

SPECIAL EDUCATION PLAN

SECTION 3: The Board’s General Model for Special Education Services

TLDSB believes that all students can learn, progress and achieve. The Board accepts and supports the belief that every student is an individual with unique strengths and needs. By fostering a culture of high expectations, the Board is committed to ensuring quality programs and services that support every student to achieve to high levels, acquire valuable skills and become engaged members of their communities.

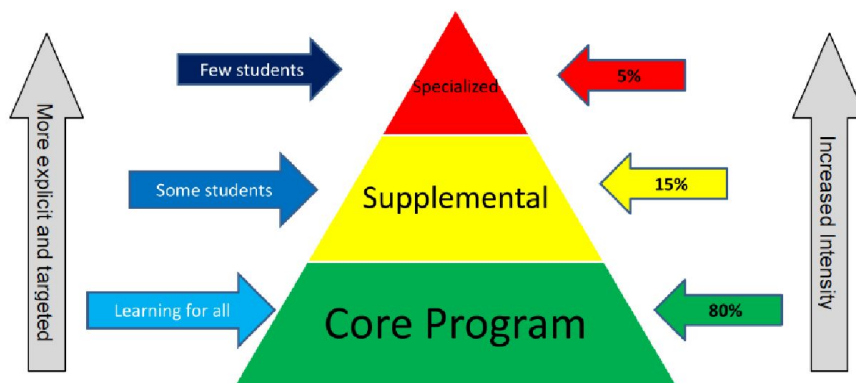
In TLDSB, Special Education consists of the programs, services, resources and professional development of staff that will ensure opportunity for students with special needs to reach their full potential. Opportunities to learn, progress and achieve must be available for all students, in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and any other relevant legislation. All teachers share responsibility for providing high quality education opportunities for every student in their charge.

The education of students with special needs is a joint effort between home and school. The most effective special education program is one that combines the support of the parents/guardians with the resources of the school and the community. By working together as a team, a shared vision for the student can be developed and education goals prioritized.

Our guiding principles for Special Education programs and services for students with special needs align with the Ministry of Education [Learning for All](#) beliefs:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- Fairness is not sameness.

We use a Staged Response to Intervention (RTI) approach as a framework to guide the practice of providing high quality instruction and intervention based upon individual student needs.



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Core Program (Tier 1)

- *High expectations and quality programming for all students*
- *Assessment and instruction are planned in relation to the curriculum for all students.*
- *The teacher observes, monitors student progress, and notes which students may be experiencing difficulty;*
- *The teacher responds to learning needs by adjusting teaching strategies;*
- *Responsive instruction is available to all learners;*
- *Examples include: Curriculum, Universal Design for Learning (UDL), Differentiated Instruction (DI)*

Supplemental Program (Tier 2)

- *When the teacher discovers that a student has a learning gap in a particular area, a precise program is planned to close the learning gap;*
- *Student progress in response to these supplemental interventions is closely monitored and instruction is adjusted, as needed;*
- *Supplemental interventions may occur in the regular classroom setting or in a withdrawal setting for some student;*
- *Examples may include: responsive reading, small group intervention to target the lagging skill, Student Success or Resource Room Support with a specific program to close the gap.*

Specialized Program (Tier 3)

- *At times, students requires intensive support to achieve learning goals;*
- *A few students require more intensive, precise and personalized assessment and instruction focused on closing learning gaps;*
- *The teacher is supported by the in-school team and/or system resources to develop the most effective program plan;*
- *Student progress in response to these intensive interventions is closely monitored and instruction is adjusted, as needed;*
- *Examples may include: Highly specialized program supported by the Behaviour Intervention Resource Team; Special Program Placement, Psycho-educational Assessment, Speech and Language Services.*