

RESOURCE PROGRAM

Where one is available, the purpose of a resource program is to provide support to regular classroom programs in order to meet the individual needs of students in the least restrictive environment. To accomplish this goal the resource teacher will work in consultation with the classroom teachers and principal.

The resource teacher will be available for all groups of children, including those who have special learning needs. The focus will be on the whole child including all domain: physical, cognitive, emotional and social. Emphasis will be on the child's strengths instead of focusing only on the weaknesses.

Functions of the Resource teacher:

Services provided by the Resource teacher can be divided into four main parts:

1. Consultation:

- To assist teachers and principal with program planning:
 - by coordinating and establishing an accessible teacher resource centre which teachers could access for program development
 - by collaboratively assisting in developing goals and objectives for programs; IEP planning
 - by presenting, modeling and suggesting ideas and teaching strategies for classroom and program use
 - by recommending materials for classroom and program use
 - by sharing information regarding student needs and progress with other professionals, parent(s)/guardians

2. Collaboration:

- To team with teachers and other professionals for educational planning by assisting with the following:
 - adapting and/or modifying programs
 - planning programs
 - interpretation of diagnostic reports
 - effectively planning for and working with a teacher assistant

3. Direct Service:

- To provide
 - academic assessment and educational diagnosis of students
 - individual and/or small group instruction of limited scope and duration to students who are identified as needing either remedial assistance or programming beyond that provided in the regular classroom
 - assistance, as necessary, with referrals for Clinical services

4. Coordinating Special Services within the school:

- To assist with planning, developing, monitoring and evaluating programs
- To meet with clinicians, other agencies and school teams for program planning
- To make recommendations regarding student programming as a result of diagnostic evaluation
- To oversee Kindergarten and Early Literacy screening and the record keeping of results
- To assist, if necessary, with vision and hearing screening
- To assist with Level II and III Low Incidence funding applications

Approved March 22, 1998
Reviewed October 18, 1994
Revised June 19, 2001