

**Board of Education Policy**

REMEDIAL INSTRUCTION

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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 of Education), 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 certified in the content area or a teaching assistant (TA) providing remediation under the general supervision of a licensed or certified teacher trained in remedial programs, in grades K-5, or on the secondary level. Inservice training in remedial methods and programs shall be provided to all teachers as needed.

The actual instruction shall vary in approach. Teachers and TAs shall coordinate remedial instruction with the student's regular class work and homework load. Remedial teachers and TAs are encouraged to involve parents, and teacher aides/assistants 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 or 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.

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