

RESOURCE ROOMS

Description

The Resource Room Program is generally designed to serve the needs of students who exhibit many of the learning characteristics of students with **moderate mental handicaps** (Ministry Guidelines) who require significant professional intervention. These students require support in the development of communication skills, cognitive skills, fine and gross motor skills, self-care, life skills and socialization.

Any student who is functioning at such a level as to require extensive intervention in order to achieve success in a school setting may be considered. These are students who typically demonstrate significantly below average intellectual and social functioning that they are unable to experience success with programs in the regular classroom without the provision of support services of an instructional and/or curricular nature.

Students accepted into a Resource Room program are generally registered in age appropriate classrooms. The degree of integration in that classroom and the level of service required from the Resource Room teacher will be individually determined based on the student needs, classroom setting and parental input. Integration is expected to be a meaningful experience supported by appropriate goals in the IEP.

Service

Resource Room Programs for younger students (5 to 13 years of age) are located in Ellison and Mission Hill Elementary Schools. The programs for older students (13 to 19 years of age) are located at Vernon Secondary and Clarence Fulton Secondary Schools.

Each program has 1.0 FTE teachers and certified education assistant.

Identification, Planning and Programming

All students have **Individual Educational Programs** which cover those areas of need that are different than regular instruction. Included in these areas are:

- social and emotional development
- academic needs
- life skills, including job training
- integration needs
- transition

Individual students are integrated into classrooms for curricular and extra-curricular activities which the Resource Room teacher and classroom teacher agree are appropriate.

IEP review meetings are regularly held with all participants to review long-range goals and overall direction. In addition all students accepted will undergo regular evaluation to determine whether the placement is appropriate.

Referral Process

Students referred to this program are identified following intensive interventions at the school level including consultation with a District Coordinator. Assessments, **where appropriate and possible**, will be completed prior to screening meetings. Parental approval for the student's attendance must be secured using the District Program Parent consent form. Referrals are submitted on the District Placement Committee Form to the Director of Instruction, Student Support Services.