

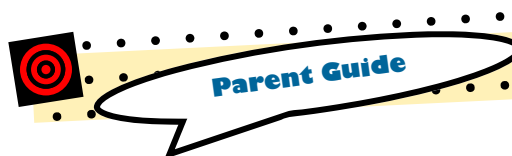
Board Philosophy

The Board endorses the mainstreaming of learners with a focus on providing the most enabling learning environment.

The most enabling learning environment is one in which the students' academic, physical, spiritual, social and emotional needs are met, with appropriate support, in a classroom of age appropriate peers within the home school.

It is recognized that the implementation of mainstreaming is an evolutionary process that does not exclude the need for a continuum of responses.

York Catholic District School Board
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*If you have any questions, or concerns,
please contact:*

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August 2008

Parent Guide

Core Resource Teacher Role (Secondary)

Student Services

Department

York Catholic District School

Core Resource Teacher Role

Reporting to the school principal, the Core Resource Teacher collaborates with the Student Service Committee in the development, implementation, teaching and review of programs in the most enabling learning environment for students receiving special education programs and services.

Direct Teaching

The primary responsibility of the Core Resource Teacher is to provide direct teaching to exceptional students (IPRC'd—SE7/SE8):

- Focus is embedded in the goals/ specific expectations/teaching and assessment strategies outlined in the student's Individual Education Plan
- Includes in-class (resource) and/or withdrawal support
- Includes small group and/or individual 1-to-1 teaching
- The amount of direct teaching time varies

The secondary responsibility of the Core Resource Teacher is to provide direct teaching to students with a signed SE5, for up to two years:

- Focus is embedded in the goals/ specific accommodations and programming suggestions outlined in Part Three of the student's SE4
- Includes in-class (resource) and/or withdrawal support
- Includes small group and/or individual 1-to-1 teaching
- The amount of direct teaching time varies

Assessment

1. To prepare academic assessment reports to determine programming needs
2. To report results of assessments to parents
3. To conduct assessments to support the ISA funding model
4. To provide support for students requiring accommodations during the EQAO process
5. To update academic assessment reports for students transitioning to post secondary educational institutions who are requesting accommodations and services

Consultation for Planning

1. To collaborate with teacher(s)/parent(s)/ student(s), resource staff, when appropriate, and to plan, implement, evaluate and update IEPs
2. To collaborate with teachers on an ongoing basis regarding accommodations and modifications, appropriate resources, teaching strategies and scheduling
3. To participate in the Student Service Committee, when requested
4. To liaise with services and/or other agencies
5. To consult with the principal in the coordination of case conferences and IPRCs

Consultation for Reporting

1. To collaborate with principal in the development of the Secondary Special Education Register
2. To support principals with the tracking of pertinent SE forms for special education students on respective caseloads
3. To collaborate with the classroom/subject teacher(s) on student evaluation and reporting to parent(s)/student(s)

