia characteristics, assessment practices, intervention strategies, and data-based instructional decision-making.

The Literacy Leadership Team utilizes data to:

- Identify strengths, trends, and achievement gaps among student groups
- Evaluate the effectiveness of core instruction and intervention systems
- Strengthen instructional practices and implementation fidelity
- Improve intervention programming and progress monitoring systems
- Determine professional learning priorities
- Allocate resources to support student literacy achievement
- Monitor progress toward literacy goals and READ Act requirements
- Develop future literacy goals and action plans

Findings from the annual review process are used to revise the Local Literacy Plan, strengthen instructional programming, and support continuous growth in student literacy achievement.

LITERACY LEADERSHIP TEAM

The Literacy Leadership Team is responsible for:

- Reviewing literacy data
- Monitoring implementation of the Local Literacy Plan
- Evaluating intervention effectiveness
- Supporting professional learning
- Monitoring READ Act implementation
- Recommending annual revisions to the Local Literacy Plan

Members include:

- Executive Director/Literacy Lead
- Classroom Teachers
- Special Education Staff
- Intervention Staff
- Reading Corps Coordinator (if applicable)

The leadership team supports:

- Data review



- Intervention planning
- Professional learning
- Literacy implementation
- Continuous improvement efforts

PUBLIC REPORTING

This Local Literacy Plan will be:

- Reviewed annually
- Submitted to the Minnesota Department of Education
- Shared with stakeholders
- Available on the school website

CONTACT INFORMATION

Dr. Paula Henry

Executive Director

Paula.Henry@threeriversmontessori.org

(763) 595-1213

Prepared for the 2025–2026 School Year using Minnesota READ Act guidance and current Minnesota Department of Education literacy planning expectations.

SCREENERS

Grades K-3 Screeners

Indicated in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Fastbridge Fast Reading (Grades 2-3)	Grade 2 Grade 3	Oral Language Phonological Awareness Phonics Fluency	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter (optional) Last 6 weeks of School (Spring)



		Vocabulary Comprehension		
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Grade K Grade 1 Grade 2 Grade 3	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter (optional) Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: Fastbridge Capti - ReadBasix	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 3 weeks of School (Fall) <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 3 weeks of School (Spring)