



Remedial Guidelines

As educators, we all work as partners in the classroom. Remedial teachers¹ provide specific support to students presenting with varying learning profiles that can include: students with handicaps, social maladjustments, learning difficulties, or students deemed to be at-risk. As a remedial teacher, one of the main roles is to support the learning process for students who are part of the inclusive classroom. The remedial teacher role is multi-faceted; they work with individual and/or small groups of students in order to prevent academic delays, provide remedial measures to reduce curricular gaps, and help students who are following a modified level of instruction. In collaboration with the classroom teacher the remedial teacher can also assist with differentiation, accommodations, adaptation of curriculum, and modification of instructional levels with the end goal being student success.

Resource Plan:

Resource plan discussions (which could include administration, remedial teachers, homeroom teachers, and other professionals) should commence in May/June to plan for the following school year.

A resource plan may include:

- Orientation of resource
- Current students receiving resource support
- Potential students that may require resource support
- Resource grouping
 - One on one
 - Small group
 - In class support
- Resource model
- Resource schedule (flexible depending on the needs of students)

Resource Models:

The **In-Class** resource model can include:

- Co-teaching
- Guided reading and guided writing
- Centers
- Etc.

¹ Please note the distinction of roles between remedial teacher (listed in this document), attendant and special education technician (see SWLSB & NFSB (2011). Partners in Education: The Role of the Attendants and Special Education Technicians on School Teams in SLSNC Binder, Annex 4).

The **Pull-Out** resource model can include:

- One on one instruction
- Small group remediation
- Guided reading and guided writing
- Reinforcement activities
- Etc.

Resource Schedule:

It is the Teacher Council's responsibility to recommend the resource orientation (grade level distribution, subjects covered). This decision would be based on the current academic achievement of the students in the current school year. The schedule is then created in order to accommodate the varying needs of students. Therefore, prior to creating remedial group(s), it is highly recommended that the objectives for each group be clearly defined (resource plan).

Next, the resource schedule is shared with the classroom teachers in order to identify which students will receive support and determine what support is needed and how that support will be implemented².

Role of the Team:

The remedial teacher works in partnership with the classroom teacher(s), in-school professionals, and administrator(s); hence, the necessity for teamwork. All members of the team should communicate on a regular basis (pedagogical days, common prep times)³ in order to identify the needs of the students and to determine what steps will be taken to implement certain objectives and track student progress. Remedial teachers can also participate in the following meetings: parent teacher interviews, articulation, IEP, ad hoc, case conferences, etc.

² For new remedial teachers there may be an "adjustment" period to get acquainted with staff and students.

³ It is highly recommended that these meetings are planned in advance.

Role in the IEP Process:

The school team, led by the principal, will establish and revise the IEPs in the school in alignment with the confidential file or with the recommendations of the professionals.

The remedial teacher is a member of the school team who may assist by suggesting learning objectives and recommending possible learning and teaching strategies. 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 IEPs.

Assessment:

The remedial teacher plays a constructive role in the evaluation of learning. Whilst each subject teacher is responsible for the evaluation of their students and the entering of marks, the remedial teacher can also contribute pertinent information⁴ for the evaluation of learning. In addition, remedial teachers may provide feedback on the student's progress according to the IEP goals that they are responsible for. It must be noted that this communication should be between the remedial teacher and the school team, not directly with parents.

⁴ The SWLSB and LTU representatives that sit on Parity agree that the remedial teachers can use the diagnostic tools to monitor the progress of their students (the students with special needs receiving resource time), but the remedial teachers are not responsible for the assessment of all students.