

Various Responsibilities of School Boards relating to the Provision of Special Education Programs and Services

Category	Source	Board Responsibility
Identification/ Assessment	<i>Education Act</i>	<ul style="list-style-type: none"> ▪ Implement procedures for early and ongoing identification of the learning abilities and needs of pupils.
Identification/ Assessment	<i>Education Act</i>	<ul style="list-style-type: none"> ▪ Employ Minister's definitions of student exceptionalities, prescriptions of classes, groups or categories of exceptional pupils.
Identification/ Assessment	Regulation 181/98	<ul style="list-style-type: none"> ▪ Establish one or more Identification, Placement and Review Committees (IPRCs).
Identification/ Assessment	Regulation 181/98	<ul style="list-style-type: none"> ▪ Hold annual reviews by IPRCs, unless a waiver is signed by the parents.
Identification/ Assessment	Regulation 181/98	<ul style="list-style-type: none"> ▪ Establish a special education appeal board.
Identification/ Assessment	Regulation 181/98	<ul style="list-style-type: none"> ▪ Implement a change in placement, as soon as possible, in accordance with the regulation.
Identification/ Assessment	Regulation 181/98	<ul style="list-style-type: none"> ▪ Implement a decision of a special education tribunal.
Identification/ Assessment	Regulation 181/98	<ul style="list-style-type: none"> ▪ Notify the school's principal of the need to develop an Individual Education Plan (IEP) for a pupil, including a transition plan for a pupil 14 years of age or older, in consultation with the parent and the pupil if 16 years of age or older.
Identification/ Assessment	Regulation 181/98	<ul style="list-style-type: none"> ▪ Notify the school's principal of the need to review the pupil's IEP to determine whether it needs to be updated.
Identification/ Assessment	Policy/Program Memorandum (PPM) 11	<ul style="list-style-type: none"> ▪ Have procedures in place to identify each child's level of development, learning abilities and needs.
Identification/ Assessment	PPM 59	<ul style="list-style-type: none"> ▪ Exercise care in protecting confidentiality of information related to pupils' psychological assessments.
Identification/ Assessment	PPM 59	<ul style="list-style-type: none"> ▪ Ensure that the administration and interpretation of a pupil's psychological assessment are made carefully, recognizing the impact of the pupil's culture and language facility on the results of the assessment.
Identification/ Assessment	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> ▪ Provide details in the Special Education Plan (SEP) on the board's early identification procedures and intervention strategies.
Identification/ Assessment	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> ▪ Include in the SEP a description of the board's IPRC process, as well as the number of IPRC referrals, reviews, and appeals conducted within the board in the previous school year.
Identification/ Assessment	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> ▪ Provide in the SEP information on the types of assessment tools used within the board, including educational

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Assessment		assessments for students who are in need of special education programs and services.
Identification/ Assessment	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> List in the SEP the ministry's categories and definitions of exceptionalities, and describe the ways in which the board's IPRC applies them in making decisions on identification and placement.
Collaboration	Regulation 181/98	<ul style="list-style-type: none"> Implement IPRCs' placement decisions, when parents agree in writing or do not file a notice of appeal.
Collaboration	Regulation 181/98	<ul style="list-style-type: none"> Give a written notice of the implementation of the IPRC decision to the pupil's parent, when there is no written consent by the parent.
Collaboration	Regulation 181/98	<ul style="list-style-type: none"> Give notice of a change the board makes to its decision, after a review of the pupil's identification or placement decision by the special education appeal board, to, among others listed in the regulation, the pupil's parent, and the pupil if 16 or older.
Collaboration	Regulation 181/98	<ul style="list-style-type: none"> Prepare a guide for parents, explaining the IPRC processes, including information relating to appeals.
Collaboration	Regulation 181/98	<ul style="list-style-type: none"> Ensure that copies of the guide for parents are available at each school and board's head office.
Collaboration	Regulation 181/98	<ul style="list-style-type: none"> Provide a copy of the guide for parents to the appropriate regional office of the Ministry.
Collaboration	Regulation 181/98	<ul style="list-style-type: none"> Provide the parent or pupil, at their request, with a guide in braille, large print or audio-cassette format.
Collaboration	Regulation 464/97	<ul style="list-style-type: none"> Establish a Special Education Advisory Committee (SEAC) (based on specific requirements detailed in the regulation).
Collaboration	Regulation 464/97	<ul style="list-style-type: none"> Provide an opportunity for the SEAC to be heard, before making a decision on a SEAC's recommendation.
Collaboration	Regulation 464/97	<ul style="list-style-type: none"> Give its SEAC the opportunity to participate in the board's annual review of its SEP.
Collaboration	Regulation 464/97	<ul style="list-style-type: none"> Give its SEAC the opportunity to participate in the board's annual budget process, as it relates to special education.
Collaboration	Regulation 464/97	<ul style="list-style-type: none"> Give its SEAC the opportunity to review the board's financial statements, as those relate to special education.
Collaboration	PPM 140	<ul style="list-style-type: none"> Consult with the SEAC regarding the implementation of PPM 140.
Collaboration	PPM 140	<ul style="list-style-type: none"> Consult with the SEAC on the monitoring of the implementation of PPM 140, at least annually.
Collaboration	<i>Guide to the Provincial Report Card, Grades 1-8</i>	<ul style="list-style-type: none"> In all cases where a student has an IEP, promote a clear understanding by the parents of the learning expectations that make up the student's program.
Collaboration	<i>Guide to the Provincial Report Card, Grades 9-12</i>	<ul style="list-style-type: none"> In all cases where a student has an IEP, promote a clear understanding by the parents of the learning expectations that make up the student's program.
Collaboration	<i>Ontario Secondary Schools, (OSS) Grades 9 to 12,</i>	<ul style="list-style-type: none"> Publish a school course calendar that provides students and parents with detailed, accurate, and up-to-date information about diploma requirements and the programs and courses offered by the school. The calendar must include information on the board's SEAC and special education plan, and directions for obtaining the

