

St Thomas Resource Department

The high school resource department is a vital and multifaceted component of any secondary educational institution, dedicated to providing students with the support and resources they need to thrive academically, emotionally, and socially. This department serves as a hub for a variety of services and programs designed to foster student success, well-being, and personal growth.

Academic Support

The primary focus of the high school resource department is to offer academic support to students.

Special Education Services

For students with special needs, the resource department plays a crucial role. It offers specialized educational programs, individualized education plans (IEPs), and accommodations to ensure that every student has the opportunity to learn and succeed, regardless of their abilities or disabilities.

Extracurricular Activities

Many high school resource departments oversee or support extracurricular activities and clubs. These activities help students explore their interests, develop leadership skills, and build friendships outside of the classroom.

TLC The Learning Centre

TLC is at the heart of the St Thomas Resource Department. It is located in room 302 and 304.

The IEP process

The Individualized Education Program (IEP) process is a structured plan designed to support students with special needs. Here's a quick overview:

1. **Identification:** The process begins when a student is identified as having a disability that affects their ability to learn. If the student has already been identified by their elementary school; their IEP will automatically be transferred to us for review.

2. **Evaluations/Diagnosis:** A comprehensive psychological-educational assessment should be conducted to understand the student's strengths and challenges. This evaluation informs the IEP development. These assessments are to be conducted by private psychologists. Reports can be submitted to the resource coordinator or to the cycle VP.

3. **IEP Meeting:** A meeting is held with teachers and special education professionals. The team collaboratively creates the IEP accommodations. The School's formal IEP meeting takes place in September, but may be revisited throughout the year.

4. The Individualized Education Plan (IEP)

The IEP outlines the strengths and strategies for each student. The IEPs will be sent home in October. Parents and students must review it together, sign it, and return it to school.

5. **Annual Review:** The IEP is reviewed and updated annually to track progress, adjust supports, and ensure the student's needs are being met.

6. **Implementation:** Teachers and school staff implement the IEP, providing the necessary support and accommodations to help the student succeed.

7. **Monitoring and Progress Reporting:** Student progress is regularly monitored and reported to parents, and adjustments are made to the IEP as needed.

The IEP process ensures that students with disabilities receive an education tailored to their unique needs, helping them achieve their full potential.

Classroom modifications and adaptations are two distinct approaches to supporting students with diverse learning needs:

Classroom Modifications:

Classroom modifications involve making significant changes to the curriculum, instruction, or assessment to better meet a student's individual needs. These changes may include altering the content, instructional methods, or assessment standards. For example, modifying the curriculum might involve simplifying the material or reducing the amount of work to accommodate a student's learning level. Modifications are typically made for students with significant learning disabilities and are designed to help them access and engage with the general curriculum.

It must be noted that modification in Sec 4 and 5 may affect their ability to graduate with a High School leaving certificate.

Classroom Adaptations:

Classroom adaptations, on the other hand, are adjustments or strategies that do not alter the core curriculum or content. Instead, adaptations are designed to make the existing curriculum more accessible and manageable for a student with special needs. For instance, providing extra time for assignments, or using assistive technology are all examples of adaptations. Adaptations are typically used to help students with mild to moderate learning differences access the standard curriculum without fundamentally changing its content.

In summary, modifications involve significant changes to the curriculum, while adaptations involve adjustments that allow students to engage with the standard curriculum more effectively. The choice between modifications and adaptations depends on the specific needs and abilities of the student in question.

TLC's tips for success:

Here are a few essential study skills that can help students improve their learning and academic performance:

Time Management: Effectively allocate and prioritize study time to cover all subjects and tasks.

Organization: Keep notes, materials, and assignments well-organized, using tools like binders, folders, and digital apps.

Active Listening: Pay close attention during lectures or discussions to grasp key concepts and ideas.

Note-Taking: Develop effective note-taking techniques to summarize information and highlight important details.

Reading Comprehension: Improve the ability to understand and retain information from textbooks and other reading materials.

Critical Thinking: Develop analytical skills to evaluate information, make connections, and think critically about topics.

Memory Techniques: Employ memory aids like mnemonics, flashcards, and visual imagery to retain information more effectively.

Test Preparation: Use strategies such as practice exams, self-quizzing, and review sessions to prepare for tests and assessments.

Problem-Solving: Enhance problem-solving skills to tackle complex assignments and academic challenges.

Self-Motivation: Cultivate the ability to stay motivated and maintain a growth mindset to persevere through difficult subjects.

Effective Communication: Communicate with teachers, peers, and study groups to clarify doubts and reinforce learning.

Healthy Lifestyle: Maintain a balanced diet, exercise, and sufficient sleep to support overall cognitive functioning and concentration.

Goal Setting: Set clear and achievable academic goals and break them down into smaller, achievable steps.

Minimize Distractions: Create a distraction-free study environment by limiting access to smartphones, social media, and other interruptions.

Time Management Tools: Utilize calendars, planners, or apps to schedule study sessions and assignments effectively.

Seek Help When Needed: Don't hesitate to ask for assistance from teachers, tutors, or peers when struggling with a particular subject or concept.

Active Participation: Engage in class discussions, ask questions, and participate in group activities to enhance understanding and retention.

These study skills can help students become more efficient and effective learners, ultimately leading to improved academic performance.

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