THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

PHILOSOPHY AND SERVICE DELIVERY MODEL FOR THE PROVISION OF SPECIAL EDUCATION PROGRAMS AND SERVICES

Philosophy

In partnership with families, the parish and the community, our Catholic education system is directed at developing the full spiritual, physical, academic, cognitive, social and emotional well-being of each student. Through their learning experiences, students develop a sense of self-worth and dignity as people of God and are able to make a useful contribution in a complex and changing society. Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to education in the most enabling environment.

Service Delivery

In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, regular class with indirect support, regular class with withdrawal assistance from a qualified special education teacher, special education intensive support programs, service from specialized itinerant staff, and alternative curriculum where required.

The TCDSB recognizes parents as the primary educators of their children. To this end, the TCDSB recognizes and promotes the involvement of parents in all decisions that are made regarding their children. Parents are invited to be partners in the process utilized to address the learning needs of the child. They are encouraged to share information, voice their opinions, express their concerns and are recognized as valued partners in the education of each child to their full potential.

Compliance

The TCDSB Special Education Plan is designed to comply 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.