

# **Winding River Consolidated School**

## **Resource Support Team**

### **2017-2018**

#### **Communication Plan**

- ⊗ Gail Coldwell
- ⊗ Anna Graham-Singer
- ⊗ Glenda Anthony

#### **Resource Support**

The role of the Resource teaching staff is to assist classroom teachers with the planning, implementation and delivery of programs and support services for students with special needs. This is accomplished through *direct* and *indirect* services, such as:

##### **Direct Service**

- Resource Support
- Early Literacy Support
- Reading Recovery
- In-class support
- Assessment
- Co-teaching

##### **Indirect Service**

- Assisting with the development of Adaptations and Individual Program Plans
- Coordinating referrals and assessments with Student Services
- Consulting with staff members, outside agencies and regional personnel about new referrals
- Facilitating problem solving situations

## **Assessment**

Assessment and evaluation are essential to the program support process. It is often necessary for some students to receive assessment from personnel other than the classroom teacher. This is done using both *formal* and *informal* methods:

### **Informal Assessments**

- Observation
- Checklists
- Inventories
- Reading assessments
- Reading Records

### **Formal Assessments**

- Speech-language Assessments
- Psycho-educational Assessments
- Standardized Tests

## **Communication**

Communication between you and the school is vital to your child's learning. Program Support staff are in regular contact with classroom teachers. Student learning and skill development will be reflected in progress reports from the classroom teacher.

### **Formal Communication**

- Parent Orientation
- Scheduled Parent-Teacher Meetings
- Requested Parent-Teacher Meetings
- Program Planning Team Meetings
- Letters
- Permission Forms

### **Informal Communication**

- Phone calls
- Notes
- Email

## **The Program Planning Process**

The program planning process can be initiated at any time by various parties when it is recognized that additional planning may be necessary to meet the learning needs of an individual student.

### **Program Planning Process (Resource Support) – An Overview**

- Identification
- Exploration of strategies
- Consultation
- Classroom Adaptations

*For those students whose learning needs are not met through implemented adaptations, the process proceeds by a:*

- Referral to Site-Based Support Team (SBST)

The SBST may recommend initiating:

- Referral to Program Planning Team (PPT)

*The role of the PPT is to assist with the development and evaluation of appropriate interventions for individual students. Parents play an active part in this stage of the process.*

*The last three stages of the Program Planning Process involve, if necessary, the development, implementation, monitoring and review of an:*

- Individual Program Plan (IPP)

### **Resource Staff**

**Glenda Anthony** - Early Literacy Support, Reading Recovery

**Gail Coldwell** - Resource Support

**Anna Graham-Singer** - Resource Support

### **Educational Assistants**

- Michelle Anthony
- Betty Thibault
- Ceta Cleveland-Morash
- Karen Moxsom
- Katie LeBlanc

**Speech-Language Pathologist** - Carolyn McNally

**Guidance** – Sharon Quinlan

**Learning Disability** – Kylie Moulard

**School Psychologist** - Carlye Smith-Burke