

2021 Reopening Plan - Special Programs

| Structure/Forum | Students | COVID Spread |
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| In Person Instruction | All students | Vaccine available |

Summary

Special Education (Reviewed and Revised 1/13/22, 7/17/22)

- The CCPS special education department will follow provisions of the Individuals with Disabilities Education Act (IDEA) and the Code of Maryland Regulations (COMAR) related to special education to provide a Free and Appropriate Public Education (FAPE) for students with disabilities.
- The CCPS special education department will follow guidance in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins related to COVID-19.
- Students receiving special education services were invited to participate in CCPS Summer Programming opportunities during the Summer of 2021. Students were able to participate in in-person learning opportunities from June 21-July 29, 2021. Students were also able to participate in Exact Path tutoring opportunities which provided more practice on academic skills.
- Upon return to school in September 2021, the CCPS special education department will hold IEP meetings to review ESY and compensatory services provided during Summer 2021 to eligible students.
- When schools reopen in September 2021, students receiving special education services will be administered iReady diagnostic to identify, if any, academic areas of need or regression. Social emotional learning (SEL) needs will also be addressed through interviews with guidance counselors in grades Prek-12 and a SEL diagnostic for grades 6-12. Once needs are identified, appropriate resources will be provided to individual students.
- When schools reopen in September 2021, students receiving special education services will be administered IXL diagnostic to identify, if any, academic areas of need or regression.
- The CCPS special education department will make available safeguards such as plastic barriers, clear face masks and social skills training to address individual student needs related to COVID-19.
- The CCPS special education department will provide ongoing training and support to special education families and students that addresses academics, attendance and around the use of instructional technology and resources.
- The CCPS special education department will maintain consistent and ongoing communication with students and families, and continue to work collaboratively with other departments and programs to provide necessary support and deliver information in an understandable format.
- The CCPS special education department will hold IEP review meetings for students with disabilities who have applied and requested participation in the Blended Virtual Program to determine if their IEP can be implemented within the virtual environment.

- The CCPS special education department will ensure continued access to instruction by providing technology as determined by the CCPS One-to-One Technology Initiative.
- The CCPS special education department will conduct IEP meetings that include the development of emergency conditions on the IEP. **Reviewed and revised 1/13/22 to:** The CCPS special education department will conduct IEP meetings that include the development of emergency conditions on the IEP at annual IEP meetings throughout the 2021-2022 school year.
- The CCPS special education department will create a protocol for teachers to follow when students with disabilities are quarantined.
- **Added 1/13/22:** [2022 SWD Emergency Protocol for Virtual Services](#)

Infants & Toddlers Program (Reviewed 1/13/22, 7/17/22 and no revisions are necessary)

- CCPS, lead agency for the Caroline County Infants and Toddlers Program, will resume providing services in natural environments in School Year 2021-2022. A hybrid option will continue to be available if parents prefer a virtual session and/or meeting.
- Compensatory services were provided to all infants and toddlers requiring these services.
- Year-round services were provided in a hybrid manner. Parents were able to determine if they preferred in-person, virtual, or a combination of these during the summer months.
- The CCITP will follow guidance provided in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins related to COVID-19.

504 Students (Reviewed 7/17/22 and revisions made as needed)

- 504 students were invited to participate in CCPS Summer Programming opportunities during the Summer of 2022. Students were able to participate in in-person learning opportunities from June 27-July 28, 2022. Students were also able to participate in Exact Path tutoring opportunities which provided more practice on academic skills.
- All 504 plans will be reviewed to ensure students receive accommodations as outlined in the student's 504 plan. 504 Plans will be revisited as needed throughout the 2022-2023 school year, to determine if revisions need to be made based on students' needs.
- CCPS will also determine if 504 students have experienced a regression and/or lack of progress. If a regression and/or lack of progress is present, CCPS will identify additional learning opportunities to support areas of needs. This will include different accommodations and services to support students as needed.
- Advocate for students and families who have obstacles which prevent availability to learn and connect them to available school and community resources (ex-food distribution, connections to Human Services and community resources, etc.).
- Maintain regular communication with students and families, and continue to work collaboratively with other departments and programs such as Student Services to bridge the home/school connection, provide necessary support and deliver information in an effective format.