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	<i>Program and Diploma Requirements (1999)</i>	board's special education parent guide and special education policies and programs.
Collaboration	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Consider, in developing and modifying the special education plan, issues and feedback from community members such as students, parents, school council members, and community organizations.
Collaboration	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Include in the special education plan a description of the consultation process with members of the community, and include the materials listed in <i>Standards for School Boards' Special Education Plans</i>.
Collaboration	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Provide in the SEP information on the roles and responsibilities of the Ministry, board, SEAC, principals, teachers, students and their parents.
Collaboration	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Include in the SEP a copy of the board's guide for parents.
Collaboration	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Describe in the SEP processes for dispute resolution where parents and board staff disagree on significant aspects of the IEP.
Collaboration	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Include in the SEP a description of ways in which parents and other members of the public can make their views known to the SEAC.
Collaboration	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Make the SEP available to the public at the same time that the board submits the plan to the ministry.
Collaboration	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Inform the public in a variety of ways about how to access the SEP.
Monitoring / Reporting	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> Ensure that staff is documenting the use of Special Equipment Amount (SEA) equipment in the student's IEP.
Monitoring / Reporting	<i>Special Education: A Guide for Educators</i>	<ul style="list-style-type: none"> Report on the expenditures for special education to the Ministry of Education.
Monitoring / Reporting	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Describe in the SEP ways in which the board is complying with ministry requirements for implementing IEPs.
Monitoring / Reporting	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Provide in the SEP a description of ways in which the board's SEAC fulfilled its roles and responsibilities during the school year in which the plan was developed.
Planning / Policy	<i>Sabrina's Law</i>	<ul style="list-style-type: none"> Establish and maintain an anaphylactic policy, based on the specifications mentioned in <i>Sabrina's Law</i>.
Planning / Policy	PPM 140	<ul style="list-style-type: none"> Plan for the transition between various activities and settings involving students with Autism Spectrum Disorder (ASD).
Planning / Policy	PPM 140	<ul style="list-style-type: none"> Develop a plan to implement the policy in PPM 140.

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Planning / Policy	<i>Ontario Secondary Schools,(OSS) Grades 9 to 12, Program and Diploma Requirements (1999)</i>	<ul style="list-style-type: none"> Have plans to develop appropriate secondary school programs to meet exceptional students' needs.
Planning / Policy	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> Develop policies that provide board staff with direction on equipment transfers between schools and between boards.
Planning / Policy	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> Develop policies that provide board staff with direction on the use of equipment in a student's home, in co-op placements and in other program settings.
Planning / Policy	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> Develop policies that provide board staff with direction on staff training on the use of SEA funded equipment.
Planning / Policy	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> Develop internal operating policies and procedures regarding the purchase, repair, use and disposal of equipment purchased with SEA funding.
Planning / Policy	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Outline in the SEP in detail the board's general philosophy and service-delivery model for the provision of special education programs and services.
Planning / Policy	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> List in the SEP the criteria used for determining the need to change a student's placement.
Planning / Policy	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Describe in the SEP how the board determines whether a student requires individualized equipment, such as assistive technology.
Planning / Policy	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Provide details in the SEP of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.
Programs/ Services/Supports	<i>Education Act</i>	<ul style="list-style-type: none"> Provide (or purchase from another board) special education programs and services for exceptional pupils.
Programs/ Services/Supports	Regulation 181/98	<ul style="list-style-type: none"> Ensure that no pupil is denied an education program pending a meeting or decision under Reg 181/98.
Programs/ Services/Supports	Regulation 181/98	<ul style="list-style-type: none"> Ensure that where an education program is provided to a pupil pending a meeting or a decision under Regulation 181/98: <ul style="list-style-type: none"> (a) the program is appropriate to the pupil's apparent strengths and needs; (b) the placement for the program is consistent with the principles underlying section 17 (consider first the option of placement in a regular class with appropriate special education services); and (c) appropriate education services are provided to meet the pupil's apparent needs.

