

**REMEDIAL INSTRUCTION**

The Board of Education, in its commitment to providing an educational program which meets individual student needs, recognizes the importance of remedial instruction. The Board, therefore, directs the Superintendent of Schools to oversee the development, maintenance and evaluation of a remedial instruction program. The program will specifically address the needs of students who must be provided remedial instruction as a result of test scores on state-required tests in compliance with the Regulations of the Commissioner, as well as the needs of all students who are having difficulty in any subject.

To determine student eligibility for such a program, the Superintendent, or his/her designee, shall design appropriate student assessment procedures. Assessment shall be a collaborative effort involving parents, regular classroom teachers, guidance, and Special Education personnel. Referrals may be initiated by Building Principals and/or classroom teachers, based in part on low student scores on state competency tests, but also taking into consideration a broad range of student needs.

Individual assessments shall attempt to gauge a student's need for emotional and/or physical health services, and seek to determine whether his or her academic performance has a basis in a physical or emotional handicapping condition. Student learning style and level of proficiency in speaking, reading and writing English must also be assessed. If the latter is a factor, instruction in English as a second language and/or bilingual instruction shall be provided prior to any determination regarding the need for further specialized instruction. All transfer students and new entrants shall be screened to determine their need for remedial instruction.

If a student is eligible for remedial instruction, he or she shall be assigned to a teacher trained in remedial programs, or (on the secondary level) certified in remedial instruction. In-service training in remedial methods and programs shall be provided to all teachers periodically.

The actual instruction shall vary in approach. Meetings with trained faculty shall be scheduled during the school day, but all faculty members should be available after school hours to provide a period of help, instruction and make-up work. Teachers shall coordinate remedial instruction with the student's regular classwork and homework load. Teachers are encouraged to involve parents, community volunteers, teacher aides/assistants and student peers whenever possible.

All remedial instruction programs shall be evaluated yearly. Evaluation shall be based on objective student outcomes, including test scores, classroom performance, and student behavior. When seeking to improve existing programs, the Superintendent or his/her designee shall research effective program models used by other districts in New York State and nationally. Such models shall be adapted to district resources and needs. All program outlines shall be submitted to the Board for prior approval.

In addition, the District shall seek all applicable state and federal funding to improve its remedial instruction programs and services.

Note: According to the Taylor Law, teacher availability after regular school hours is a mandatory subject for collective bargaining, and as such should be clearly negotiated prior to imposing a new policy. If current District practice already includes such an after-school help session, the policy may not need to be negotiated; however, districts should consult their school attorney on this matter.

Reference: 8 NYCRR §§100.1(g); 100.2(r); 100.3(b); 100.4(d)(e)

Cross-Reference: 4200, Curriculum Developments  
4326, Limited English Proficiency Instruction  
4720, Testing Programs