Preschool Special Education Programs (Reviewed 1/13/22, 7/17/22 and no revisions are necessary)




- Regional Pre-K 3 students were invited to participate in the 2021 CCPS Summer Program. Students were able to participate in this in-person learning opportunity from June 21-July 29, 2021. ESY and Compensatory Services will be provided during the summer to eligible students.
- In September 2021, CCPS will provide in-person instruction for all CCPS students. School schedules will return to a normal, full day program, that is five days per week.
- Students will be provided technology as determined by the CCPS One-to-One Technology Initiative.
- CCPS will hold IEP meetings to address ESY and compensatory services provided during Summer 2021 to eligible students.
- The CCPS special education department will follow guidance provided in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins related to COVID-19.

CCPS REopening ACTION PLAN

| Objectives | Area | Action Steps | Responsible Party(s) | Timeline | Resources Needed /Created | Indicators of Success | Date of Completion |
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| Establish educational services for students that are protected under IDEA, Section 504, and ADA federal programs guaranteeing services continue during any extended school closure. | Special Education 3-21 (All IFSP/IEP meetings can be held in person or virtual at the parent request) | Review June 2021 iReady Diagnostics Data and 2021 BOY iReady Diagnostic Data iReady Memo 2021: iReady Diagnostic for Students with Disabilities | SPED Staff; SPED Leadership team | August 2021 | Access to iReady | Data Report: SWD BOY iReady Data 9/7/21-9/30/21 All Schools | By October 2021 |
| | | Review ESY Data | SPED leadership team | By October 1st 2021 | Datasheet, IEP Meetings | Student data sheets, IEP Meetings August 10, '21- Special Education Leadership PD Agenda | By October 2021 |
| | | Review IXL Data | SPED leadership team | August 2021 | Datasheet | Student data sheets IXL District Achievement Summary Results | September 2021 |

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| | | | | | | Reopening Plan SWD iReady/IXL Math Diagnostic Results by School 2021-2022 Reopening Plan SWD iReady/IXL Reading Diagnostic Results by School 2021-2022 | |
| | | Implementation of IXL BOY Diagnostic | SPED leadership team | September 30th 2021 | Datasheet | Student Action plans (see above data) | September 2021 |
| | | ESY, Compensatory/Recovery IEP meetings Copy of 2021 Summer ESY/Compensatory List Copy of Compensatory/Recovery Conversations Case Manager Roster 20-21 | Special Education Case Managers | August- October 1st 2021 | Time; specialist support; monitoring/create report for meetings held | All meetings held; monitoring form is completed Copy of 2021 Summer ESY/Compensatory List | October 1st 2021 |

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| | | <p>Conduct IEP meetings/conversations to address Planning for Emergency Conditions</p> <p>Added 1/13/22 <input type="checkbox"/> MD IEP Online Up...</p> | Special Education Case Managers | August- October 1st 2021 | Time; specialist support; monitoring/create report for meetings held | All meetings held; monitoring form is completed | October 1st 202; ongoing as needed |
| | | <p>Maintain documentation forms/logs for:</p> <ul style="list-style-type: none"> - Parent Contacts - SDI Delivery - Accommodations - Monitoring Instructional Assistants <p>Special Education Teacher Beginning of the School Year Checklist 21-22</p> <p>Added 1/13/22 Special Education Teacher Specialist Beginning of the School Year: Checklist 21-22</p> | SPED Leadership Team and SPED Case Managers | August 2021 | MD IEP Online Parent Contacts Accommodations Monitoring Instructional Assistants | Completed documentation forms | August 2021 |
| | | <p>Provide teacher expectations in the co-teaching environment</p> | SPED Leadership Team | July 2021 | Best Practice Document; Time; Collaborative Calendar | Expectation Document & emails of dissemination CCPS Special Education Website | August 2021 |

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| | | Establish consistent, weekly co-planning time to develop lessons and discuss students needs | General and Special Education Teachers | July 2021 | Best Practice Document; Time; Collaborative Calendar; Website | Calendars SPED Professional Development Calendar | August 2021 |
| | | Review district data to determine students access and technology capabilities | SPED Leadership Team | August 2021 | Survey data; Case Manager/IDLP Documentation Form | Survey; Case Manager Parent Contacts | August 2021 |
| | | Provide teacher expectations in the Intensive Support environment Added 1/13/22: <ul style="list-style-type: none">  Intensive Support...  Intensive Support...  Intensive Support... | SPED Leadership Team | August 2021 | Best Practice Document; Time; Collaborative Calendar; Website | Completed and uploaded SPED to website CCPS Special Education Website | September 2021 |
| | | Identify learning materials and resources to support students | SPED Leadership Team and Case Managers | August 2021 | Communication from Case Managers and Special Education Teacher Specialists | Established county approved list Intensive Support Instructional Quick Look Document 2021-2022 | October 2021 |

