# Standard 3: Roles and Responsibilities

## Roles and Responsibilities in Special Education

### 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 funding for regular education and special education programs and services – refer to [website](http://www.edu.gov.on.ca)
* 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 a checklist to the Ministry annually;
* requires School Boards to establish Special Education Advisory Committees (SEACs);
* establishes Special Education Tribunals to hear disputes between parents/guardians and School Boards regarding the identification and placement of exceptional pupils;
* establishes a provincial Minister’s Advisory Council on Special Education (MACSE) to advise the Minister of Education on matters related to special education programs and services – refer to [website](http://www.edu.gov.on.ca/eng/general/abcs/acse/acse_eng.html)
* operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

### The Halton District School Board:

* establishes School Board policy and practices that comply with the Education Act, regulations, and policy/program memoranda and with the [Ontario Human Rights Code](http://www.ohrc.on.ca/en/ontario-human-rights-code);
* monitors school compliance with the [OHRC](http://www.ohrc.on.ca/en/ontario-human-rights-code) Education Act, regulations, and policy/program memoranda;
* requires staff to comply with the [OHRC](http://www.ohrc.on.ca/en/ontario-human-rights-code) Education Act, regulations, and policy/program memoranda;
* provides appropriately qualified staff to provide programs and services for the students of the Board;
* obtains the appropriate funding and reports on the expenditures for special education and shares them with SEAC as required;
* develops and maintains a Special Education Plan that describes the programs and services the board uses to meet the current needs of its students with special education needs;
* reviews the Plan annually and submits a checklist to the Ministry of Education;
* provides statistical reports to the Ministry as required and as requested;
* prepares a parent/guardian guide called [Working Together](https://www.hdsb.ca/Documents/WorkingTogetherBooklet.pdf) to provide parents/guardians 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 (SEAC);
* provides professional development to staff on special education.

### 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 students with special education needs 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;
* participates in the Board’s annual review of the Board’s Improvement Plan for Student Acheivement (BIPSA);
* reviews the financial statements of the Board as they relate to special education;
* provides information to parents/guardians, as requested;
* provides opportunities for parents/guardians to express support for and concerns about Halton District School Board special education programs and services.

### 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 parents/guardians;
* 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 parents/guardians and with School Board staff to determine the most appropriate accommodations and program for students with special education needs;
* ensures the development, implementation, and review of a student’s Individual Education Plan (IEP) according to provincial requirements;
* ensures that parents/guardians 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;
* ensures the security and maintenance of the Ontario Student Record for each student in the school.

### 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;
* works with special education staff and parents/guardians to develop the IEP for a student with special education needs;
* develops and delivers the program for the student with special education needs in the regular class, as outlined in the [IEP](#_Standard_10:_Individual);
* communicates the student’s progress to parents/guardians/guardians.

### 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;
* assists the classroom Teacher in the development of the student’s IEP in terms of accommodations and/or modifications and/or alternate programming and/or alternate curriculum;
* assists in providing educational assessments for students.

##### Direct Service to Students (for students with an Individual Education Plan (IEP) and those deemed appropriate through an in-school process):

* collaborates with the Principal/Vice Principal, Teachers, Educational Assistants and other Board/community personnel to utilize resources to meet the continuum of student needs at all ages and grades within the school setting;
* may work with an individual student, or with a small group, either within the classroom or on a withdrawal basis;
* monitors the progress of students as outlined in their IEP;
* provides consultation to the teachers of the students with special education needs;
* contributes to the educational assessment of individual students;
* provides program support for students with special education needs as outlined in the IEP;
* at the secondary school level, provides scheduled credit or non-credit bearing support to student(s) identified through an in-school process.

##### Programming/Communication:

* provides liaison with parent, teacher, appropriate Board personnel and other agencies to assist in developing appropriate program;
* participates in transition processes and in the development of transition plans for students with special needs;
* shares information with appropriate school staff about current theories and practices as these relate to special education, as well as Ministry/Board policies, procedures and directions;
* provides consultative support to the classroom teachers and other staff to support student learning;
* collaborates in the development and implementation of program accommodations, alternative program and/or modifications;
* assists with other documentation (e.g. behaviour plans), interviews and case conferences as deemed necessary through the in-school process;
* assists the principal with the utilization of allocated EA resources.

##### Recording and Documentation:

* is an active participant in the School Team (ST) process and in the School Resource Team (SRT) process;
* coordinates the process for referral and presentation to the SRT and Identification, Placement and Review Committee (IPRC) and/or other agencies and Board departments as required on behalf of the Principal;
* coordinates the annual review process for students in a resource support placement in consultation with teachers, appropriate support personnel, parent(s)/guardian(s) and students over 16 years of age;
* coordinates the process for completion of Individual Education Plans (IEP) on behalf of the principal, as per Ministry and Board policies;
* assists in the referral for and implementation of the use of specialized equipment through the Special Equipment Allocation process.

### The Parent/Guardian:

* becomes familiar with and informed about Board policies and procedures in areas that affect the child;
* communicates with the school and participates in parent-teacher meetings, case conferences, and other relevant school activities;
* becomes acquainted with the school staff working with the student;
* supports the student at home;
* works with the school principal, teachers and other staff to solve problems;
* is responsible for the student’s attendance at school;
* participates in the SRT and IPRC processes as they see necessary;
* participates in the development of the IEP.

