



Reading Recovery

Administrative Procedure 2.A.75

Board Governance Policy Cross Reference:

Date Adopted: January 2019

Reading Recovery is an effective early intervention program designed for children having difficulty learning to read and write in Grade One. It is an intensive, individually planned series of lessons delivered daily, for 30 minutes per student, for approximately 12-20 weeks. The intervention works alongside the classroom program, complementing the rich experiences offered in the classroom environment.

Reading Recovery has one clear goal, to “*drastically reduce the number of children experiencing literacy difficulties.*” Children are selected for Reading Recovery based on classroom teacher’s observations, recommendations and assessments. The goal is to intervene with approximately 20% of the school’s Grade 1 population.

Evergreen School Division believes in Reading Recovery as an effective intervention and will work with Principals to ensure staffing is put in place that best supports the program.

GUIDELINES FOR TEACHER SELECTION:

- be certified as a teacher in Manitoba
- have a minimum of 3 years’ experience working with early years students
- have a record of successful classroom teaching
- be willing to serve as a literacy support in the school
- be committed to the professional development necessary each year
- understand that being a Reading Recovery Teacher usually means a commitment of a minimum of 3 years to a maximum of 5 years

STAFFING DECISIONS:

- Superintendents/Principals will staff the Reading Recovery Teacher position based on school needs, teacher interest, teacher strengths and student numbers.
- Superintendents/Principals may assign or transfer staff to the Reading Recovery Teacher position if in their judgment, it is in the best welfare of the students and the school.
- Superintendents/Principals may assign any Early Years Teacher to the Reading Recovery position during their time as an Early Years Teacher in Evergreen School Division.

- The professional development that Reading Recovery Teachers participate in is exceptional, benefiting both teachers and students. By moving teachers through this position, we are increasing our capacity in terms of literacy leaders.

STAFFING MODELS:

Student Services Model:

The Reading Recovery Teacher works in Reading Recovery part of the day and is involved in Student Services related roles the rest of the day (Interventions Teacher, Co – teacher, Resource Teacher, etc.). In this model, the expertise of the individual is shared across many students, many classes. The flexibility of the role also makes it easier for the RR Teacher to make up any missed classes.

The Early Years Model:

The Reading Recovery Teacher works in Reading Recovery part of the day and as an Early Years Classroom Teacher for the remainder of the day where their assignment includes the literacy instruction for those students. In this model the Reading Recovery Teacher maintains a connection to a “regular” classroom while adding to their literacy learning.