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| | | | | | | Special Education Leadership Meeting Agenda 2021-2022 SY | |
| | | Determine Needs for AT for students with intense communication needs | SPED Leadership Team | August 2021 | Devices; AT communication survey | Completed survey; devices allocated; AT Communication Survey Responses | October 15th 2021 Revised: by February 1, 2022 |
| | | Collaborate with Non-Public for continued instruction plan Added 1/13/22: Special Education Instructional Team Chart 21-22 Updated 11/21 | Shawn Culver | On-going | Time; Organizational Chart | On-going communication; Outline of Plan Copy of Culver-Non-Public-NCHS IEP Meeting Documentation- '21-'22 | On-going |
| | | Develop Expectations for Instructional Assistants and Support Staff to be supervised by certified teacher | SPED Leadership Team | August 2021 | Best Practice Document; Time; Collaborative Calendar; Website | Completion of Expectations | September 2021 |

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| | | Disseminate information to families: <ul style="list-style-type: none"> - Provide SECAC meetings virtually - Use SMORE to email parents - Post updates on CCPS website Memo Parent Postcard and SECAC flyers 2021-2022 | SPED Leadership Team | On-going | Website SECAC Flyers Parent email list | Documents are uploaded to website & information disseminated by Lisa Carroll SECAC Flyer 2021-2022 (updated 1/11/2022) Special Education SMORES' | On-going |
| | | Establish a Communication Protocol with parents for preferred method of contact. Request for Method of Notification Letter | Special Education Teachers | Sept 2021 | Review of Communication Protocol at Sept Team Meeting | Documented in online MOIEP Contact Log for SWD | Sept 2021 |
| | | Create protocol for Teachers to follow when students with disabilities are quarantined. (This should include parent contact, accessing google classroom, IEP implementation, hot spots and follow-up coaching with families. Fall 2021 SWD Quarantine Protocol | Special Education Leadership Team | Sept. 2021 | Google Doc. | Documentation that protocol was followed when a SWD is quarantined | Sept 2021 |

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| | | Provide General Education Teachers with a copy of students IEP snapshots Special Education Teacher Beginning of the School Year Checklist 21-22 | SPED Case Managers | August & On-going as IEP's are amended/Annuls | Time; MD Online Report | Snapshots are disseminated via email Special Education for All Staff PD 2021-2022 | August 2021 & On-going |
| | | Provide General Education Teachers with access to accommodation and supplementary aid logs Special Education Teacher Beginning of the School Year Checklist 21-22 Special Education Teacher Specialist Beginning of the School Year: Checklist 21-22 | SPED Case Managers | August & On-going as IEP's are amended/Annuls | Time; IEP snapshot; Google forms | Snapshots & Accommodation logs are disseminated via email | August 2021 & On-going |

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| | <p>Special Education B-3 (All IFSP/IEP meetings can be held in person or virtual at the parent request)</p> | <p>INFANTS & TODDLERS Establish a Communication Protocol with parents for preferred method of contact. For families with children participating in Early Childhood Settings following CDC guidelines, sessions can be held in person. For families receiving services at home, the sessions will continue at home based on parent choice. If a parent is uncomfortable with staff coming in the home, services will be delivered in a school setting.</p> | <p>Service Coordinators Coordinator of I and T Early Childhood Teacher Specialist</p> | <p>Sept 2021</p> | <p>Review of Communication Protocol at Sept Team Meeting</p> | <p>Documented in Maryland Online IFSP Contact Log Caroline County Infants and Toddlers Program September 2021 Back to School Meeting 2021-2022 CCITP Addressing COVID</p> | <p>Sept 2021</p> |
| | | <p>Conduct assessments and determine eligibility for infants and toddlers who are served in their homes. For infants and toddlers being served in early childhood settings that are following CDC guidelines, they can be assessed in person following the CCPS In Person Student Assessment Guidelines document.</p> | <p>Service Coordinators Early Childhood Teacher Specialist Early Childhood Coach Coordinator of I and T</p> | <p>On- going as children are referred or need reevaluations</p> | <p>Review of the CCPS in Person Student Assessment Guidelines document at the Sept Team Meeting</p> | <p>Discussions with Service Coordinators and review of the new referrals and reevaluations at Caroline County Infants and Toddlers Monthly Team Meetings - In-House Google Document Maintained</p> | <p>On- going</p> |