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Programs/ Services/Supports	PPM 11	<ul style="list-style-type: none"> Ensure that educational programs are designed to accommodate students' learning needs and to facilitate each child's growth and development.
Programs/ Services/Supports	PPM 81	<ul style="list-style-type: none"> Be responsible for the administration of oral medication where such medication has been prescribed for use during school hours.
Programs/ Services/Supports	PPM 81	<ul style="list-style-type: none"> Provide such services as lifting and positioning, assistance with mobility, feeding and toileting, and general maintenance exercises, for physically disabled pupils.
Programs/ Services/Supports	PPM 81	<ul style="list-style-type: none"> Be responsible for necessary speech remediation, correction and habilitation programs.
Programs/ Services/Supports	PPM 140	<ul style="list-style-type: none"> Offer students with ASD special education programs and services, including, where appropriate, special education programs using Applied Behavioural Analysis (ABA) methods, based on the specifications listed in PPM 140.
Programs/ Services/Supports	<i>Ontario Secondary Schools, (OSS) Grades 9 to 12, Program and Diploma Requirements (1999)</i>	<ul style="list-style-type: none"> Provide a range of programs to assist students in meeting the curriculum expectations. These programs should include early identification of learning needs, appropriate teaching strategies, ongoing assessment, and communication with parents and students.
Programs/ Services/Supports	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> Ensure that students with special education needs receive equipment necessary to attend school and learn.
Programs/ Services/Supports	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> Consider the recommendation by qualified professional when deciding what specific program, service, equipment and/or software to provide.
Programs/ Services/Supports	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Describe the provision of specialized health support services for students who require them in school settings.
Programs/ Services/Supports	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Provide details in the SEP of the range of placements provided by the board, and that placement of a student in a regular class is the first option considered by an IPRC.
Programs/ Services/Supports	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Outline in the SEP ways in which a student can be integrated into the regular classroom when the placement meets the student's needs and is in accordance with parents' preferences.
Programs/ Services/Supports	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Describe in the SEP the alternatives that are provided when the needs of a student cannot be met within the board's range of placements.
Programs/ Services/Supports	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> Include in the SEP information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may be ADHD, as per the specific requirements outlined in the document entitled <i>Standards for School Boards' Special Education Plans</i>.
System Capacity	Regulation 298	<ul style="list-style-type: none"> Ensure that enrolment in a self-contained class does not exceed specified limits.

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System Capacity	Regulation 298	<ul style="list-style-type: none"> ▪ Employ teachers with appropriate qualifications, subject to Regulation 298, subsection 19.
System Capacity	PPM 8	<ul style="list-style-type: none"> ▪ Make provision for assistants to work with individual students where necessary, and under the direction of the classroom teacher.
System Capacity	PPM 8	<ul style="list-style-type: none"> ▪ Provide that classroom assistants have suitable skills and knowledge for the conduct of their assignments with learning disabled students.
System Capacity	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> ▪ Ensure that equipment is reused by/ transferred to other students when no longer required by the student for whom it was purchased.
System Capacity	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> ▪ Ensure that reasonable efforts are made to acquire a fair market value when disposing of used equipment.
System Capacity	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> ▪ Make cost effective choices about acquiring appropriate equipment.
System Capacity	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> ▪ Ensure that students (where appropriate), teachers and board staff who work with the student have received training to make the best use of the equipment.
System Capacity	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> ▪ Ensure that: <ul style="list-style-type: none"> ○ equipment is functioning properly and meeting students' needs ○ equipment is replaced as required when students outgrow equipment or when equipment wears out ○ upgrades and refurbishment are considered as an option before replacement
System Capacity	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> ▪ Ensure that efforts are made to share equipment among several students when appropriate and possible.
System Capacity	<i>Special Education Funding Guidelines: SEA, 2009-10</i>	<ul style="list-style-type: none"> ▪ Ensure that equipment is available to students when they enter school.
System Capacity	<i>Special Education: A Guide for Educators</i>	<ul style="list-style-type: none"> ▪ Provide appropriately qualified staff to provide programs and services for exceptional pupils of the board.
System Capacity	<i>Special Education: A Guide for Educators</i>	<ul style="list-style-type: none"> ▪ Provide professional development to staff on special education.
System Capacity	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> ▪ Include in the SEP information on the types of staff who provide special education programs and services.
System Capacity	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> ▪ Provide in the SEP details of the board's professional development plans for special education staff.
System Capacity	<i>Standards for School Boards' SEPs</i>	<ul style="list-style-type: none"> ▪ Provide in the SEP details of the board's transportation policies.

