



Resource Teacher

Administrative Procedure 2.B.240

Board Governance Policy Cross Reference: 1,2,3,4,12,13,16

Provincial Reference: Standards for Appropriate Educational Programming in Manitoba, 2022; Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools, 2014

Date Amended: June, 2017; August 2022

PHILOSOPHY

Evergreen School Division believes in a system that fosters respect, caring and good communication within and outside the school division. The major goals and tasks of the employees of the division are to honor these values in the daily interactions with staff, students, and the public and to assist in the ongoing improvement of a quality education system. Confidentiality is an expectation of these positions of trust in our public school system.

GENERAL RESPONSIBILITIES

Under the direction of the principal, and in consultation with the Divisional Student Services Department, the first role of the resource teacher is to provide support to teachers to create a positive, safe and inclusive learning environment for all children. As a key member of the school student services team, the resource teacher is involved in school planning and organizing response to intervention supports.

The resource teacher also provides specialized assessment, programming and intervention services to students while working consultatively and/or collaboratively with teachers, parents, students, student support services and outside agencies.

Specific Responsibilities and Duties:

1. Addressing diversity

- a) Supports collaborative and consultative approaches to school decision-making, planning, scheduling and programming to ensure equity of support services.
- b) Assists the classroom teacher in developing a class/content area profiles to ensure that the diverse needs of students are taken into account as the teacher plans lessons.
- c) 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.

2. Supporting teachers

- a) Consults with classroom teachers about differentiated instruction related to specific class and/or student needs.
- b) Seeks knowledge of child and adolescent development and applies it to the selection and application of curriculum materials, instructional practices and intervention programs.
- c) Collaborates with the classroom teacher to determine which students require individualized student plans based on:
 - i. The appearance of delayed academic progress of a student difficulty in one or more specific areas
 - ii. The appearance of attention dysregulation, impulsivity or behavioral concerns, which disrupt the learning environment or cause concerns regarding the safety or self or others.
- d) Works collaboratively with the classroom teacher to foster student centered learning and to set specific time-related goals for students with complex needs
- e) Collaborates with the classroom teacher to prepare culturally responsive methodology and material supportive of diverse students.
- f) Works with individual students or small groups of students when appropriate.
- g) Engages in regular communication and collaboration with the classroom teacher regarding student(s) programming and progress.

3. Programming support

- a) Works collaboratively with the school team to identify credit designations at high school level as per Manitoba Education guidelines.
- b) Acts as case manager, assembles information from staff, parents, clinicians and outside agencies to develop and implement the IEP, initiates and chairs team meetings.
- c) Supports the classroom teacher to monitor, assess and record the progress of the student working from an IEP at regular reporting periods and ensures that IEP-Rs are part of the reporting for nonacademic domains.
- d) Observes and further assesses identified students as deemed appropriate by the in-school team
- e) Assists the classroom teacher in securing appropriate adaptations, resources and/or technology for students use in the classroom.
- f) Facilitates effective day-to-day communication with educational assistants to help address the student needs.
- g) Ensures that plans are in place, recorded in the database (CLEVR) and monitored for progress according to the guidelines elaborated by Evergreen School Division (Adapted Education Plans, Individual Education Plans, Behavior Intervention Plans, Self-regulations plans, Safety plans, and Personal Transportation Plans.)
- h) Works collaboratively with teachers to develop English as an additional language plans and submit to the division before September 30th each year.
- i) Oversees the implementation of individual health care plans, and information distribution.

- j) Determines and applies for funding to Manitoba Education and Training for students with high behavioral needs (EBD 3) and participates in the wraparound process as needed.
- k) Facilitates the pre-referral and referral process to Student Support Services and/or outside agency support services, as required.
- l) Coordinates services with outside supports as required and meets with clinicians as needed to monitor progress for students.

4. Student / Family Support

- a) As appropriate, supports students and families with information sharing
- b) Conducts formal and informal assessment of behavior, learning, achievement and environments within the classroom and other settings.
- c) Facilitates the intake of students with high needs including students in care, ensures the distribution of appropriate information
- d) Coordinates transition meetings:
 - i. transitioning from community (pre-school services) into school
 - ii. Transitions between grades in the same school
 - iii. Transitions between schools
 - iv. Transitions from school to community: preparing for adulthood
- e) Coordinates hearing testing and reports on outcomes to division, and to parents.

5. Leadership

- a) Actively pursues appropriate professional learning (including reading, coursework, meetings and workshops) for teachers and support staff
- b) Acts as a resource to all school staff with regard to Division procedures and directives in special education.
- c) Helps in providing information to principal for Risk and Threat assessments or crisis response.
- d) Collaborates with Student Services Coordinator and attends student services team meetings.
- e) Initiates new programs, services and partnerships as required to meet student needs.
- f) Presents to colleagues and parents within area of responsibility

6. Management

- a) Maintains student support files in accordance with the Manitoba Pupil File Guidelines.
- b) Ensures student support forms and referral forms are thoroughly completed, in accordance to ESD guidelines and submitted to the Student Services Coordinator.
- c) Works with principals according to school policy and procedures to discuss needs and use of financial and human resources.
- d) Assists school administration in reflection and evaluation of EAs

- e) Develop reports on student service planning at the request of school or Division staff.
- f) Other duties as assigned by the Principal or Division staff

EMPLOYMENT REQUIREMENTS

1. Manitoba Teaching Certification or eligibility for certification from the Province of Manitoba
2. Minimum of 5 years of exemplary teaching experience (preferably at a variety of levels);
3. Knowledge and experience in Student Services would be considered an asset
4. Resource Teacher Certification is preferred

SKILLS AND QUALIFICATIONS

1. Broad knowledge and experience with curriculum and adaptations and modifications for appropriate inclusion
2. Knowledge and understanding of youth development, learning processes and behaviour
3. Knowledge and experience in developing and implementing a Student Services / Resource Plan for the school
4. Knowledge and experience in implementing the Response to Intervention service delivery model;
5. Experience working in a Professional Learning Community;
6. Skills in data analysis and interpretation;
7. Ability to collect, organize, and interpret data on the progress of children progressing through intervention;
8. Training in the Orton-Gillingham approach would be considered an asset

Personal skills essential to the position:

1. Commitment to achievement for all students;
2. Demonstrated analytical and problem-solving skills;
3. Strong time-management and organizational skills;
4. Demonstrated interpersonal and collaborative skills;
5. Excellent verbal, written and technology skills
6. Dedication to ongoing professional learning;