



Tier 3 Reading Intervention Administrative Procedure 2.A.75

2.0 Human Resources
A. Foundations

Board Governance Policy Cross Reference:

Legal Reference:

Related Administrative Procedures:

Date Adopted: August 2025

Date Amended:

The primary purpose of Tier 3 reading intervention is to provide additional support to students who struggle to learn word-level decoding skills. Students selected for tier 3 reading intervention will receive explicit and systematic intervention in phonemic awareness, phonics, and word level decoding, with an emphasis on automaticity and fluency at letter, word, and passage level.

Intervention Teacher Selection

- Be certified as a teacher in Manitoba.
- Have been trained or willing to be trained in structured literacy and principles of direct instruction.
- Able to work collaboratively with intervention teacher colleagues, the director of programs and student services and all division clinicians and consultants.
- Commitment to collecting and analyzing data as outlined.
- Ability in schedule to make up missed lessons to ensure minimum session requirements are met.
- Has demonstrated strong time-management and organizational skills.

Staffing Decisions

- Superintendents will staff the intervention teacher position in consultation with the principal based on school needs, teacher interest, teacher strengths and student numbers.
- Superintendents/Principals may assign or transfer staff to the intervention teacher position if, in their judgment, it is in the best welfare of the students and the school.

Student Selection

- Below Benchmark on DIBELS composite and TOWRE-2 scores.
- Minimum 6 months of tier 2 interventions.
- Minimal progress in tier 2 interventions, as measured by DIBELS aim line and UFLI progress monitoring.

- Reading related diagnosis (e.g., specific learning disability in reading, dyslexia) OR on list for potential diagnosis.
- Additional factors may be relevant to student selection.
 - The Principal will consult with the speech-language pathologist.

Group Information

- 1-3 students per group.
- Groups are based on specific individualized goals and may include cross-grade groupings.
- Students work toward up to 3 individualized goals created by the intervention teacher based on their DIBELS aim line and QPS entry data.
- Students receive specialized instruction based on their specific goals.
- 25-minute sessions, 4-5x/week minimum.
- Required lesson plan components will be established by the speech-language pathologist and/or school psychologist.
- Students with attendance impacting their ability to receive 4-5 lessons/week may be discontinued.
- Additional factors may be relevant to group assignment.
 - The principal will consult with the speech-language pathologist.

Progress Monitoring

- Interventions are implemented for 6 weeks
- UFLI progress monitoring completed weekly
- DIBELS progress monitoring completed at 6-week mark

Collaboration

- Parents are notified via letter that their child will be receiving tier 3 interventions.
- Team members share progress monitoring results at intervention teacher PLCs and school-based meetings.
- Intervention teachers collaborate closely with classroom teachers to align home reading activities with intervention goals.
- Home practice packages will be provided by the intervention teacher and explained to families.
- Team members consult and collaborate with the school psychologist and speech-language pathologist.

Tier 3 intervention begins after beginning of year screening has taken place. Where tier 3 interventions are unsuccessful (i.e., students are off aim-line after 6-week progress monitoring), the intervention teacher and principal will consult with the speech-language pathologist and school psychologist to discuss next steps.