



LCCHS RESOURCES for Students and Families

Resource Department

The LCCHS Resource Teachers provide excellent support to the school community! They create links with the local elementary schools to ensure a positive transition for the students coming to LCCHS at the end of grade 6. They oversee the development and implementation of *Individual Education Plans* with the input of the subject Teachers. The LCCHS Resource team coordinates various interventions and academic support for students in both French and English. The Resource Teachers coordinate the services provided by Integration Aides as well as the services provided by professionals from the LBPSB Student Services Department and other outside medical and social services.

Integration Aides

Our dedicated and caring Integration Aides work in the classroom to support the students in their learning process. Aides most often work within the regular classroom but sometimes they work in small groups in the Resource room. They may also act as a liaison between the classroom Teacher and the Resource Teacher.

Special Education Technician

Our Special Education Technician is an integral member of the Resource Department and as such, oversees our *Balanced Day Program* for students with serious learning challenges. The technician also helps prepare resource materials and modified programs for the students and he participates in the IEP process and weekly resource team meetings.

FSST

The Family & School Support Team Technician is a liaison person who provides on-sight support to students dealing with socio-emotional challenges, family problems, peer conflicts, self-esteem concerns and other school pressures. She is available to both students and parents who need support services.

Guidance Counsellor

The services offered by the Guidance Counsellor include assistance with personal and academic issues, mediation, organization and crisis intervention. These services are available to all students and parents

when necessary. The guidance office is also a place where students can find information about CEGEP or other academic pathways.

Planning Room

The planning room Technician is hired to support the administration in dealing with students who may be experiencing behavioral, social or academic challenges. The planning room Technician works to help students develop a 'plan' to help them achieve both academic and personal success.

Spiritual Animator

The spiritual animator offers programs and groups such as peer mediation and bullying prevention. The ultimate goal is to have the students become more self – aware and empowered.

Psychologist

The school psychologist plays a role in directly supporting students who require individual counselling and/or academic assessments. The psychologist is present in the school two days per week. She also supports the students through consultation with the Resource team, teachers and parents.

CLSC LaSalle

The CLSC **Social Worker** and **Nurse** are present in the school three days per week. Having them in the school allows the student's direct access to facilitate and support our students and their families.

OTHER SCHOOL BOARD SERVICES

Autism Spectrum Disorder Specialist

This consultant helps develop strategies aimed at the inclusion of students with an ASD profile. She provides assistance and guidance to the students and families. The consultant also works to support teachers in meeting the needs in the classroom through sharing of materials or direct intervention.

Occupational Therapist

The occupational therapist helps students improve their motor skill as well as their ability to perform tasks important to their daily living and school environment while maximizing their independence. The occupational therapist also assists the Resource department with program development and implementation.

Special Needs Consultant

The consultant is the liaison between the school, the school board, the parents, other professionals and outside organizations. The special needs consultant helps guide the Resource department to a better understanding of students' learning styles and helps to recommend learning strategies to help improve student success.

Speech and Language Consultant

Cases are referred to the Speech and Language Consultant by the school Resource team.



LCCHS Programs & Academic Pathways

INTERNATIONAL BACCALAUREATE PROGRAM

Our fully accredited IB Program is an enriched course of study for students who are motivated to work extra hard and to achieve their utmost potential. Students in the IB Program at LCCHS take several subjects in French as well as learning a third language which is Spanish. Students must also complete a Community in Service requirement and a Personal Project. Admission to the program requires an entrance exam.

Please speak to one of our IB Coordinators for more information.

FRENCH IMMERSION PROGRAM

Students who completed a French Immersion course of study in elementary school are invited to register in our French Immersion Program at LCCHS. Beyond French class, students improve and apply their French language skills in Social Studies and Science at the junior level. After successful completion of this program, students earn a French Immersion Certificate upon graduation.

REGULAR FRENCH AS A SECOND LANGUAGE PROGRAM

Students who did not follow a bilingual elementary school program are invited to register in our Regular Program. Students following this program do not take other subjects in French, however, they have French class every day.

BALANCED DAY PROGRAM

The Balanced Day Program is an initiative developed by the Resource Department of LCCHS and involves our students with significant disabilities on a fully modified program. In this program, students are part of a multi-age group that attends options and physical education courses and a modified science class. During the other periods in a day, these students participate in activities pertaining to life skills, social skills, community awareness, school involvement, and self-advocacy in order to increase their independence and autonomy. Many of these students join the Work Oriented Training Pathway at the age of 15.

TRANSITION PROGRAMS Known as 4PP

Students who have the ability to achieve a high school leaving certificate but who are struggling (often due to learning gaps that have expanded) may be placed in 4PP class at the end of grade 9. The purpose of these classes is to reduce the learning gaps through a spiralling curriculum that focuses on the essentials for each subject. Students in these classes remain on graduation track and are placed on a qualifying IEP. Their course load is slightly different from that of the regular program. Students double up on Math and postpone Science for the following year.

WORK ORIENTED TRAINING PATHWAYS – Two programs

The **PRE-WORK PATHWAY** is a three year program for students aged 15 years and older who have not achieved the end of elementary school competencies in English and Math. Students follow an academic program which includes English, French, Math and other subjects. They complete a work training placement which prepares them for the world of work.

The school has opened a CFER (Centres de Formation en Entreprise et Récupération), which is a non-profit wood recycling business in the school, it allows the students to do most of their work placement within the familiar surroundings at LCCHS. The primary work of CFER at LCCHS is to recycle wooded pallets into kindling wood. Our secondary business involves producing wooden products, both these products are for sale.

The **SEMI-SKILLED TRADES PATHWAY** is also a one year program for students aged 15 years and older who have not achieved the end of grade 8 competencies in English and Math. Students follow an academic program which leads to an end of cycle 1 secondary competency in English, French and Math while they complete a one year work training placement in our CFER. Students who choose to stay for a second year, may complete a work placement in a semi-skilled trade of their choice outside of our school.

PHOENIX ALTERNATIVE

The Phoenix program began in the year 2003 and has continued to flourish throughout the years. The program was created to address a great need for an alternative learning environment for students at the senior level, who seemed to have lost their way along their academic path. The program follows the philosophy that each individual has his/her own learning style. Our goal is to provide opportunities for our students to learn at their own pace in a relaxed and inviting space. The Phoenix program is on grad track and provides all courses from secondary 4 & 5 required for CEGEP or vocational education. The Phoenix program has a very high success rate.