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| | | Schedule Transition Planning Meetings and Part c to B IEP Meetings with schools for those families requiring a virtual meeting and for those who prefer a virtual meeting. All other meetings will be held in person. | Service Coordinators Early Childhood Teacher Specialist | Ongoing as required | Review of all meetings held at Monthly Team Meetings | Documented on Team Meeting Google Chart | On- going |
| | | Conduct Individualized Family Service Plan (IFSP) meetings on all participating infants and toddlers to determine if they have had any negative impact on their progress due to COVID-19 Pandemic and if it is determined the child did have such impact, the IFSP will be revised to address the identified concern. | Service Coordinators Service Providers | Sept - Oct 2021 | Review of IFSP | Reviewed at Monthly Team Meeting Caroline County Infants and Toddlers Part C Comp Ed Guidance Document | Oct 2021 |
| | | Make adjustments to Early Childhood settings that are appropriate for in person sessions. | Coordinator of I and T Early Childhood Teacher Specialist | August - Sept 2021 | Copies of the reviewed settings plans to follow CDC guidelines. Development of a chart of "safe" work spaces for staff. | Discussions with team at Sept 2021 meeting October 2021 Infants and Toddlers Team Meeting | On- going |

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| | | | | | Review safety practices with staff. | | |
| 504 | Review district data to determine students access and technology capabilities | Christal Harkowa & 504 Chairs | Review spring data | Review info from teacher contact logs (Spring 2022) and data from new surveys, etc. | Documented in contact logs, etc. | August/Sept. 2022 | |
| | Provide professional development opportunities for 504 Chairs | Christal Harkowa | Develop: June - July 2022 Implement: On-going | Create a PD Plan and Calendar | Completion of PD Plan & Calendar Professional Development Plan/Calendar for 2022-2023SY | On- going | |
| | Provide each general education teacher with a copy of the 504 plan | 504 Chairs | August 2022 | Print copies of 504 Accom. Plans | Document 504 Plans have been received | August 2022 | |
| | Provide communication protocols (Teacher to Teacher, Teacher to Parent) | Christal Harkowa & 504 Chairs | Develop: July & August 2021 Share: August 2022 | Develop Communication Protocols | Completion of protocols 504 Meeting Guidance for the 2022-2023 School Year | August/Sept. 2022 | |
| | Review protocol and expectations for all types of 504 Meetings (Initial/Eligibility, Annual, etc.) | Christal Harkowa | June & July 2022: Review protocol and expectations from Spring 2022; revise as needed | Revise 504 Protocol and Expectations for Meetings | Revision & Completion of Expectations | August 2022 | |

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| | | | | | | 504 Meeting Guidance for the 2022-2023 School Year | |
| | | Create and maintain parent contact and 504 accommodation logs | 504 Chairs; Teachers | July 2022: Review expectations for parent contact and accommodation logs | Revise expectations for parent contact and accommodation logs | Revision & completion of contact and accommodation logs 504 Meeting Guidance for the 2022-2023 School Year | On-going |
| | | Communicate information with families | Christal Harkowa, 504 Chairs, Teachers | On-going | Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc. | Document methods used to communicate in contact logs | On-going |

Summary

English Learners (EL) (Reviewed 7/17/22 and revisions made as needed)

- The equitable education of ELs is safeguarded by various civil rights laws and policies, as well as by the Every Student Succeeds Act (ESSA). Maryland school systems are required by COMAR to provide instructional assistance and services to enable ELs to attain English proficiency, develop high levels of academic language and achieve at high levels in academic subjects. CCPS will remain flexible and adapt support and service delivery models as needed.
- EL students were invited to participate in CCPS Summer Programming opportunities during the Summer of 2022. Students were able to participate in in-person learning opportunities from June 27-July 28, 2022. Students were also able to participate in Exact Path tutoring opportunities which provided more practice on academic skills.
- When school begins for the 2022-2023 school year, CCPS will use state-identified English Language Development (ELD) screening tools to test students for ESOL (English for Speakers of Other Languages) service eligibility.
- CCPS will also determine if EL students have experienced a regression and/or lack of progress. If a regression and/or lack of progress is present, CCPS will identify additional learning opportunities to support areas of needs. This will include different accommodations and services to support students in the ESOL program.
- Provide training and support to EL families and students that addresses academics, attendance and around the use of instructional technology and resources.
- Advocate for students and families who have obstacles which prevent availability to learn and connect them to available school and community resources (ex-food distribution, connections to Human Services and community resources, etc.).
- Maintain regular communication with students and families, and continue to work collaboratively with other departments and programs (Interpretation/Translation, Student Services) to bridge the home/school connection, provide necessary support and deliver information in an understandable format.

