



Limestone District School Board Tiered Model of Support

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom with indirect support. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Individualized support, whether provided in a regular classroom setting or through more intensive resource withdrawal or special education class placements, will be provided to exceptional students within the framework of the Board's available resources.

The Board will strive to ensure both a range of programs for varying exceptionalities and a balance in programs and services. This balance will ensure that the [Limestone District School Board Special Education Plan](#) will comply with *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code* and the *Education Act* and regulations set out under the Act.

Increasing level of student need results in the utilization of more highly intensive supports including resource withdrawal programs, special education class placement and specialized district programs. Special education services are available at each elementary and secondary school in the district.

Tiered Approach

Educational Services has organized services and interventions to align with the Tiered Approach to prevention and intervention (*Learning For All, 2011*). This systematic approach is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning. This allows educators to plan specific assessment and instructional interventions of increasing intensity to address students' needs effectively. The Tiered Approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions should be based on evidence derived from monitoring student achievement.

The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may be in need of greater challenges; and
- ensure appropriate and timely intervention to address these students' needs and significantly reduce the likelihood that they will develop more intractable problems in the future.

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