

## 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.

## Core Resource Teacher Role (Secondary)

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 3G8  
Call the number local to your exchange:  
(905) 713-2711; 476-2055; 830-6803; (416) 221-5050  
Fax: 905-713-1267



York Catholic District School Board

Elizabeth Crowe  
Chair of the Board

Susan F. LaRosa  
Director of Education

February 2005



## Core Resource Teacher Role (Secondary)



York Catholic District School Board

## Core Resource Teacher Role (Secondary)

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 (Secondary)

### 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

## Core Resource Teacher Role (Secondary)

### 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