



GOALS OF THE COMMUNITY-BASED RESOURCE MODEL

- To offer high-quality Special Education programs and services consistently and equitably across the TDSB
- To provide more classroom and school resources for neighbourhood schools
- To develop and deliver comprehensive, ongoing professional development for staff

To learn more...

...about the Community-Based Resource Model at your home school, please talk to your school principal or supervising principal of Special Education.

SUPERVISING PRINCIPALS

Southwest Quadrant	416-394-3763
Northwest Quadrant	416-394-7406
Southeast Quadrant	416-396-4984
Northeast Quadrant	416-396-9003

www.tdsb.on.ca

Translations are available on the TDSB website or from the principal at your school.

بمكتكم الحصول على النسخ المترجمة بالاطلاع على صفحة الإنترنت الخاصة بإدارة تورونتو للتعليمية The Toronto District School Board website وبالانصال بناظر مدرسة أناتكم.

其他語言的翻譯，請看多倫多教育局的網址或向所屬學校的校長索取。

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ਉਲਥੇ ਟੇਰਾਂਟੋ ਡਿਸਟ੍ਰਿਕਟ ਸਕੂਲ ਬੋਰਡ ਦੀ ਵੈਬ ਸਾਈਟ ਤੋਂ ਜਾਂ ਤੁਹਾਡੇ ਸਕੂਲ ਦੇ ਪਰਿੰਸੀਪਲ ਕੋਲੋਂ ਮਿਲ ਸਕਦੇ ਹਨ.

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Las traducciones las puede encontrar en el sitio web del Consejo Escolar del Distrito de Toronto o puede solicitarlas al director de su escuela

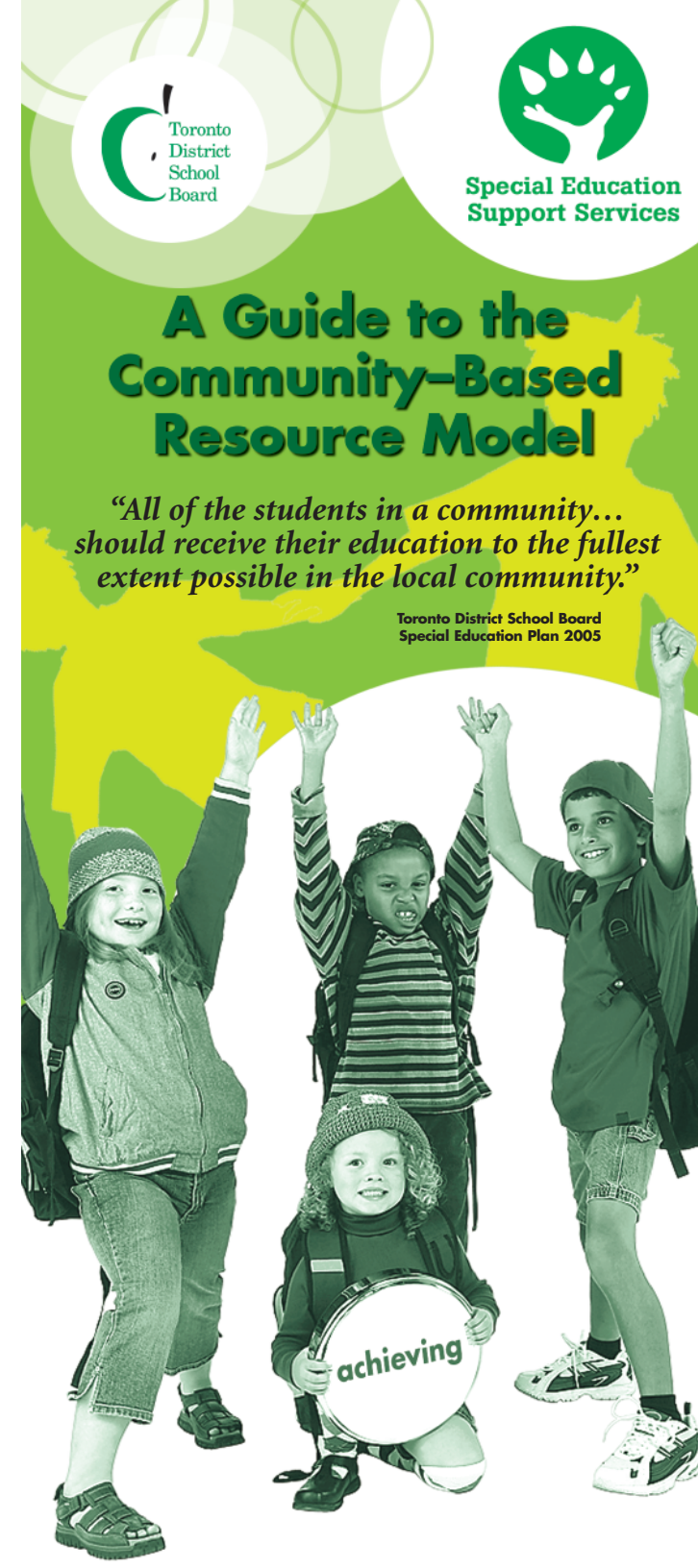
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மொழிபெயர்ப்புகளை ரொறன்ரோ மாவட்ட பாடசாலைச் சபை இணையதளத்தில் காணலாம் அல்லது உங்கள் பாடசாலை அதிபரிடம் பெற்றுக் கொள்ளலாம்.

