

## Section D:

# ROLES AND RESPONSIBILITIES



[We value your feedback! Please click this feedback link to leave your comments on the Special Education Plan. All feedback must be received by February 28, 2026.](#)

*To provide the public with information on roles and responsibilities in the area of special education*

### **The Ministry of Education:**

- Creates and shares legislative and policy framework, through the Education Act, associated Regulations and Policy/Program Memoranda (PPM)
- Establishes the funding for special education through the structure of the funding model, which consists of Ministry Grants and 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 establish Special Education Advisory Committees (SEACs)
- Establishes Special Education Tribunals to hear disputes between parents/legal guardians and school boards regarding the identification and placement of exceptional pupils
- 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 deafblind, or who have severe learning disabilities

## The School Board:

- 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
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils 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 annually to meet the current needs of the exceptional pupils of the Board
- Values collaboration with families, community partners and educational partners, and welcomes input into the Special Education Plan, particularly from parents/legal guardians of children who are receiving Special Education programs and services
  - The consultation process to receive feedback from stakeholders is collected through SEAC's Special Education Plan subcommittee throughout the school year
  - Parents/legal guardians or community members who wish to give input to the plan may do so in a number of ways:
    - contact their school Principal
    - contact their School Advisory Council
    - contact the TDSB Special Education Advisory Committee
- Shares annually, in accordance with [Regulation 464/97](#), its plan with SEAC
  - Members are invited to provide input from their respective associations and agencies, and from community members. This is part of the Board's annual review of the plan.
- 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 guide for parents/legal guardians to provide them with information about special education programs, services, and procedures
- Establishes one or more Identification, Placement and Review Committees (IPRCs) to identify exceptional pupils and determine appropriate placements
- Establishes a Special Education Advisory Committee(SEAC)
- Provides professional development to staff on special education and inclusion

## **The School Principal:**

- Carries out duties as outlined in the Education Act, regulations, policy/program memoranda, and Board policies
- Communicates Ministry of Education and school board expectations to staff
- Consults with parents/legal guardians and with school board staff to determine the most appropriate program for exceptional students
- Provides leadership in fostering equity and inclusion, using an anti-ableist, anti-racist, and anti-oppressive stance, in the development and implementation of special education programs, assessments and referrals
- Ensures the development, implementation, and review of students' Individual Learning Plan (ILP) and Individual Education Plan (IEP)
- Ensures that appropriately qualified staff are assigned to teach special education classes
- Communicates Board policies and procedures about special education and inclusion to staff, students, and parents/legal guardians
- 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
- Ensures that a transition plan is developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.
- Ensures that parents/legal 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 parent/legal guardian consent is obtained

## **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 and Inclusion practices
- Works with Special Education and Inclusion staff and parents/legal guardians to develop the IEP for an exceptional student

- Provides the program for the exceptional student in the regular class, as outlined in the IEP, that is reflective of the student's identity, lived experiences, strengths and areas of need, using an anti-oppressive stance and culturally relevant and responsive pedagogy
- Communicates the student's progress to parents/legal guardians, and works with other Board staff to review and update the student's IEP

### **The Special Education Teacher:**

- Fulfills the responsibilities listed above for the teacher
- Holds qualifications, in accordance with [Regulation 298](#), to teach special education
- Monitors the student's progress with reference to the IEP and modifies the program as necessary
- Assists in providing educational assessments for students with IEPs
  - This also applies to Itinerant Special Education Teachers

## **STUDENT LEARNING AND EQUITABLE OUTCOMES**

Special Education and Inclusion is part of the Instructional Innovation and Equitable Outcomes team. Creating successful learning outcomes for all students is a shared responsibility among all teams within the TDSB, schools, parents/legal guardians and community partners.