### 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.

### The Superintendent of Education, Student Services:

### Further to other responsibilities as assigned by the Director of Education, the Superintendent of Education, Student Services has the primary responsibility for:

* interpretation and implementation of Ministry direction and legislation that pertains to the delivery of special education within the Halton District School Board;
* Student Services Department Budget;
* liaison to Special Education Advisory Committee;
* is part of the senior administrative team for the HDSB;
* liaison to Trustees;
* liaison to all Ministries;
* liaison to CEOs of Halton agencies and services;
* supervision of staff responsible for coordination of Education Programs in Care, Treatment, Custody and Correction Facilities, Senior Managers of Special Services and Principal of Special Education.

### The Principal and Vice Principal of Special Education:

#### Further to other responsibilities as assigned by the Superintendent of Education, Student Services, the Principal and Vice Principal of Special Education have the primary responsibility for:

* liaison with the elementary and secondary Principals’ Associations;
* supervision of the Itinerant Teachers and Instructional Program Leaders in Student Services;
* support for school-based administrators in the implementation of system initiatives;
* liaison with department staff to develop, coordinate and implement system initiatives;
* liaison with community agencies with respect to coordination of supports to children;
* support the coordination of professional development plans for classroom teachers, special education staff, and administrators in conjunction with other HDSB departments (e.g. School Programs Services, Safe and Inclusive Schools, Equity and Inclusive Education);
* support department staff with Human Resources processes and procedures.

### Instructional Program Leaders of Student Services:

* support school staff in addressing the needs of students with special education needs within their area;
* regional responsibilities for special programs and services (e.g. coordination of Area Teams);
* develop and implement professional development for classroom teachers, special education staff, EA’s, and Administrators in conjunction with other HDSB staff (e.g. School Programs Services, Instructional Technology, Equity and Inclusive Education);
* liaise with pre-school Occupational Therapist (OT), Physio-Therapist (PT) services and CCAC (Community Care Access Centre) OT and PT services;
* liaise with the Itinerant Teachers within their areas;
* development of SEA claims and Special Incident Portion (SIP) Grants for students within their area;
* assist with the development of alternate programming and alternative curriculum for Kindergarten to graduation within their area for students with special education needs;
* area responsibility for implementation of IEP standards and staff development in IEP writing, management and implementation;
* liaison with department staff to develop, coordinate and implement system initiatives;
* collaborate with Board staff in the development of student health protocols e.g.: HDSB Anaphylaxis Protocol, Diabetes Protocol.

### The Senior Managers of Special Services:

* Case Coordinator to support school staff in addressing students with complex socio-emotional, behavioural, and/or mental health needs;
* member, IPRC elementary;
* supervision and coordination of Professional Support Services Personnel (Psycho-Educational Consultants, Speech-Language Pathologists, School Social Workers, Child and Youth Counsellor, ABA Facilitators);
* coordination of the Multi-Disciplinary Support Team (MDST);
* supervision and coordination of psycho-educational assessments within the area;
* regional responsibilities for Behaviour Resource Centres and Primary Language Classes;
* liaison to community agencies with respect to socio-emotional, behavioural and mental health needs of Halton students;
* liaison with department staff to develop, coordinate and implement system initiatives;
* liaison to Halton pre-school speech & language/CCAC speech & language;
* coordination of mental health services within the Board and membership on community health advisory groups

Instructional Program Leaders and Senior Managers for a designated geographic area work as a team to provide the coordination of support services, professional development in-service opportunities, case facilitation support for school administrators, and liaison with the Superintendents of Education, School Operations.

### Student ServicesMental Health Lead Coordinator:

#### The Mental Health Lead is a full-time senior mental health professional with dedicated responsibility for:

* conducting/updating board and school level resource mapping to determine areas of strength and need;
* providing leadership for the board mental health leadership team composed of representatives from various stakeholder groups;
* developing and implementing a mental health & addictions strategy for the school board to support student mental health and well-being in a tiered support model;
* collecting data, producing reports and updating the board with respect to the board’s mental health strategy;
* coordinating systematic mental health awareness and literacy initiatives in the board;
* selecting and supporting evidence-based approaches to mental health promotion, prevention and intervention;
* collaborating with board and community professionals to promote clear and integrated access to services;
* establishing and implementing protocols for schools to support students with mental health concerns.

**2017-2018 Student Services Department**

**Superintendent of Education, Student Services**

**Assistants and Secretarial Support**

* Student Services Assistant/SEAC
* Secretary
* 3 Student Services Secretary
* SEA Inventory Control Manager

**Instructional Program Leaders**

**Assistive Technology Lead**

**Manager of Student Services Support Staff**

* Regional Itinerant EA’s
* Understanding and Managing Aggressive Behaviour Trainers
* Behavior Management System Trainers

**Itinerant Teachers**

* Deaf and Hard of Hearing
* Blind and Low Vision
* Itinerant Resource

**Itinerant Educational Assistants**

* Deaf and Hard of Hearing
* Blind and Low Vision

**Senior Managers of Professional Services**

**Principal of Special Education**

**Vice Principal of Special Education**

**Professional Services Staff**

* Psycho-Educational Consultants
* Speech-Language Pathologists
* Child and Youth Counsellors
* School Social Workers
* Multi-Disciplinary Teams
* Applied Behaviour Analysis

**Principal Care, Treatment, Custody & Corrections Programs (CTCC)**

**Vice Principal Care, Treatment, Custody & Corrections Programs (CTCC)**

**Office Supervisor**

**Coordinator of IPRC Process**

**Assistants and Secretarial Support**

* 4 Area IPRC Secretaries