

## SPECIAL EDUCATION PLAN

### SECTION 4: Roles & Responsibilities in Special Education

#### Roles and Responsibilities in Special Education

Many roles and responsibilities are needed to support a successful special education system. The needs of the students are at the centre of our work in Special Education. The following information outlines the roles and responsibilities of those involved in special education.

<p><b><u>The Ministry of Education</u></b></p>	<ul style="list-style-type: none"> <li>● sets out , through the Education Act, regulations, and policy/program memoranda (PPM), the legal obligations of school boards regarding the provision of special education programs and services;</li> <li>● prescribes the categories and definitions of exceptionality;</li> <li>● requires through the Education Act that school boards provides appropriate special education programs and services for their exceptional pupils;</li> <li>● establishes the funding for special education through the structure of the <a href="#">funding model</a>; requires school boards to report on their expenditures for special education through the budget process;</li> <li>● sets province-wide standards for curriculum and reporting of achievement;</li> <li>● requires through regulation that school boards to maintain special education plans, review them annually, and submit amendments to the ministry;</li> <li>● requires through the Education Act and through regulation that school boards to establish Special Education Advisory Committees (SEACs);</li> <li>● establishes a Minister’s Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;</li> <li>● operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.</li> </ul>
<p><b>The District School Board</b></p>	<ul style="list-style-type: none"> <li>● establishes school board policy and practices that comply with the Education Act, regulations, and policy documents including PPMs;</li> <li>● monitors school compliance with the Education Act, regulations, and policy documents, including PPMs;</li> <li>● requires staff to comply with the Education Act, regulations, regulations and policy documents including PPMs;</li> <li>● provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;</li> <li>● plans and reports on the expenditures for special education;</li> <li>● 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;</li> <li>● reviews the plan annually and submits amendments to the Minister of Education;</li> <li>● provides statistical reports to the ministry as required and as requested;</li> <li>● prepares a parent guide to provide parents with information about special education programs, services and procedures;</li> <li>● establishes one or more Identification, Placement and Review Committees (IPRCs) to identify exceptional pupils and determine appropriate placements for them;</li> <li>● establishes a Special Education Advisory Committee (SEAC);</li> <li>● provides professional development to staff on special education.</li> </ul>
<p><b>The Special Education Advisory Committee (SEAC)</b></p>	<ul style="list-style-type: none"> <li>● makes recommendations to the board with respect to any matter affecting issues impacting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;</li> <li>● participates in the board’s annual review of its special education plan;</li> <li>● participates in the board’s annual budget process as it relates to special education;</li> <li>● reviews the financial statements of the board as they relate to special education;</li> </ul>

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<b>The School Principal</b>	<ul style="list-style-type: none"> <li>● carries out duties as outlined in the Education Act, regulations, policy documents, including PPMs, and board policies;</li> <li>● communicates Ministry of Education and school board expectations to staff;</li> <li>● ensures that appropriately qualified staff are assigned to teach special education programs;</li> <li>● communicates board policies and procedures about special education to staff, students, and parents;</li> <li>● 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;</li> <li>● consults with school board staff to determine the most appropriate program for exceptional pupils;</li> <li>● ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;</li> <li>● ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;</li> <li>● ensures that the program is delivered as set out in the IEP;</li> <li>● ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.</li> </ul>
<b>The Teacher</b>	<ul style="list-style-type: none"> <li>● carries out duties as outlined in the Education Act, regulations and policy documents, including PPM</li> <li>● follows board policies and procedures regarding special education;</li> <li>● works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;</li> <li>● develops the IEP for students with special education needs in consultation with the special education resource teacher and the parent/guardian;</li> <li>● provides the program for the exceptional pupil in the regular class, as outlined in the IEP;</li> <li>● communicates the student's progress to parents;</li> <li>● seeks input from the parent/guardian on student strengths and needs, student programming and IEP development</li> <li>● works with other school board staff to review and update the student's IEP.</li> </ul>
<b>The Special Education Teacher</b>	<p>In addition to the responsibilities of a teacher:</p> <ul style="list-style-type: none"> <li>● holds special education qualifications, in accordance with Regulation 298, to teach special education;</li> <li>● monitors the student's progress with reference to the IEP and modifies the program as necessary;</li> <li>● assists in providing educational assessments for exceptional students.</li> </ul>
<b>The Early Childhood Educator</b>	<p>In coordination and cooperation with the classroom teacher:</p> <ul style="list-style-type: none"> <li>● plans for and provides education to children in Kindergarten;</li> <li>● observes, monitors, and assesses the development of Kindergarten children;</li> <li>● maintains a healthy physical, emotional, and social learning environment in the classroom;</li> <li>● communicates with families;</li> <li>● performs duties assigned by the principal with respect to the Kindergarten program.</li> </ul>
<b>The Parent/Guardian</b>	<ul style="list-style-type: none"> <li>● will have access to Board policies and procedures;</li> <li>● participates in IPRCs, parent-teacher conferences, and other relevant school activities;</li> <li>● participates in the development of the IEP;</li> <li>● becomes acquainted with the school staff working with the student;</li> <li>● supports the student at home;</li> <li>● works with the school principal and educators to solve problems;</li> <li>● is responsible for the child's regular attendance at school.</li> </ul>
<b>The Student</b>	<ul style="list-style-type: none"> <li>● respects and follows the requirements as outlined in the Education Act, regulations, and PPMs;</li> <li>● respects and follows board policies and procedures;</li> <li>● participates in IPRCs, parent-teacher conferences, and other activities, as appropriate</li> </ul>