### **Associate Director – Student Learning and Equitable Outcomes**

Roles and responsibilities include, but are not limited to:

- Supporting the TDSB school improvement process which focuses on the identities, lived experiences, interests, strengths, and abilities of each student
- Supporting staff to provide what all students need by helping leaders create the conditions for improvements in achievement, well-being and equity in each school
- Ensuring that all students with special education needs and disabilities are served within the most enabling learning environment
- Challenging all aspects of streaming in the TDSB

## **Executive Superintendent, Special Education Programs and Equitable Outcomes and System Superintendent of Special Education and Inclusion**

Roles and responsibilities include, but are not limited to:

- Supporting the system in fostering equity and inclusion, using an anti-ableist, anti-racist and anti-oppressive stance in the implementation of the Special Education Plan
- Providing leadership to, and working collaboratively with, Special Education and Inclusion Centrally Assigned Principals and staff to build capacity of school staff and maintain consistency across the system
- Actively supporting SEAC members in carrying out their role as a statutory committee that advises the Board on matters related to special education
- Building system capacity by working collaboratively with providers of professional learning across TDSB Departments to ensure the consistent use of professional learning strategies throughout the system
- Providing central coordination of special projects/initiatives (e.g., research projects)

### **Centrally Assigned Principals**

#### **Special Education and Inclusion Centrally Assigned Principals – Blind/Low Vision, Deaf/Hard of Hearing, Autism and Assistive Technology and SEA Claims**

Roles and responsibilities include, but are not limited to:

- Supporting the system in fostering equity and inclusion, using an anti-oppressive stance, in the implementation of the Special Education Plan
- Overseeing all areas of Blind/Low Vision, Deaf/Hard of Hearing, Assistive Technology and SEA, and Autism
- Collaborating, developing, implementing and communicating delivery standards for all special education and inclusion programs and services including integral use of technology that is informed by current research-based pedagogy
- Developing, implementing and providing effective professional learning, aligned to the Multi-Year Strategic Plan and as outlined in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB staff, and students with special education needs and disabilities
- Responding to critical issues and concerns related to special education
- Working in collaboration with the Special Education Advisory Committee (SEAC)

## **Special Education and Inclusion Centrally Assigned Principals - Learning Centres**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services through the effective implementation of the Special Education Plan
- Developing, implementing and providing effective professional learning aligned to the Multi-Year Strategic Plan and as outlined in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB staff and their students with special education needs and disabilities
- Collaborating, on an on-going basis, with Learning Centre (LC) Executive Superintendents, Family of Schools (FoS) Superintendents and School Administrators to ensure that services and programs are responsive to the identities, lived experiences and needs of students, schools, families and communities
- Providing leadership for Special Education and Inclusion Coordinators, Consultants and other central Special Education and Inclusion staff
- Responding to critical issues and concerns related to special education and inclusion
- Supporting school-based staff in meetings with parents/legal guardians and community partners to further an understanding of special education services
- Working in collaboration with the Special Education Advisory Committee (SEAC)

## **Education and Community Partnership Program (ECPP) Centrally Assigned Principal**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services through the effective implementation of the Special Education Plan
- Developing, implementing and providing effective professional learning, aligned to the Multi-Year Strategic Plan and as outlined in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB ECPP staff, and students with special education needs and disabilities
- Coordinating the development and implementation of programs and services using data-informed decision making

- Collaborating with and coordinating between several Ministries and the TDSB in fulfilling the expectations of ECPP and ensuring that a Memorandum of Understanding is signed between TDSB and the Agency for each academic year
- Ensuring effective transition processes for students entering or exiting ECPP by aligning with TDSB system goals for student success in collaboration with TDSB staff
- Collaborating with Elementary and Secondary People and Culture in order to staff ECPP, ensuring equitable hiring practices
- Collaborating with agency partners and Continuing Education People and Culture to determine the needs for summer school programming and overseeing staffing and implementation
- Liaising with the Ontario Administrators' Association for ECPP in order to improve staff/administrator effectiveness through research into best practices
- Assisting senior staff in providing reports to the Board, Ministry of Education and Special Education Advisory Committee (SEAC)

### **Education and Community Partnership Program (ECPP) Centrally Assigned Vice Principals (Elementary and Secondary)**

Roles and responsibilities include, but are not limited to:

- Working in collaboration with the Centrally Assigned Principal to provide curriculum leadership using an anti-oppressive stance, and building teacher capacity across the developmental continuum, including managing and supervising all aspects of the grade reporting process for all students and facilitating the use of current assessment and evaluation practices through deep implementation of the Ministry's [Growing Success](#) document
- Working effectively with families who have need of agency intervention and assuming a leadership role in the Central Intake Process
- Collaborating with multiple agencies serving elementary and secondary aged students to develop programming that meets their academic, social and emotional needs
- Providing leadership in bi-monthly Partnership Meetings with all agency partners
- Coordinating staff professional learning in the areas of Indigenous Education, achievement, equity and well-being, and serving as a member of the ECPP Leadership Team, Ontario Administrators' Association for ECPP and the Administrative Team
- Taking a lead role in the transitions of students from treatment back to the mainstream school setting, with a focus on inclusion and working towards the least restrictive environment

