



Standard 9

Roles and Responsibilities



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board
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Standard 9

Roles and Responsibilities

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,
- programs and curriculum.

It is important that KPRDSB students, staff and families involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education

- defines, through the *Education Act*, regulations and policy/program memoranda, 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 *Education Act*, regulations and policy/program memoranda,
- monitors school compliance with the *Education Act*, regulations and policy/program memoranda,
- requires staff to comply with the *Education Act*, regulations and policy/program memoranda,
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board,
- obtains the appropriate funding and reports on the expenditures for special education,
- develops and maintains a special education plan that is amended from time to time 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 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 IPRCs to identify exceptional pupils and determine appropriate placements for them,
- establishes a Special Education Advisory Committee,
- 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, K-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 students' IEPs and safety plans,
- 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 Identification, Placement and Review Committee (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 staff to determine the most appropriate program for exceptional pupils,
- ensures the development, implementation, and review of a student's Individual Education Plan (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,
- 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 memoranda,
- 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),
- 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 Regulation 298, 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,
- 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 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,
- participates as a member of a 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,
- are responsible for the student's regular attendance at school.

The Student

- actively participates in their academic program, and completes program requirements,
- complies with the requirements as outlined in the *Education Act*, regulations, and policy/program memoranda,
- complies with board policies and procedures,
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.