

Red River Valley School Division
ADMINISTRATIVE PROCEDURE F17
EARLY YEARS SCREENING



The Red River Valley School Division (RRVSD) Board of Trustees believes in the importance and value of effective, research-based early childhood screening, universal identification, and intervention. This procedure outlines RRVSD's plan to ensure a consistent, effective, and fully compliant early literacy initiative across the division.

1.0 PURPOSE AND SCOPE OF SCREENING

To provide every child with a consistent and high-quality start, all Kindergarten and Maternelle students will be assessed using the Early Years Evaluation Teachers Assessment (EYE-TA). Students in Grades 1-3 will participate in Early Reading Screening using the Acadience reading screener. The results of screening are used to plan instruction that meets the needs of all students through classroom instruction and responsive supplementary instruction.

To clarify its function within the assessment-instruction-intervention cycle early reading screening is delineated as follows:

<i>What early years screening is:</i>	<i>What early years screening isn't:</i>
A quick check of key foundational literacy skills for all students.	A full diagnostic assessment to diagnose reading disabilities.
A tool to help guide differentiated instruction and targeted intervention decisions.	A comprehensive measure of overall writing or deep comprehension.
A tool to identify students who may be at risk for reading difficulties.	A single predictor of long-term reading success or failure.
Focused on core foundational skills ● Letter knowledge ● Phonemic awareness ● Phonics/decoding ● Fluency ● Vocabulary ● Comprehension	A replacement for ongoing teacher observation, formative assessment, or classroom evaluation.

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2.0 ASSESSMENT TOOLS AND METHODOLOGY

Early Years Evaluation (EYE-TA) - Kindergarten & Maternelle Evaluation Tool

All Kindergarten & Maternelle teachers will use this tool to assess students in 5 developmental domains which reflect early child development. This will lead to Kindergarten & Maternelle teachers being critical observers of their students throughout the year. The teachers will then be able to reflect on the evaluation results and provide responsive instruction with their students.

- ***Domain 1: Awareness of Self and Environment***
A child's understanding of the world and his or her ability to make connections with home and community experiences.
- ***Domain 2: Social Skills and Approaches to Learning***
A child's attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules.
- ***Domain 3: Cognitive Skills***
A child's basic math, pre-reading skills, and problem-solving abilities.
- ***Domain 4: Language and Communication***
A child's understanding of spoken language and his or her ability to express thoughts and feelings.
- ***Domain 5: Physical Development***
Fine motor: A child's ability to perform small movements that require hand-eye coordination.
Gross Motor: A child's ability to perform large movements that involve arms, legs, and body.

Acadience Reading Screener - Grades 1-3

Acadience Reading is comprised of measures that serve as brief, powerful indicators of a student's essential early literacy and reading skills. The essential early literacy and reading skills are:

- ***Phonemic Awareness:*** Auditory ability to hear, identify and manipulate individual sounds within the spoken words.
- ***Phonics (Basic & Advanced):*** The system of sound-letter relationships that serves as the foundation for decoding words in print.
- ***Accurate and Fluent Reading of Connected Text:*** Ability to read (sentences, paragraphs and stories) texts with high precision, and an appropriate pace.
- ***Reading Comprehension:*** Ability to process written texts and understand its meaning.
- ***Alphabetic Principle:*** The understanding that written letters and letter combinations represent the sounds of spoken language.

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3.0 IMPLEMENTATION SCHEDULE, ACCOMMODATIONS & EXEMPTIONS

Early Years Evaluation (EYE-TA)

All students in Kindergarten and Maternelle will be assessed using the Early Years Evaluation Teachers Assessment (EYE-TA) tool according to divisional reporting cycles.

Early Reading Screener

Students in Grades 1-3 will be screened 3 times per year (Fall, Winter, Spring) during divisional screening windows.

Accommodations & Exemptions

- Screenings will be adapted for diverse student needs, including English as an Additional Language (EAL) learners and American Sign Language (ASL) users.
- A student with an Individualized Education Plan (IEP) may be exempt if the process and data collection do not support instructional planning or if it is unreasonable to expect the student to approximate benchmark expectation.
- Exemption decisions must involve the school support team. Exemptions and reasons must be formally documented.

4.0 RESPONSE TO SCREENING & MULTI-TIERED SYSTEM OF SUPPORTS

Tier 1: Differentiated Core Instruction

Following screening, the classroom teacher conducts further classroom-based assessment to pinpoint specific skill gaps and provides targeted, explicit instruction within the classroom.

Tier 2: Targeted Intervention & Progress Monitoring

If a student continues to struggle, the classroom teacher delivers small-group targeted instruction/interventions and conducts regular progress monitoring. Student services and resource teachers may support the classroom teacher with strategies, co-planning, or co-teaching at this stage.

Tier 3: Referral & Intensive Specialized Support

If progress monitoring shows the student is not making necessary growth, the classroom teacher initiates a referral to the resource teacher or student services for specialized diagnostic assessment and individualized programming.

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5.0 REPORTING AND PARENT COMMUNICATION

Pre-Screening Information: Schools will inform parents/guardians about upcoming screening practices, skills assessed, and how data will support learning.

Reporting Results: Screener results will be shared with parents within 30 days of completion. Screening status and summary data will be documented on official divisional report cards.

EYE-TA (Kindergarten & Maternelle): Reports will be shared with parents as information tools to guide programming decisions and transition planning.

Ongoing Collaboration: For students receiving targeted interventions, teachers will maintain regular updates with parents regarding growth, classroom strategies, and home-support ideas.

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