

Special Education Department Plan 2023-2024

Section B - Standard 9 Roles and Responsibilities



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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 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

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,

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),
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 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,

complies with board policies and procedures,
participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.