

Core Resource Teacher Role (Secondary)

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.

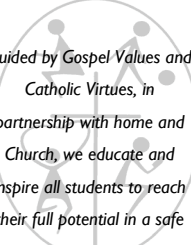
It is recognized that the implementation of mainstreaming is an evolutionary process that does not exclude the need for a continuum of responses.

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For further information, please contact:

Your School Principal
Coordinator, Special Programs (Secondary)
Superintendent of Education (Student Services)

York Catholic District School Board
320 Bloomington Road West
Aurora, ON L4G 0M1
Call the number local to your exchange:
(905) 713-2711; 476-2055; 830-6803;
(416) 221-5050
Fax: 905-713-1267



*Guided by Gospel Values and
Catholic Virtues, in
partnership with home and
Church, we educate and
inspire all students to reach
their full potential in a safe
and caring environment.*

Elizabeth Crowe
Chair of the Board

Patricia Preston
Director of Education



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Learning Together in Christ
Engaging, Enabling, Empowering

Rev October 2014

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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
- 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

Core Resource Teacher Role

ASSESSMENT

1. To prepare academic assessment reports to determine programming needs
2. To report results of assessments to parents
3. To provide support for students requiring accommodations during the EQAO process
4. 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

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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)

QUALIFICATIONS AND TRAINING

Generally, Core Resource Teachers have:

- a wide variety of experiences and qualifications, including special education qualifications
- understanding of adolescent development
- a general understanding of secondary school curriculum assessment and teaching strategies that accommodate various learning styles