- Understanding and supporting the Memorandum of Agreement between the TDSB and the specific agency, realizing that this is under the mandate of the Ministry of Education for students who are in ECPP
- Providing leadership with each associated Ministry (Ministry of Education, Ministry of Children, Community and Social Services, Ministry of Health), in consultation with the principal

## **Coordinators**

### **Central Coordinator of Autism Services**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services
- Coordinating services within the Autism Team
- Providing expertise in programming for students with autism spectrum disorder (ASD) needs, based on current research and promising practices
- Coordinating services within the Connections for Students initiative for students with ASD transitioning from Intensive Behaviour Intervention (IBI) into TDSB classrooms
- Coordinating the review, development, and implementation of current and identified special education processes and practices, with a focus on needs-based support

### **Central Coordinator of Assistive Technology, Specialized Equipment Allocation (SEA)**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services
- Liaising with Consultants, Coordinators, Centrally Assigned Principals and Professional Support Services (PSS) to ensure the effective implementation of SEA
- Coordinating the review, development, and implementation of current and identified special education processes and practices, with a focus on needs-based support (e.g., SEA claims, Assistive Technology, etc.)
- Working together with the AT/SEA Consultant, Assistive Technology Teachers, Technicians and Speech Language Pathologists as a member of a team
- Liaising with appropriate Ministry of Education personnel around Special Education business and procedural practices (e.g., SEA claims, standards, regulations, etc.)

## **Central Coordinators of Deaf/Hard of Hearing and Blind/Low Vision**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services
- Coordinating the development and implementation of programs and services for Deaf and Hard of Hearing, Blind/Low Vision, and deafblind students
- Ensuring that the Ministry of Education program and service standards are adhered to, and that board-wide consistency and coordination are maintained in the delivery of Special Education and Inclusion programs and services for students who are Deaf and Hard of Hearing and/or students who are Blind/Low Vision
- Acting as a resource and support to TDSB administrators, central and regional staff, school staff, parents/legal guardians and the community with respect to the needs of students who are Blind/Low Vision, Deaf and Hard of Hearing, and deafblind
- Liaising with Professional Support Services with respect to assessment needs and ongoing support services
- Providing program-related leadership and expertise to staff
- Liaising with other educational authorities, provincial schools, and community agencies in response to program and service delivery needs
- Conducting assessments with referred students, and consulting with Special Education and Inclusion staff, principals, teachers, and parents/legal guardians regarding possible placements
- Coordinating supports for identified students in conjunction with other School Services staff within the Learning Centre and centrally
- Developing and implementing professional development programs for staff working in the programs
- Coordinating relevant Special Equipment Amount (SEA) claims

## **Special Education and Inclusion Coordinators**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services
- Providing system leadership within each Learning Centre Family of Schools for the coordination of all, including central IPRC meetings for students with exceptionalities
- Collaborating with other Special Education and Inclusion System Coordinators to support the appropriate placement for students
- Providing leadership to schools as assigned in matters related to the coordination of special education and inclusion programs and services, student placement decisions through the IPRC process, and the implementation of [Shared Solutions](#)
- Developing, implementing and providing effective professional learning for TDSB staff in response to the learning requirements of students with special education needs and disabilities
- Supporting projects involving assistive technology in collaboration with the AT/SEA Team; this can include planning the use of technology in the school, and providing support to students and teachers/support staff to incorporate technology into teaching and learning
- Liaising with Special Education and Inclusion Consultants, System Coordinators and with other Board departments to ensure positive, inclusive outcomes for students
- Providing leadership and direct instruction, modelling, mentoring, coaching and job embedded learning to teachers to support exemplary practices in assessment and instructional strategies, Differentiated Instruction and Universal Design, and decision making based upon research and current best practices to allow students to receive education in the most enabling environment possible
- Liaising with other educational authorities and community services in response to program and service delivery needs

