

ROLLING RIVER SCHOOL DIVISION REGULATION

Resource Teacher Job Description

GDAAE/R

Position Title: Resource Teacher

Reports To: Principal

Job Purpose and Objective

The purpose of the resource program in Rolling River School Division is to maximize the learning potential of all students in the school system. The Resource Teacher ensures that the divisional and provincial philosophy of inclusion is adhered to and the consultative and collaborative model is followed. The role of the Resource Teacher is to:

- support classroom teachers who have primary responsibility for programming;
- coordinate divisional and outside services to support students with special needs;
- provide intervention as per division policy.

Education

- a valid Manitoba Teaching Certificate or eligibility for certification in the Province of Manitoba;
- a Special Education Teacher Certificate, or in the process of obtaining certification.

Experience

- a minimum of three years successful classroom experience;
- previous experience involving children with exceptional needs.

Required Skills

- ability to work collaboratively and effectively with school administrator and staff, the Coordinator of Student, Clinical, and Pre-Kindergarten Services, and divisional personnel, parents and students;
- strong communication skills;
- strong organizational skills;
- knowledge and understanding of:
 - exceptional needs and inclusive education;
 - differentiation, adaptations, modifications, and individualization;
 - diagnostic learning assessments;
 - current research-based instructional strategies, including literacy and numeracy instruction;
 - locating and accessing appropriate resource materials.

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Resource Teacher Job Description - Continued

GDAAE/R

Key Duties and Responsibilities

In accordance with the Rolling River policy and Manitoba Education standards, policies and procedures the Resource Teacher is responsible to:

- work as a member of the student support team in establishing appropriate plans for students with special needs;
- support the development and implementation of Individualized Education Plans (IEPs) by assisting the classroom teacher to:
 - determine which students require intervention and make regarding recommendations strategies specific teaching strategies, program differentiation, adaptations, and modifications, and resources;
 - observe and assess students;
 - monitor and assess programming of all students who have an IEP, including joint reporting as needed;
 - identify high school students who qualify for the Modified (M) credit designation, using Manitoba Education's criteria and guidelines
 - implement appropriate diagnostic assessment and provide results to the school team and to parents.
- when acting as case manager, assemble information from staff, parents, clinicians and outside agencies (for the development of the IEP) and initiate and chair the IEP meetings;
- prepare funding applications and obtain including parental permission/signature;
- facilitate transition meetings for students with special needs entering or leaving school;
- make and coordinate referrals to school division clinicians or outside clinical and agency services;
- maintain student support files;
- collaborate with the Coordinator of Student, Clinical, and Pre-Kindergarten Services and attend divisional Resource Teacher team meetings
- engage in professional development and focus on current research;
- address referrals from classroom teachers, school administration or parents.

Index Policy

Date Adopted: October 7, 2004

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