



Approved: October 17, 2016

Position: Resource Teacher

Reports to: School Principal

Policy: The Board of Trustees of Prairie Rose School Division provides resource teachers to schools to deliver service and support to staff within the context of fostering positive relationships in an inclusive learning environment and to support students with exceptional learning needs.

Scope of Activities:

A resource teacher is a teacher whose primary role is to support teachers and students in the implementation of appropriate educational programming within an inclusive learning environment. Resource teachers will support staff, parents/guardians and students in accordance with *Prairie Rose School Division Continuum of Services: A Framework for Supporting the Learning Needs of All Students*.

Teacher Support

Teacher support is the essential role of the resource teacher. The majority of resource time will be spent supporting classroom teachers and staff through coaching, modeling, collaborating and consulting in identifying, developing, and applying assessment and instructional intervention strategies and programs designed to improve or to enrich student learning.

Addressing Diversity

- Supports collaborative and consultative approaches to decision making, team planning, scheduling and programming to ensure equity of support and services
- Assists the classroom teacher in developing a class/content area profile to ensure that all the diverse needs of the students are taken into account as the teacher plans lessons
- Plans with the classroom teacher to identify supports, which may include scheduling adult support within the classroom according to the priority needs in the school

Supporting Inside the Classroom

- Provides reliable and sustained support to classroom teachers and thus assure the highest possible classroom success for all students
- Seeks knowledge of child and adolescent development and applies that knowledge to the selection and application of curriculum materials, instructional practices and intervention programs
- Collaborates with the classroom teacher to determine which students require intervention for behaviour or performance intervention based on:
 - The appearance of delayed academic progress of a student by two or more years or a history of two or more years of difficulty in one or more specific areas
 - The appearance of attention regulation, impulsivity or behavioural concerns which disrupt the learning environment or cause concerns regarding the safety of self or others
- Collaborates with the classroom teacher to prepare culturally responsive methodology and material supportive of diverse student needs

- Engages in regular communication and collaboration with the classroom teacher regarding student(s) programming and progress
- Works alongside the classroom teacher and/or with small groups or individuals within the classroom setting to support students requiring remediation or enrichment

Programming Support

- Works collaboratively with the classroom teacher to foster student centered learning and to set specific, time-related goals for students in need
- Works collaboratively with the School Support Team to identify high school students who qualify for the modified (M) credit designation, using Manitoba Education and Training criteria and guidelines
- Acts as case manager, assembles information from staff, parents, clinicians and outside agencies to develop and implement the IEP, initiates and chairs team meetings
- Supports the classroom teacher to monitor, assess and record the progress of the student working from an IEP at regular reporting periods
- Observes and further assesses identified students as deemed appropriate by the in-school team
- Assists the classroom teacher in securing appropriate adaptations, resources and/or manipulatives for student(s) use in the classroom
- Coordinates services with outside supports as required
- Facilitates effective day to day communication with educational assistants to help address the student needs
- Develops and monitors individualized transportation plans for students as required
- Integrates division approved and/or required technology to aid instruction, assessment and learning
- Provides all students with the supports and opportunities they need to become participating members of their school communities
- Determines the eligibility of students for and applies to Manitoba Education and Training for student-specific grants

Student Support

Developing the Student Profile & Student Specific Planning

- Conducts formal and informal assessments of behaviour, learning, achievement, and environments within the classroom and other settings
 - Designs learning experiences that support the growth and development of individuals with exceptional learning needs
 - Identifies supports and adaptations required for individuals with exceptional learning needs to access the curriculum and to participate in school-based and provincial assessments
 - Monitors the progress of individuals with identified learning needs who are working on regular curriculum outcomes and those who are working on student-specific outcomes identified in their IEPs
 - Is involved in building a collaborative care plan for students who experience severe to profound emotional and behavioural disorders
- Focus on improving educational outcomes for children in care; supports the In-School Team and the school social worker to facilitate registration of children in care, ensures appropriate sharing of information, attends intake meeting, and coordinates appropriate services to transition the student into the school community
- Collaborates with administration, parent/guardian and classroom teacher(s) to ensure that a student who is not meeting the outcomes of the Manitoba curriculum receives the appropriate classroom based or specialized assessment(s) to determine where and why the student is experiencing difficulty and to help the school team plan appropriately to meet the student's learning and social/emotional needs. The

resource teacher coordinates referrals to appropriate school division clinicians or outside clinical and agency services as decided upon by the In-School Team

- Shares a responsibility to work with others to provide a safe school where all students feel respected and can reach their full potential

Advocating for Students

- Organizes the Eye See...Eye Learn Vision program and the divisional hearing screening process
- Engages in a collaborative and consultative approach, as outlined in PRSD Continuum of Services handbook, for those students not able to meet and for those students exceeding curricular expectations.
- Works with students, school principals, teachers, clinicians, parents/guardians, and the community to advocate for positive solutions to emerging concerns and difficult situations or academic needs
- Works with parents/guardians, students, and other educators to support students in developing increasing responsibility, decision-making skills, and independence, including understanding of personal needs and strengths to succeed in life
- Maintains a high degree of confidentiality

Planning for Various Transitions

The resource teacher schedules and facilitates transition meetings for students with exceptional learning needs and/or information gathering regarding students entering or leaving school:

- Transitioning from community (pre-school services) into school
- Transitions between grades in the same school
- Transitions between schools
- Transition from school to community; preparing for adulthood

Leadership

Personal Professional Growth/Professional Learning for Building Capacity/Professional Learning Communities

- Models best practice through engagement in and provision of professional learning opportunities with a focus on current research, curricula and teaching strategies that strengthens the school's capacity to ensure student's learning, behaviour and emotional wellbeing
- Acts as a resource to all school staff with regard to Board procedures and directives in special education
- Collaborates with the Director of Student Services and attend divisional student services team meetings

Management

Case Management & Record Keeping

- Maintains student support files in accordance with the *Manitoba Pupil File Guidelines*
- Ensures student support forms and referral forms are thoroughly completed, in accordance with PRSD Continuum of Services framework, and submitted to the Director of Student Services

Management of Needs

- Works with principals according to school policy and procedures to discuss needs and use of financial and human resources
- Assists school administration in reflection and evaluation of EAs

Source: Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools

http://www.edu.gov.mb.ca/k12/specedu/res_teacher/pdf/sis_resource_teachers_mb_schools.pdf