

Resource Service Center

Students whose progress and success in the academic program indicate that they can independently manage academic requirements and who no longer require the supportive services of a formal resource program may be considered for the Resource Service Center. The Resource Service Center is a small, quiet environment where students may be provided the opportunity to take or complete tests and exams, to have access to a reader, or to receive assistance with general classroom assignments. The Resource Service Center is available every period of the school day and students may access the supportive services without the formality of having to report to a specific classroom on a daily basis. The support provided in the Resource Service Center allows students the opportunity to access support services on an independent basis, similar to the manner that students might access services in college.

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 Service Center 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.

building the future, one student at a time.