

Elementary Core Resource Program

The Role of Parent(s)/Guardian(s)

Parents are the primary educators of their children and should take an active role in their child's education.

If a student is identified as exceptional or becomes involved with York Catholic District School Board Special Education Programs and Services parents are involved, on an ongoing basis, through appropriate consents, meetings, and program design including the development of the Individual Education Plan (IEP).

Qualifications and Training of a Core Resource Teacher

Generally, Core Resource Teachers have:

- a wide variety of experiences and qualifications including special education qualifications
- an understanding of child development
- a knowledge of various learning styles

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For further information, please contact:

Your School Principal
Program Consultant, Special Education
(Catholic Education Centre)
Coordinator of Special Programs (Elementary)
(Catholic Education Centre)
Superintendent of Education: Exceptional Learners & Safe Schools
(Catholic Education Centre)

York Catholic District School Board
320 Bloomington Road West
Aurora, Ontario
L4G 3G8

Call the number local to your exchange:
(905) 713-2711 • 476-2055 • 830-6803
• (416) 221-5050
• 1-800-363-2711 • Fax: (905) 713-1267



York Catholic District School Board

E. Crowe
Chair of the Board

Susan F. La Rosa
Director of Education

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The York Catholic District School Board seeks to help all children reach their full potential, regardless of how unique or special their needs may be.

Our schools recognize the differences in children, and adapt programs to meet their needs. Some children are exceptional and may require special programs and services. The Board will make every effort to provide such service in the pupil's home school.

Core Resource Teachers are the primary support to Classroom Teachers in meeting the needs of students within the school. As a primary support, the Core Resource Teacher is involved in the teaching and assessing of students with significant lags in their learning. They collaborate in planning and delivering programs to meet the needs of exceptional students.

Key Factor in Decision to Initiate Core Resource Service

The Ontario Curriculum, Grades 1-8, indicates that students can achieve expectations at either Level 1, 2, 3, or 4. Students who can access the curriculum, at any of these levels, are generally not suitable candidates for Core Resource. Students being considered for Core Resource support are those who have significant gaps (more than one year) in key areas of their learning and consequently are unable to access curriculum expectations, at their grade level.

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The Referral Process

Steps to be Taken Before Special Education/ Core Resource Becomes Involved With a Student for the First Time

Student is identified by the Classroom Teacher as having ongoing difficulty with any or all of the following:

- grade level curriculum
 - classroom assignments
 - homework
 - work habits
- The degree of difficulty would be significant and sustained over time.
 - If a teacher is concerned about student's performance, he/she contacts parents/guardians and discusses with principal. Strategies implemented to date would be reviewed. Future steps are discussed.
 - Parents can, if concerned, contact the teacher about student's performance. A parent meeting would occur to share concerns and develop a plan.

Concerns Remain

- The principal convenes a School Based Resource Team Meeting (SBRT) to address student needs.
- SBRT is comprised of the school principal, the classroom teacher, core resource teacher and other pertinent staff. Parents are informed of the outcome of the meeting. The SBRT provides further strategies to the classroom teacher that will assist the student, in the classroom and/or initiates Core Resource Service.

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Components of the Core Resource Program

Direct Teaching

Core Resource teachers instruct and support a student declared exceptional by an IPRC*. This can be provided on an in-class or withdrawal basis for an individual or small group of students.

- * • *However, a student may receive Core Resource support, for up to two years, without an IPRC. Support would not extend beyond two years unless diagnostic information indicates the student is exceptional.*

Assessment

There are, in each school, a group of students whose needs have been assessed and results indicate that they are exceptional. Core Resource Service is provided to them on an ongoing basis by virtue of their exceptionality, and ongoing review of their identified needs. Core Resource teachers are involved in assessment on an ongoing basis, for programming, for Program for Academic and Creative Extension (PACE) Screening, No assessment is undertaken without the written consent of the parent/guardian.

Consultation for Planning and Reporting

Core Resource teachers participate in ongoing consultation with classroom teachers and other school personnel for the purpose of planning, programming, and evaluating students. This consultation would be followed up with Reporting to Parents (Report Cards) generally done at least three times, per year.

**For information and clarification about IPRC's consult the Student Services pamphlet entitled Special Education Parent Guide: Identification, Placement and Review Committee (SE/IPRC).*