Gifted & Talented (GT) Students (Reviewed 7/17/22 and revisions made as needed)

- GT students will continue to receive appropriate services according to the regulations outlined in COMAR and CCPS board policy for Gifted & Talented.
- Summer learning opportunities were offered through Exact Path.
- CCPS will also determine if G&T students have experienced a regression and/or lack of progress. If a regression and/or lack of progress is present, CCPS will identify additional learning opportunities to support areas of needs. This will include a change in program and services to support students as needed (tutoring and/or additional support offered by the G&T teacher).
- Advocate for students and families who have obstacles which prevent availability to learn and connect them to available school and community resources (ex-food distribution, connections to Human Services and community resources, etc.).
- Maintain regular communication with students and families, and continue to work collaboratively with other departments and programs such as Student Services to bridge the home/school connection, provide necessary support and deliver information in an effective format.

Pre-Kindergarten 4 Program (Reviewed 1/13/22 and no revisions necessary)

- Pre-Kindergarten students were invited to participate in the 2021 CCPS Summer Program. Students were able to participate in this in-person learning opportunity from June 21-July 29, 2021. ESY and Compensatory Services were provided during the summer to eligible students.

- In September 2021, CCPS will provide in-person instruction for all CCPS students. School schedules will return to a normal, full day program, that is five days per week.
- Students will be provided technology as determined by the CCPS One-to-One Technology Initiative.
- CCPS will hold IEP meetings to address ESY and compensatory services provided during Summer 2021 to eligible students.
- CCPS will follow guidance in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins related to COVID-19.

CCPS REopening ACTION PLAN

| Objectives | Area | Action Steps | Responsible Party(s) | Timeline | Resources Needed /Created | Indicators of Success | Date of Completion |
|---|------------------|---|---|--|--|---|---|
| Establish educational services for EL, G & T and Prek 4 students guaranteeing services continue during any extended school closure. | English Learners | Establish consistent co planning time to develop lessons | EL Teachers and General Ed Teachers | August 2022 | Develop a calendar/log for co planning info | Completion of calendar/log | On-going |
| | | Provide professional development opportunities for EL teachers and EL Assistants | Christal Harkowa and Tori Shull | Develop: June - August 2022 Implement: On-going | Create a PD Plan and Calendar | Completion of PD Plan & Calendar and Participation in PD EL Professional Development Plan/Calendar for 2022-2023SY | On-going |
| | | WIDA Screener will be used upon returning to school to screen potential EL students | Guidance from WIDA and MSDE; Screener will be utilized by EL teachers | TBD | Provide updates as information is shared by MSDE | Completion of testing/ screener | September 2022 and throughout the year as new students enroll |

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| | | Communicate information with families | Christal Harkowa, Tori Shull, EL Teachers and General Ed Teachers | On-going | Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc. | Document methods used to communicate in contact logs, etc. | On-going |
| G & T | | Review district data to determine students access and technology capabilities | Christal Harkowa | Review spring data | Review info from teacher contact logs (Spring 2022) and data from new surveys, etc. | Document in contact logs, etc | August/Sept. 2022 |
| | | Provide professional development opportunities for GT teachers | Christal Harkowa | Develop: June - August 2022 Implement: On-going | Create a PD Plan and Calendar | Completion of PD Plan & Calendar G&T Professional Development Plan/Calendar 2022-2023SY | On-going |
| | | Provide communication protocols (Teacher to Teacher, Teacher to Parent) | Christal Harkowa and GT Teachers | Develop: July & August 2022 Share: August | Develop Communication Protocols | Completion of protocols | August/Sept. 2022 |
| | | Communicate information with families | Christal Harkowa and GT Teachers | On-going | Use a variety of methods to communicate with families -email, phone, flyers, county and school websites, etc. | Document methods used to communicate in contact logs, etc. | On-going |