## **Consultants**

### **Special Education and Inclusion Consultants**

Roles and responsibilities include, but are not limited to:

- Supporting schools in assisting parents/legal guardians who are navigating special education processes
- Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services

- Supporting principals in the coordination, facilitation, and leadership of Identification, Placement, and Review Committee (IPRC) meetings at the school level
- Participating in annual local IPRC Reviews
- Providing support to schools to support parents/legal guardians
- Providing leadership to schools as assigned in matters related to the coordination of special education programs and services, and the implementation of [Shared Solutions](#)
- Supporting and facilitating resource allocation processes focused on student identities, experiences, strengths, areas of need and program needs
- Providing leadership and direct instruction, modelling, mentoring, coaching and job embedded learning to teachers to support exemplary practices in assessment and instructional strategies, Differentiated Instruction and Universal Design, and decision making based upon research and current best practices to allow students to receive education in the most enabling environment possible
- Providing support in projects involving assistive technology, including SEA-funded equipment
- Supporting and collaborating with principals, special education and regular class teachers and parents/legal guardians in the development and monitoring of Individual Education Plans (IEPs), including transition plans, which reflect exemplary programming and assessment, to meet student needs
- Contributing to SST meetings to determine appropriate responses, recommendations and strategies for students with special education needs and disabilities, based on individual student identities, lived experiences, strengths and areas of need growth
- Supporting the principal and SSTs in the SEA, IPRC and Special Education Program Recommendation Committee (SEPRC) processes

### **K-12 Special Education Transition Navigators**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity, inclusion, and anti-ableism in school transition programs—from school entry through graduation
- Working with other departments and outside agencies to ensure consistent and effective transition support for students with special education needs and/or disabilities
- Planning and delivering professional learning for staff on supporting transitions for students with disabilities and intersecting identities
- Planning and delivering learning sessions for families on transition planning for students with special education needs and/or disabilities

- Supporting schools through the SEPRC and IPRC processes by helping with documentation and managing complex student transitions
- Working with Registered Behaviour Analysts to create support plans for students with self-regulation, transition, and/or sensory needs and maintain communication with schools
- Serving as a member of the IPRC Committee
- Connecting with outside organizations (e.g., ECPP, Bloorview) to support inclusive, evidence-based transition practices and participate in transition planning for students returning from treatment centres or community programs

### **Special Education and Inclusion Consultants for the ASD Team**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity and inclusion, using an anti-ableist, anti-racist and anti-oppressive stance, in the development and implementation of programs and services
- Supporting and collaborating with both special education and regular class teachers in the development and monitoring of Individual Education Plans (IEPs) and Transition Plans to meet the needs of students with ASD
- Supporting a preliminary needs assessment in schools to develop action plans that address the unique needs of students diagnosed with Autism;
- Providing leadership, direct instruction, mentoring, and coaching to board staff to support decision-making that is informed by research and current best practices, ensuring students receive education in the most inclusive and supportive environment
- Acting as a resource to principals, school staff, school support teams, special education staff, and parents/legal guardians
- Collaborating with Toronto Autism Services and other Intensive Behaviour Intervention (IBI) or Applied Behaviour Analysis (ABA) service providers to facilitate transition of students
- Planning and facilitating meaningful opportunities for educators to collaborate in job-embedded professional learning together with central staff and providing follow up support for educators to engage in reflection and application of new learning in their own classrooms

### **Special Education and Inclusion Consultant for Assistive Technology (SEA)**

Roles and responsibilities include, but are not limited to:

- Acting as a resource and providing training as necessary to principals, staff, school support teams, special education staff, instructional leaders, teachers and parents/legal guardians about the SEA and SIP processes

- Auditing and completing SEA and SIP application packages to meet Ministry standards and participating in Ministry audits
- Educating students and staff about software programs and modeling how to use said programs to access the curriculum and meet the goals set out by the IEP
- Overseeing the professional development support for teachers, support staff, students and parents/legal guardians regarding assistive technology programs via online resources and workshops throughout the year

## **Itinerant Teachers**

### **Special Education and Inclusion ASD Itinerant Teachers**

Roles and responsibilities include, but are not limited to:

