

Developmental Reading Assessments

The remedial teacher may be asked by a teacher to administer a D.R.A. to the students he/she works with. It is not his/her role to D.R.A. complete classrooms, nor should he/she be used as a substitute teacher while the classroom teacher administers the D.R.A. to his/her students.

Individualized Educational Plans

Goals and strategies may be recommended by the remedial teacher at I.E.P. revision meetings; however it is the subject teacher's professional responsibility to evaluate students according to the strategies and evaluation instruments he/she feels are suitable for each student. It is not the remedial teacher's responsibility to write up, nor input information into I.E.P.s.

Do I have to attend all I.E.P. meetings?

-If a substitute is in to replace you...Yes
-If you are on a Prep. You may, if you want (perhaps you chose to prepare some work instead of attending)
-If you are on a Non-Assigned Presence...No
-Before or After-School meetings...You may, if you have personal work scheduled (and choose to attend). Otherwise...No

In the case that you do not attend, you may be asked to submit in writing some goals and strategies that you recommend for the students concerned.

What about I.D.T. meetings?

Inter-Disciplinary meetings do not require the attendance of teachers and/or remedial teachers.

Remedial Teacher Network (R.T.N.)

The R.T.N. is a P.S.D. initiated network for elementary and high school teachers. You are released to attend these meetings that are convened by the P.S.D. special needs consultant.

Please note that you are to be replaced by a substitute when you are absent (for R.T.N., P.D., any meetings, or any other social or sick leaves). In the event that you are not replaced, please contact the L.T.U. office as soon as possible. You are a valuable part of the team that deserves the same status as any other teacher.



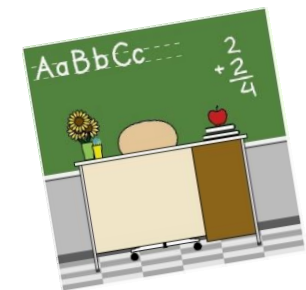
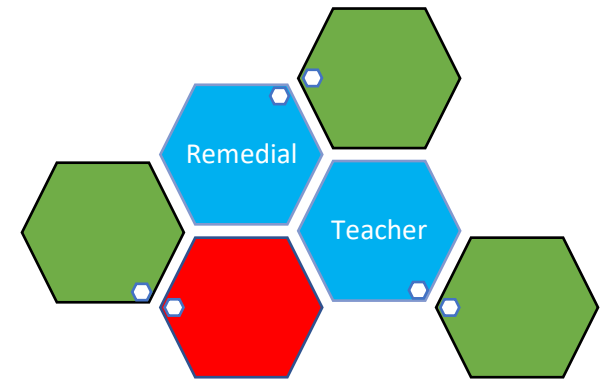
This information pamphlet was created in order to clarify the role and responsibilities of the elementary remedial teacher. If you have any questions, please communicate with me at the L.T.U. office (450-667-7037) or via email slandry@ltu.ca.

Serge Landry

Director of Pedagogical Affairs



A Natural Resource...



The elementary remedial teacher's role is not clearly defined in our Collective Agreement, as is the high school one (Provincial Text Supporting Teachers 8-11.00). The requirements to become a remedial teacher do not make them a specialist of all learning difficulties and disabilities.

What is my role???

We all work as partners in the classroom; the remedial teacher provides specific support to students with special needs. The remedial teacher works mostly with students with handicaps, social maladjustments, learning difficulties, or students that are deemed to be at-risk.

The role of the remedial teacher is to support the learning of these students who are integrated into regular groups. The remedial teacher intervenes with a student or group of students to prevent academic delays and to provide support measures to students experiencing academic delays.

A Resource Room!?!

Is there an obligation by the school to provide remedial teachers with a classroom?
-NO

Unfortunately, remedial teachers are not guaranteed a classroom. It would be preferable to allot a specific space/room in the building where the teacher can keep his/her resources and/or work with their students in a quiet environment.

The remedial teacher can service his/her students by staying in the classroom or by working in a separate classroom (pull-out model).

He/She works with individual students or small groups of students on academic skills. It is not the remedial teacher's duty to intervene with students with behavioural problems.

The remedial teacher is a professional who can be utilized to support teachers by informing them of innovative teaching methods and also by assisting them with the creation of adapted or modified materials for students on I.E.P.s.

Technology

The use of technology (tablets, interactive boards, laptops) is increasingly part of our classrooms and these tools are often used by the special needs students. Remedial teachers are not expected to recommend which type of software is needed according to the disability of the student or service the devices provided by P.S.D. If the student requires assistance with any hardware or software, please contact P.S.D. to request support from a technology consultant.

Teacher Council

It is the school's Teacher Council that recommends the focus of the remedial teacher support (early intervention, equal distribution, specific subjects or grades), not the School Level Special Needs Committee.

The discussion of the school's remedial orientation should start as early as Spring. By June, the staff should have informed the T.C. members and the topic should be added to the June T.C.'s agenda in planning for the following year.

Please keep in mind that the elementary remedial allocation is allotted to schools in full 100% positions or 50% supplements. These cannot be broken up into smaller percentages.

Working with Colleagues

- Create with the assistance of the homeroom teachers a mini class list of the students who will be assigned to work with you on a regular basis. This list is not static!
- Collaborate with teachers on an on-going basis regarding accommodations and modifications, appropriate resources, and teaching strategies to be used with special needs students
- Locate resources for self and teachers (resource 'hunter')
- Provide resources for alternative textbooks and/or reading materials for special needs students
- Suggest alternate methods of teaching
- Participate in the development and reviews of the I.E.P.s
- Consult and collaborate with classroom teachers concerning curriculum implementation and differentiated instruction
- Consult and collaborate with classroom teachers concerning at-risk students
- Participate in and/or lead professional development activities
- The students assigned to work with you need regular services and once the schedule is developed it should be respected. If for any reason you are not available to work with the student(s), you should be replaced by a substitute. For no reason should meetings or paperwork take precedence over direct services to students.

Reporting and Evaluation

- You are not a reader or scribe during exams (nor should you be asked to find someone)
- You are not obliged to produce any type of report for your students or provide any grades to the classroom teacher (but you must provide feedback on the student's progress according to the I.E.P. goals that you are responsible for)