



Standard 3: Roles & Responsibilities

The purpose of the standard is to provide information on roles and responsibilities in the area of Special Education.

The Ministry of Education¹

- 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, consisting of a combination of the Foundation Grant, the Special Education Per Pupil Amount, and the ~~High Needs Amount~~ Differentiated Special Education Needs Amount (DSENA)

;

- 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 of Education;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) 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; and
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board²

- Establishes 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;

¹ Ministry of Education document ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

² Ministry of Education document ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

- 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 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 Committees (IPRCs) to identify exceptional pupils and determine appropriate placements for them;
- Establishes a SEAC; and
- Provides professional learning opportunities to staff on Special Education.

The Special Education Advisory Committee³

- Makes recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services;
- 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), as requested; and
- Shares information about association activities and issues.

The School Principal⁴

- 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);
- 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 school Board 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; and

³ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

⁴ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher⁵

- Carries out duties as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda;
- Follows Board policies and procedures regarding Special Education;
- Maintains current knowledge of Special Education practices;
- Where appropriate, works with Special Education staff and parent(s) /guardian(s) to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil 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 Teacher⁶

(In addition to the responsibilities listed 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 modify the program as necessary;
- Assists in providing educational assessments for exceptional pupils; and
- In the TVDSB, the Special Education Teacher is either a Teacher of a self-contained class, a Learning Support Teacher, a Teacher on Special Assignment (TOSA) or an Itinerant Teacher assigned to a specific Special Education Team.
- The Learning Support Teacher (LST) provides support to students and staff, assists with program planning and coordination and facilitates communication and collaboration.

The Parent/Guardian⁷

- Becomes familiar with and informed about Board policies and procedures in areas that affect the student;
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems; and
- Are responsible for the student's attendance at school.

⁵ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

⁶ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

⁷ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

The Student⁸

- Complies with the requirements as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda;
- Complies with Board policies and procedures; and
- Participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

The Superintendent of Student Achievement

- Interprets and implements Ministry direction and legislation that pertains to the delivery of Special Education within the Thames Valley District School Board (TVDSB); and
- Supervises the ~~Coordinator~~ Manager of Psychological Services, ~~Coordinator~~ Manager of School Counselling and Social Work Services, and ~~Coordinator~~ Manager of Speech-Language Pathology and Audiology Services.

The Learning Supervisor-Special Education

- Provides leadership and support in the development, implementation and review of Special Education department goals and initiatives;
- Supports parents with students with special needs regarding programming choices;
- Supports school and board staff in addressing students with complex Special Education needs;
- Supervises and coordinates Special Education Learning Coordinators; and
- Supervises Teachers on Special Assignment (TOSAs), Itinerant Teachers and Educational Assistants.

The Learning Coordinator-Special Education

- Supports school staff in addressing students with complex Special Education needs.
- Provide to principals and teachers clarification on system and Ministry directions.
- Coordinate with principals and school teams the implementation of Ministry and system Special Education program initiatives.
- Promote, encourage and facilitate teacher professional development that will assist schools in the implementation of quality instruction and learning.
- Assume lead responsibilities for projects as assigned.
- Liaise with subject associations, divisional groups and provincial organizations as assigned.

⁸ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

The ~~Coordinator~~Manager, School Counselling and Social Work Services

- Assesses, develops, modifies and implements system-wide counselling, social work and legally-mandated attendance services in conjunction with applicable legislation to support system objectives and student achievement;
- Provides administrative and clinical supervision and monitors the performance of School Counselling and Social Work Services staff, ensuring that staff and Board practices comply with expectations of professional regulatory bodies;
- Develops, implements or provides professional development opportunities for staff;
- Allocates staff to schools and special programs;
- Participates in personnel practices related to recruitment and selection, labour relations issues, and collective bargaining;
- Manages, monitors and authorizes budget expenditures;
- Contributes to department strategies and outcomes as a member of the Special Education Management Team and Learning Support Services;
- Liaises with external agencies as required to coordinate services and exchange of critical information;
- Serves as a Board representative on external professional, educational and health services committees;
- Contributes to research that supports the development of efficient and effective delivery of services;
- Serves as a system resource to administration, teachers, and support staff on theory, diagnoses and treatment from a strengths-based perspective; and
- Participates in crisis intervention activities as required and/or responds as necessary to related issues that have significant system implications.

The ~~Coordinator~~Manager, Speech-Language Pathology and Audiology Services

- Provides overall management and supervision of the Speech-Language Pathology and Audiology Department;
- Monitors programs and services;
- Coordinates Speech-Language, as well as Audiology services with outside agencies;
- Acts as a system resource on communication disorders for Special Education, Curriculum and Learning Support Services;
- Oversees specialized equipment for students requiring augmentative or alternative communication systems;
- Participates in staffing, recruiting and supervisory duties for Speech-Language Pathologists and Audiologists;
- Oversees all budgetary needs and yearly temporary funding initiatives and grants relevant to the department;

- Develops departmental policies and standards of practice in compliance with College Standards of Practice, Position Statements, Preferred Practice Guidelines and legislative regulations (e.g., privacy, consent, referrals, PPMs); and
- Participates in system committees, as well as community and Ministry committees.

The ~~Coordinator~~Manager, Psychological Services

- Is responsible for the development and delivery of related Psychological Services for students in the Board;
- Assesses, develops, modifies and implements system-wide Psychological Services to support system objectives and student achievement;
- Supervisors and monitors the performance of Psychological Services staff;
- Provides clinical supervision, case consultation and mentoring as required;
- Develops, implements or provides professional development opportunities for staff;
- Ensures that staff and Board practices comply with expectations of professional regulatory bodies;
- Allocates staff to schools and special programs;
- Participates in personnel practices related to supervision of staff including recruitment and selection, labour relations issues, and collective bargaining;
- Monitors and authorizes budget expenditures within established parameters;
- Contributes to department strategies and outcomes as a member of the Special Education Management Team;
- Liaises with external agencies as required to coordinate services and exchange of critical information;
- Serves as a Board representative on external professional, educational and health services committees;
- Contributes to research that supports the development of efficient and effective delivery of services;
- Prepares reports and provides data and information as required by Senior Administration;
- Serves as a resource to administration, teachers and support staff on theory, diagnosis, and treatment of school-age psychological disorders;
- Coordinates and monitors the Tragic Events Response Team (TERT); and
- Participates in crisis intervention activities by responding when the regular Psychologist is unavailable or the issue has significant system implications.

The Educational Assistant

- Is allocated through the Special Education department and is assigned to schools to assist students identified with extensive and pervasive needs;
- Is assigned to system programs;
- Is assigned to schools based on the following hierarchy of student needs:
 - Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods).

Special Education Plan

- Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and restraint may be required.
- Severe Developmental Disorders: Students with debilitating social and communication deficits.
- Interveners: For students who are deaf/blind
- Transcribers (braille) : For students who are blind
- Interpreters (ASL): For students who are deaf