CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO
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BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

218 – Early Reading Screening

DIRECTIONAL POLICY

200 – Nurturing and Protecting Catholic Education

Title of Administrative Procedure:

Early Reading Screening

Date Approved:

December 2024

Projected Review Date:

December 2029

Directional Policy Alignment:

The Early Reading Screening Administrative Procedure falls under the Board's Directional Policy *Nurturing & Protecting Catholic Education* by ensuring an environment that is reflective of Catholic social teaching and positively contributing to the achievement and wellbeing of all students and staff.

Alignment with Multi-Year Strategic Plan:

The Early Reading Screening Administrative Procedure aligns with the Board's Multi-Year Strategic Plan by reflecting our priority of creating safe, nurturing, encouraging and inclusive learning for all students within our Board.

CDSBEO Strategic Plan 2020-2025

Purpose

The Early Reading Screening Administrative Procedure supports our commitment to promoting evidence-based practices to support student well-being and achievement in the classroom. This approach involves ongoing monitoring and evaluation of foundational reading measures to improve the quality of, and inform, instruction in the language classroom.

Action Required

Year 2 Kindergarten – Grade 2 Teaching Screening:

- Students in Year 2 of Kindergarten, Grade 1 and Grade 2 are to be screened for early reading foundational skills using a ministry-approved, evidence-based screening tool. CDSBEO has chosen the Acadience Reading assessment.
- Year 2 Kindergarten – Grade 2 students are to be screened at the beginning of the school year. The screening assessment will assess each foundational reading skill against a benchmark, aggregate student data, and provide immediate information so it can be used by teachers to inform instruction.
- The beginning of year ministry-mandated screening must be completed before mid-November. The results of the screening must be communicated through a Parent Letter in the Fall of the school year and included on the first Elementary Provincial Report Card.
- For students whose beginning of year reading scores were below the benchmark, a second ministry-mandated screening must be completed between January and the middle of March, and the results must be communicated on the second Elementary Provincial Report Card.
- As best practice, teachers are encouraged to complete the reading screening with their students three times a year (beginning of year, middle of year & end of year) to monitor student progress and inform the reading intervention plan.
- The reading screener assessment is to be used in conjunction with classroom-based assessments to monitor student progress.

Responsibilities

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Nurturing and Protecting Catholic Education Directional Policy.
- Reviewing this Administrative Procedure as part of its regular policy and Administrative Procedures review cycle.

The Director of Education is responsible for:

- Ensuring the implementation of and compliance with this Administrative Procedure, including the designation of required resources.

Superintendents of Schools and System Portfolios are responsible for:

- Ensuring Principals are consistent with the application of this Administrative Procedure.
- Ensuring that any employee for whom they have supervisory responsibility is aware of the requirements under this Administrative Procedure.

Principals and Vice-Principals are responsible for:

- Ensuring staff whom they supervise are aware of the requirements under this Administrative Procedure.
- Sending home an Early Reading Screening Notification Letter to parents/guardians at the beginning of September.
- Overseeing the distribution of the Screening Results Letters to parents/guardians in the Fall of the year.
- Facilitating a schedule to support the implementation of a reading intervention plan.
- Ensuring the most recent screening results are included in the OSR, if a student transfers within the school year

Teaching Staff are responsible for:

- Administering early reading screening.
- Entering reading screening results and assessments date into a digital data repository.
- Communicating with parents/guardians to share results of early reading screening through a Screening Results Letter to parents in the Fall.
- Entering the reading screening results and assessment date on the report card(s).
- Creating and facilitating a reading intervention plan to support and monitor students' reading development for students who do not meet benchmarks.

Progress Indicators

- Early Reading screener data on foundational reading measures for all students from Year 2 Kindergarten to Grade 2 is utilized to support intervention plans.
- Timely reporting to parents/guardians of the screener results.
- Data used to create intervention programming for students who do not meet benchmarks.
- Programming is regularly monitored and revised as required.

Definitions

- **Acadience Reading:** A universal screening and progress monitoring assessment authored by Acadience Learning which measures the acquisition of early literacy skills from Kindergarten through Grade 6.
- **Benchmark:** A benchmark indicates a level of skill at which students are likely to achieve the next Acadience Reading benchmark or reading outcome.
- **Digital Data Repository:** A centralized digital storage system.

References

- PPM 168: Reading Instruction and Early Reading Screening
- Ontario Human Rights Commission: Right to Read Executive Summary