EARLY IDENTIFICATION AND ASSESSMENT

Early identification and assessment defines the process used to identify students with exceptional learning needs as early as possible in their education.

To that end, Turtle Mountain School Division gathers information required for planning and implementing the student's educational program upon school entry, where appropriate and required, from the following sources:

- Transition protocols on Guidelines for Early Childhood Transitions to School, Guidelines for School Registration for Students in Care of Child Welfare Agencies;
- Parents, pre-school service providers, clinicians, outside agencies, and preschool teachers;
- Preschool Wellness Fairs;
- PROMISE Years CTNM;
- Mid-winter meetings with preschool agencies.

IDENTIFICATION OF EARLY LEARNING NEEDS FROM KINDERGARTEN TO GRADE 4

Each individual school in the division has in place and maintains a process of monitoring children's progress. This process may include all or some of the following methods and tools aimed at accessing multiple data and information on each child's learning success:

- Kindergarten – Early Development Instrument, DIAL 4, Phonological Awareness Screener
- Grade One – Observation Surveys
- Learning student portfolios and continuums (Grades 1-8)
- Numeracy Screener (Grades 1-8)
- Grade Three Numeracy and Literacy Assessments
- Informal Reading and Writing Assessments & Rubrics (Grades 1-8)
- Running Records
- Other informal grade assessment tools.

The identification of exceptional learning needs at the school level will require a referral to a divisional clinician for a more specific diagnostic assessment.

EARLY READING SCREENING

Bill 225 of the Public Schools Act requires all students from Kindergarten from Grade 4 to be screened for reading at least twice a year. Results are to be communicated to parents on the first and second term report cards each year.

TMSD has identified the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for to measure:

- letter knowledge
- phonemic awareness
- decoding
- fluency
- vocabulary
- comprehension

Results from the reading screening will be used to drive classroom instruction and intervention (Tiers 1 & 2). When students have been receiving both Tier 1 and Tier 2 support and the student is not making the expected year-over-year progress, the school team will consider specialized clinical assessments (Tier 3). These assessments provide an in-depth analysis of cognitive and linguistic skills (attention, memory, processing speed, language and reasoning) to accurately diagnose learning or reading disabilities.

TMSD will complete reading screening for all students from Kindergarten to Grade 8.