**The Role of the Secondary School Learning Resource Teacher**

***The role of the Secondary LRT is to provide support within an inclusive school setting to allow students with exceptional needs the best possible opportunities for success.***

Responsibilities of the Secondary LRT include: 1) Case Management and Coordination; 2) Collaboration; 3) Direct Instruction; 4) Assessment; 5) Professional Development; and 6) Resource Management.

1. Case Management and Coordination: The LRT develops an IEP and organizes services for each identified student under his/her case management. This includes:
2. Writing the IEP in consultation with other stakeholders: the student, parents, school, and district staff, outside agencies.
3. Requesting and coordinating the services of outside agencies and district itinerant staff.
4. Working with school staff to develop, maintain, and adapt as necessary a specific learning and/or behaviour plan for the student within the school and in specific classroom settings.
5. Coordinating EA schedules to best support student needs.
6. Planning transition for the student who may be on a Dogwood, Adult Grad, or Evergreen Diploma program.
7. Working with the identified student specifically on self-advocacy and learning strategies which will lead to increased independence and successful transition to adult living.
8. Tracking of all identified students within the school who require assessment, qualify for Ministry categorization and supports, and/or qualify for exam adjudication.
9. Collaboration: The LRT works with a wide variety of school and community members to best meet the needs of individual students or groups of students. This includes:
10. Establishing and implementing the protocols and procedures for inclusion programs within the school in collaboration with the SBT and school staff.
11. Consulting with parents of students with exceptional needs on a regular basis.
12. Collaborating with other Student Services professionals (teachers, teacher-counsellors, administrators) and paraprofessionals (EA’s)on student programming, best teaching strategies for individual high needs students, and day to day issues as they arise.
13. Working with itinerant staff and other community agencies involved with specific students.
14. Collaborating with SBT and district staff to address the learning and environmental needs of wider groups of students within the school and district.
15. Attending meeting between CRT’s and parents at the request of either party.
16. Direct Instruction: The LRT provides direct instruction using a one-to-one, small group, or classroom model. This includes:
17. Remedial or tutorial instruction in the LRC with individuals or small groups of students.
18. “Pull-out” instructional sessions for individual or small groups from regular classes during class time.
19. Instruction of specific students in an adapted or modified course or program in the LRC.
20. Team teaching in a classroom setting.
21. Presenting information to classes or groups of students concerning special needs, and/or regarding peer support for specific high needs students who may be in particular classes.
22. Assessment: The LRT provides assessment for students who may require extra or exceptional supports, and assists classroom teachers with assessment as appropriate. The LRT makes recommendations to the SBT based on assessment. Forms of assessment and assessment supports include:
23. Informal assessment of students referred by teachers or SBT: file review, observation, interviews with student, parents, and other stakeholders.
24. Level A and B assessment for further planning to meet student needs including behavioural assessments.
25. Level B assessment as required for ministry supports: adjudication, funding, CLBC.
26. Whole class standardized testing to assist CRT’s with planning.
27. Day to day coordination of adjudication on classroom assessments for student who qualify for support through the LRC.
28. Coordination during final exams of adjudication for students who qualify for extra supports.
29. Ongoing self-assessment of the LR programs used to support high needs students within the school: rate of success, efficiency.

As well, the LRT assists CRT’s with establishing meaningful assessment criteria for specific modified students.

1. Professional Development: The LRT is involved in ongoing personal professional development to keep up with :

a) Current best practices in special education.

b) Developments in knowledge about specific disorders.

c) Developments in supportive technology.

d) Changes in available supports for special needs students and adults.

e) Changes to ministry and other agency requirements for support.

As well, the LRT supports professional development for other professional and paraprofessionals through:

1. Presenting on professional development days on specific special needs topics and practice.
2. Providing paper or electronic information to support professional learning (or links to information).
3. Assisting individual teachers and EA’s with development of support strategies through modeling and practice.
4. Resource Management: School resources include the human resources provided by the paraprofessionals working in the building as well as materials and equipment. On behalf of the SBT, the LRT:
5. Assigns EA’s to work with students and classes where support is needed in consultation with CRT’s and administration.
6. Tracks the needs for EA support.
7. Communicates EA support needs to school administration and district staff.

The LRT is also responsible for the purchase, maintenance, and development of professional and student materials housed in the LRC. This responsibility includes:

1. Researching, locating, and ordering materials and equipment.
2. Locating or developing adapted / modified program materials for individual students.
3. Managing technology within the LRC in consultation with district tech staff, school and district administration, SET-BC, and other outside tech supports.
4. Tracking and maintaining special equipment and materials.
5. Keeping CRT’s and EA’s aware of what resources are available through the LRC.
6. Managing the LRC supplies and learning resource budgets, and applying to administration (school and district) for support with larger purchases.