Communication to Classroom Teachers at the Beginning of the School Year-From Resource Room Teachers

If you are assigned to an auxiliary setting (e.g., resource room) or will have students in a special learning disabilities class who will be partially mainstreamed , one of your most important responsibilities after assisting your students with is to communicate with his/her classroom teachers. Your major role with the child's classroom teacher will be to assist in adapting curriculum, monitoring modifications, preparing adapted materials to use in the classroom, provide information and suggestions on the child's disability, and provide alternate curriculum materials suited to the child's skill levels (Pierangelo, 2004).

If you are a new teacher to the school, you should first place a letter in the teacher's mailbox introducing yourself, offering some background information, and listing the name/s of the children you wish to discuss. An example of this letter follows:

Resource Room Letter-First year teacher

Dear :

My name is _____ and this school year I will be working with _____(*First and last name of child*) this year in the Resource Room. _____. (*Child's first name*) has been assigned this service according to his IEP for a minimum of once a day (*Designate the time period for services*). These services are being provided to him/her for the following reasons:

(*State reasons-usually weakness areas determined by an evaluation or IEP team*)

In order to collaborate on the services I would like to meet with you to discuss _____(*Child's first name*) program, scheduling time, parent communication and modifications that are required as a result of his IEP. I will be stopping down to your room to discuss a convenient time for this meeting and look forward to speaking with you or if you prefer I can be reached at _____(*phone and extension*) between the hours of____ and ___. My room number is _____.

I look forward to meeting with you.

Sincerely yours