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Guidelines for the Implementation of Reading Recovery in Pine Creek School Division

Reading Recovery is an early literacy intervention program that helps the lowest achieving grade one children to develop effective strategies for reading and writing in order to reach average levels of classroom performance.

Pine Creek School Division will follow the *Canadian Institute of Reading Recovery Standards and Guidelines*, understanding that in Manitoba, Public Education is inclusive. Children on Individual Education Plans may not have learning to read and write as their academic goal in Grade One. These students would not be included in the classroom literacy instructional program and therefore, would not be included in the Reading Recovery program.

Reading Recovery is to be a school-based program. The Reading Recovery teacher will provide expertise to early years teachers in early years reading development in his/her school.

Dependent upon financial support, the allocation of time for Reading Recovery should be based on:

- Kindergarten enrolment (20%)
- Kindergarten needs

Children are to receive daily, thirty minute, intensive and uninterrupted teaching in a small, quiet area designated for reading recovery use.

Reading Recovery Budget:

- Consumable materials
- Reading materials
- Mileage
- Release time
- In school meetings / testing / monitoring / discontinuing
- Continuing training
- Professional development
- Reading recovery teachers to plan 3 divisional term meeting per year.

Student records:

When a student is discontinued from the Reading Recovery Program the following documentation should be placed in the student's cumulative file:

- Attendance
- Book graph
- Observation survey summary
- Discontinuing form
- Multiple testing forms
- If required, the referral form to resource

Referral For Resource Support:

A referral for resource support is initiated by the Reading Recovery Teacher upon consultation with another divisional Reading Recovery Teacher and possibly Teacher Leader.

The Reading Recovery teacher completes the referral form for resource support. *The Multiple Testing Form and Observation Survey Summary* is included with the referral form.

Tracking of Discontinued Reading Recovery Students

Discontinued Reading Recovery students who have successfully completed the program will be tracked to end of Grade 3 by the Reading Recovery teacher.

The grade 1 discontinued Reading Recovery students will be monitored by the Reading Recovery teacher. In September of each year, The Reading Recovery teacher will inform the Gr. 2 teacher(s) of discontinued Reading Recovery students in their classrooms. The Grade 2 teacher(s) will provide the Reading Recovery Teacher with a copy of these students Running Records for October, January and June. Appropriate follow-up by the Reading Recovery teacher will be student specific.

In September of each year, The Reading Recovery teacher will inform the Gr. 3 teacher(s) of discontinued Reading Recovery students in their classrooms. The Grade 3 teacher(s) will provide the Reading Recovery Teacher with a copy of these students Running Records for October and June. Appropriate follow-up by the Reading Recovery teacher will be student specific.

Reading Recovery teachers will keep an open file on discontinued students until the end of grade 3, and then destroy the files. The Reading Recovery Teacher will check-off Reading Recovery on the student's cumulative file insert.

Parent Involvement

The importance of regular attendance should be stressed with parents; irregular attendance could result in withdrawal from the program

Selection of students

A team approach will be used for the selection and the support of students for Reading Recovery. The Team to include: Principal, Reading Recovery Teacher, Classroom Teacher, Resource Teacher, Kindergarten Teacher, and Speech-Language Pathologist. Consultation with the Teacher Leader should be part of the process. The final decision for selection to Reading Recovery will be the principal's.

14 May 02 (277)