



Resource Services

Township High School District 211's various special education resource services are designed to help students improve their academic abilities, develop quality work habits, improve organizational and self-management skills, develop effective interpersonal skills, and develop self-awareness regarding possible vocational pursuits. Each of these skills help students to be more independent and participate more fully in the many activities and opportunities provided in today's high schools.

The district provides a core set of "resource services" in four slightly different resource programs. Recommendations for a particular program are made according to each student's individual needs. The common services provided in all of the resource programs include the following:

- Regular individualized progress reviews of the student's IEP by the resource teacher
- Frequent communication between the resource teacher and the student's other teachers
- Activities and learning exercises designed to remediate the student's weaknesses
- Assistance with organization
- Regular contact and monitoring by school staff to help the student improve work habits
- The opportunity to receive academic support in a small environment

If a student's IEP lists the need for extended time to take tests or an alternate location to complete exams, students may utilize the resource classroom. The student may also access the Resource Services Center as an alternate location to take or complete exams.

Learning Disabilities Resource Program

The Learning Disabilities Resource Program provides supplementary aids and academic supports in a separate special education classroom to students whose disabilities prevent them from succeeding independently without regular contact from a special education resource teacher. The services are delivered in a small, supportive educational environment designed to help the student improve academic skills and confidence, to identify and draw on the student's strengths and to remediate learning deficits identified in the student's IEP. Most commonly, students are considered for the Learning Disabilities Resource Program after having completed two years of the Learning Strategies Resource Program.

Students whose behaviors prevent them or others from learning may require behavioral interventions. Every effort is made to provide supportive and non-restrictive interventions prior to using more restrictive interventions and techniques. A student may be considered for a behavioral intervention plan if the student's behavior presents a

regular pattern of disruption, negative impact on the learning environment or need for support, supervision or removal.

While each resource class provides a smaller supportive environment designed to be encouraging, students are responsible for using the strategies and techniques presented to them. The services provided in the resource class can be successful if the student exhibits the behaviors described below.

Take part in understanding the IEP, particularly the goals and objectives.

Help the teacher to identify and understand academic strengths, weaknesses and areas that need assistance.

Be prepared for classes. Have the necessary books, pens, pencils, paper, notebooks and assignments at every class.

Go to every class every day and on time.

Ask the teacher for help, extra time, or other assistance when needed.

Inform the teacher if any academic subject or skill area is particularly difficult.

Use the learning strategies that are taught.

Communicate with teachers and teacher assistants.

Assume responsibility for his or her academic performance and behavior.