

# Roles and Responsibilities

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## MINISTRY OF EDUCATION

The Ministry of Education has begun to define 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 all 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 students
- 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 students
- 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 District School Board or School Authority:***

- 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

# Roles and Responsibilities

- provides appropriately qualified staff to provide programs and services for the exceptional students 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 students 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 parents with information about special education programs, services, and procedures
- establishes one or more IPRCs to identify exceptional students and determine appropriate placements for them
- establishes a Special Education Advisory Committee
- provides professional development to staff on special education

### ***The Special Education Advisory Committee:***

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students 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 parents, as requested

### ***The School Principal:***

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, standards and 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 parents
- ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies
- consults with parents and with school board staff to determine the most appropriate program for exceptional students
- ensures the development, implementation, and review of a student's Individual Education Plan (I.E.P.), including a transition plan, according to provincial standards

# Roles and Responsibilities

- ensures that parents are consulted in the development of their child's I.E.P. and that they are provided with a copy of the I.E.P.
- ensures the delivery of the program as set out in the I.E.P.
- 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 and standards
- 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 parents to develop the I.E.P. for an exceptional student
- provides the program for the exceptional student in the regular class, as outlined in the I.E.P.
- communicates the student's progress to parents
- works with other school board staff to review and update the student's I.E.P.

***The Core Resource teacher,*** 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 I.E.P. and modifies the program as necessary
- assists in providing educational assessments for exceptional students

## ***The Parent/Guardian:***

- becomes familiar with and informed about Board policies and procedures in areas that affect the child
- participates in IPRCs, parent-teacher conferences, and other relevant school activities
- participates in the development of the I.E.P.
- 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
- is responsible for the student's attendance at school

## ***The Student:***

- 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