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| | Pre-K 4 Program | Create google classrooms for Pre-K to support effective communication with families. | Pre-Kindergarten Teachers Early Childhood Teacher Specialist Coordinator of Early Childhood | September 2021 | Professional Development provided in June 2020 and September 2020 | Successful use of the Google Classroom throughout the school year 2021-2022 Back to School Inservice | June 2020 - June 2021 |
| | | Develop a technology distribution plan. All students will receive an Ipad with a protective case. | Coordinator of Early Childhood Early Childhood Teacher Specialist School Principal Technology Department | August - Sept 2021 | Maintain an inventory list and copies of technology distribution agreements | All students receive I pads prior to virtual instruction | June 2021 |
| | | Update the Frog Street Pre-K Curriculum Scope and Sequence and Lesson Plans. | Coordinator of Early Childhood Early Childhood Teacher Specialist Pre-K Teachers | Ongoing | A Scope and Sequence document to guide instruction. | Observation and Teacher Report 2021-2022 Frog Street Curriculum: Scope and Sequence | On- going |

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| <p>Ensure all students receive the appropriate Reading Interventions based on their current educational needs.</p> | <p>All Students</p> | <p>Review District Reading Data and any prior historical intervention data to determine students need for Reading intervention</p> | <p>MTSS Teacher Specialist Reading Intervention Teacher (RIT) Reading Resource Teacher (RRT) or Instructional Coach Principal Class Room Teacher</p> | <p>On going: Benchmark- BOY/MOY/EOY Monthly- and Bi-weekly: Software Performance/s tudent performance data</p> | <p>i-Ready Reading Diagnostic (BOY/MOY/EOY) Classroom performance information Grades Reading Intervention Placement data: Reading Inventory, Phonics Inventory, WADE, FFR Diagnostic Prescriptive</p> | <p>Students appropriately placed, if needed, into a reading intervention based on their specific needs</p> | <p>On-going</p> |
| | | <p>Provide Professional Development for Tier 3 Reading Interventions for Teachers</p> | <p>MTSS Teacher Specialist Reading Intervention Teacher (RIT) Reading Resource Teacher (RRT) or Instructional Coach Teachers</p> | <p>Initial PD: September 2021 and as needed</p> | <p>HMH SAM HMH Teacher Central OG+ teacher lessons and student tool kit</p> | <p>Teachers prepared to implement, data track, and monitor student progress reading intervention programs</p> | <p>On-going based on need</p> |
| | | <p>Placement assessments given to individual students to determine placement and individual learning needs as established by specific reading intervention program</p> | <p>Reading Intervention Teacher (RIT)</p> | <p>BOY Initial Placement: September 2021 MOY: January 2022 EOY: May/June 2022</p> | <p>HMH Reading Inventory HMH Phonics Inventory iReady Reading Diagnostic</p> | <p>Students appropriately placed, if needed, into a reading intervention based on their specific needs</p> | |

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| | | Add new data and information to Individual Student Reading Intervention Data Sheet | Reading Intervention Teacher (RIT) Intervention Teacher | On-going: September 2021- June 2022 | Google Sheet: 2021/2022 Individual Student Reading Data Sheet | Completion of reading data applicable to the Individual Student Reading Data Sheet | June 2022 |
| | | Supply any reading assessment data to the Google Sheet: Reading Intervention Data Sheet | Reading Intervention Teacher (RIT) Intervention Teacher | On-going BOY/MOY/EOY | Google sheet: 2021/2022 Reading Intervention Data Sheet by Schools | Completion of reading data applicable to the Reading Intervention Data Sheet | June 2022 |
| | | Reading Intervention Parent Information Letter | Reading Intervention Teacher (RIT) Intervention Teacher | September (and when a student exits or changes a program) Any new student placement into a reading intervention | Reading Intervention Parent Letter (Each program had their own parent letter) | Parent letters are sent home when a student enters a program, changes a program, or exits a program | June 2022 |
| | | Title 1 Parent Information Night | Building-level Administrators Reading Intervention Teachers (RIT) Intervention Teachers | September 2021- June 2022 (Based on individual School schedule) | Agenda Sign-in sheets Parent Survey Intervention Information Handouts | Completed: Agenda Sign-in sheets Parent Survey Intervention Information Handouts | Once completed based on individual school schedule |