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Các bản dịch có trên mạng của Hội Đồng Giáo Dục Toronto hoặc xin hỏi hiệu trưởng của trường con bạn theo học.

This document has been reviewed for equity.



WHAT IS THE COMMUNITY-BASED RESOURCE MODEL (CBRM)?

The Community-Based Resource Model is one of the ways the TDSB supports students who require Special Education support in their neighbourhood schools up to Grade 8. It provides programs, resources, and staff to serve students with diverse abilities.

WHAT ARE THE ADVANTAGES OF CBRM?

- It provides intensive learning supports in neighbourhood schools for students with additional needs.
- It encourages inclusion of students by providing them with educational accommodations.
- It offers more Special Education support and resources to all teachers in the school.

WHO DOES CBRM SUPPORT?

CBRM gives priority to students who have been formally identified as requiring support through an Identification, Placement and Review Committee (IPRC).

Students who are not formally identified or who are awaiting identification may also be recommended for CBRM support through the School Support Team.



HOW DOES CBRM WORK?

The model has three components:

- Home School Program (HSP)
- Resource Program
- Methods and Resource Teacher (MART)

Students receive support in the Home School Program and/or the Resource Program. School models may differ, or change from year to year, depending on student requirements.

WHAT IS THE HOME SCHOOL PROGRAM (HSP)?

The Home School Program provides the student with educational support for at least 50% of the school day. For the remainder of the day, the student returns to the regular class where his or her program is accommodated or modified as appropriate.

The Special Education teacher in the Home School Program works in collaboration with the student's regular classroom teacher to address the student's needs. The primary role of the HSP teacher is to deliver and support specific parts of the curriculum.

The HSP teacher and regular classroom teacher coordinate teaching responsibilities, schedule the student's day, assign homework, and monitor the student's progress.

WHAT IS THE RESOURCE PROGRAM?

The Resource Program provides students with specific support from a Special Education teacher.

Depending on the school model, this can be delivered in a number of ways. For example, a



student may work with the resource teacher individually or in small groups. This takes place either in his or her regular classroom (in-class support) or in a separate classroom (withdrawal support). Sometimes the resource teacher will help the regular classroom teacher with teaching methods and resources (indirect support) rather than work directly with the student.

WHAT IS A METHODS AND RESOURCE TEACHER (MART)?

A MART is a designated staff member who receives additional professional development to enhance Special Education expertise and resources for the school.

The vision is that:

“Students with exceptionalities be welcomed, included, and supported within well-resourced neighbourhood schools.”