



Section B - Standard 9

Roles and Responsibilities

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Roles and Responsibilities in Special Education

The Ministry of Education defines the roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework,
- funding,
- school system management, and
- programs and curriculum.

It is important that Kawartha Pine Ridge District School Board (KPR) students, staff and families involved in special education understand their roles and responsibilities, which are outlined below and as per the following Guiding Principles:

Guiding Principles:

- complies with the requirements as outlined in the [Education Act, R.S.O. 1990, c. E2](#), regulations, and policy/program memorandum, and
- complies with board policies and procedures.

The Ministry of Education:

- defines, through the Education Act regulations and policy/program memorandum, the legal obligations of school boards regarding the provision of special education programs and services and prescribes the categories and definitions of exceptionality,
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils,
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants,
- requires school boards to report on their expenditures for special education,
- sets province-wide standards for curriculum and reporting of achievement,
- requires school boards to maintain special education plans, review them annually, and submit amendments to the Ministry,
- requires school boards to establish special education advisory committees (SEACs),
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils,
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services,
- operates provincial and demonstration schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The Kawartha Pine Ridge District School Board:

- establishes school board policy and practices that comply with the regulations and policy/program memorandum,
- monitors school compliance with the Education Act,
- regulations and policy/program memorandum,
- requires staff to comply with the Education Act, regulations and policy/program memorandum,
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board,
- receives funding and reports on the expenditures for special education,
- develops and maintains a special education plan that is amended to meet the current needs of the exceptional pupils of the board,
- reviews the plan annually and submits amendments to the Minister of Education,
- provides statistical reports to the Ministry of Education as required and as requested,
- prepares a parent guide to provide parent(s)/guardian(s) with information about special education programs, services and procedures,
- establishes one or more identification, placement and review committee (IPRC) to identify exceptional pupils and determine appropriate placements for them,
- establishes a SEAC, and
- provides professional development to staff on special education.

Central Special Education Staff:

- provide system support for Special Education in the areas of programming, organizational structures and environmental conditions in schools,
- assist school staff and administration, Kindergarten to Grade 12, in implementing a tiered intervention model of support for students through collaboration, demonstration, mentoring and coaching,
- facilitate professional learning for staff,
- make recommendations to assist in resource allocation to schools,
- work with schools' staff to review and update student Individual Education Plans (IEPs) and safety plans, and
- maintains up-to-date knowledge of special education legislation, board policies, resources, as well as mastery of their own professional area of expertise.

The Special Education Advisory Committee (SEAC):

- makes recommendations to the board with respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board,
- participates in the board's annual review of its [Special Education Plan](#),
- participates in the board's annual budget process as it relates to special education,
- reviews the financial statements of the board as they relate to special education,
- provides information to parent(s)/guardian(s), as requested, provides written updates from the represented agencies for inclusion in minutes.

The School Principal:

carries out duties as outlined in the Education Act, regulations and policy/program memoranda, and through board policies,

- communicates Ministry of Education and school board expectations to staff,
- ensures that appropriately qualified staff are assigned to teach special education classes,
- communicates board policies and procedures about special education to staff, students and parent(s)/guardian(s),
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies,
- consults with parent(s)/guardian(s) and with central Special Education Department staff to determine the most appropriate program for exceptional pupils,
- ensures the development, implementation, and review of a student's IEP, including a transition plan, according to provincial requirements,
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP,
- ensures the delivery of the program as set out in the IEP, and
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/program memorandum,
- follows board policies and procedures regarding special education,
- maintains up-to-date knowledge of special education practices,
- where appropriate, works with special education staff and parent(s)/guardian(s)/ student(s) to develop a student's IEP,
- provides the program for a student in the regular class, as outlined in the IEP,
- communicates the student's progress to parent(s)/guardian(s), and
- works with other school board staff to review and update the student's IEP.

The Special Education Resource Teacher (SERT):

In addition to the responsibilities listed above under "the teacher":

- holds qualifications, in accordance with [R. R. O. 1990, Regulation 298: Operation of Schools](#), to teach special education,
- monitors the student's progress with reference to the IEP and recommends changes to program as necessary, in collaboration with families, central special education staff and external agencies,
- assists in providing educational assessments for students,
- serves as a case coordinator for students with special needs within the school, works as a member of the school team to support students,

- via indirect service, co-plans and co-teaches with classroom teachers to provide programming and service supports to students, and
- via direct service, may withdraw students for specific programming needs for a limited time to achieve specific skills which the student(s) can learn best outside of the classroom environment.

The Early Childhood Educator (ECE):

In coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten,
- observes, monitors and assesses the development of Kindergarten children,
- maintains a healthy physical, emotional and social learning environment in the classroom,
- communicates with families, and
- performs duties assigned by the principal with respect to the Kindergarten program.

The Education Worker:

- provides program support by assisting teachers with the delivery of academic and social/life skills program for both individual and groups of students,
- guides, prepares and assists students completing work as required,
- provides support and physical assistance to meet the physical needs of students,
- supports and assists teachers in the effective management of student behaviour,
- assists teachers with supervising students,
- assists teachers with student safety issues, and
- participates as a member of the school collaborative team.

The Parent(s)/Guardian(s):

- become familiar with and informed about board policies and procedures in areas that affect the student,
- participate in IPRCs, parent-teacher conferences, and other relevant school activities,
- participate in the development of the IEP,
- become acquainted with the school staff working with the student,
- support the student at home,
- work collaboratively with the school principal and educators to resolve challenges, and
- are responsible for the students' regular attendance at school.

The Student:

- actively participates in their academic program, and completes program requirements, and
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.