- Supporting teachers, in both regular and special education classes, in the development and implementation of a range of programming interventions, strategies and resources that address the needs of students with ASD
- Supporting and collaborating with teachers in the development, implementation, and monitoring of Individual Education Plans, Transition Plans, Safety Plans, behaviour logs, and functional behaviour approaches to meet the needs of students with ASD
- Supporting teachers, in both regular and special education classes, in the development and implementation of a range of programming interventions, strategies and resources that address the needs of students with ASD
- Providing direct support including modelling strategies with students, demonstrating how to use resources and/or implementing suggestions offered to school-based staff
- Supporting the process of collecting and interpreting data to enable staff to make informed decisions about programming for students

### **Special Education and Inclusion Blind/Low Vision (BLV) Itinerant Teachers**

Roles and responsibilities include, but are not limited to:

- Providing leadership in fostering equity and inclusion, using an anti-oppressive stance, in the development and implementation of programs and services
- Providing direct modelling, job-embedded professional learning and coaching to teachers and students in using BLV assistive technology on an ongoing basis
- Assisting and supporting classroom teachers in accommodating their programs/instructional materials for students who are visually impaired
- Assessing and teaching students to utilize and further develop their visual efficiency skills and to increase their tactile and auditory efficiency skills
- Providing information/goals to schools and collaborating with classroom staff to develop IEPs related to BLV Alternative Curriculum areas and write corresponding BLV Alternative Report Cards

- Teaching students with a visual impairment how to use assistive technology
- Selecting from and implementing a variety of Expanded Core Curriculum programming interventions, strategies and resources (e.g., Unified English Braille, Music Braille Code, tactile diagram reading, abacus skills, assistive technology skills, orientation and mobility skills)
- Working in partnership with the classroom teacher and support staff to enhance the development of the student's independence, communication skills and understanding of a school environment and its expectations
- Liaising with outside agencies such as the CNIB, BALANCE, and ADP

### **Special Education and Inclusion Deaf/Hard of Hearing (DHH) Itinerant Teachers**

Roles and responsibilities include, but are not limited to:

- Providing programming and instruction for TDSB students who are Deaf or Hard of Hearing (DHH), using an anti-oppressive stance
- Assisting and contributing to the development and implementation of an Individual Education Plan (IEP) for students who are DHH
- In consultation with other related professionals (e.g., Audiologist, Speech Language Pathologist, Psychologist), preparing assessment reports to facilitate the determination of appropriate services and supports for students who are DHH
- Using the DHH Alternative Curriculum and Report Card Addendum effectively for students with an exceptionality of DHH
- Remaining current in technology supporting students who are DHH, including hearing aids, cochlear implants, FM systems and other related technologies
- Providing programming and instruction for TDSB students who are DHH
- Designing and assisting in the implementation of an IEP for students in the program focusing on their identities, lived experiences, strength and areas of need
- Preparing assessment reports to facilitate the determination of appropriate services and supports for students who are DHH
- Using the Alternative Curriculum and Alternative Report Card effectively for students with an exceptionality of DHH
- Remaining current in Hearing Assistive and Remote Microphone Technologies

### **Special Education and Inclusion Assistive Technology (SEA) Itinerant Teachers**

Roles and responsibilities include, but are not limited to:

- Providing direct modelling, job-embedded professional learning and coaching to teachers and students in using assistive technology on an ongoing basis

- Supporting teachers/staff in using assistive technology with students so that they are able to access the curriculum and meet the goals set out by the IEP
- Assisting school staff in the development of SEA claims
- Providing and implementing effective professional learning and training regarding system initiatives and assistive technology to school staff and administration

### **Special Education and Inclusion Itinerant Resource Teachers for Secondary Alternative Programs**

Roles and responsibilities include, but are not limited to:

- Providing support for instruction based on students' learning styles, identities, lived experiences, strengths and areas of need in a variety of settings which will include Secondary Alternative School sites
- Assisting school staff in determining appropriate responses and strategies to support students with special education needs and disabilities
- Working collaboratively with school staff to effectively support the classroom program for students with special education needs and disabilities, focusing on their identities, lived experiences, strengths and areas of need
- Supporting and collaborating with both special education and regular class teachers, as well as students and parents/legal guardians in the development and monitoring of IEPs and transition plans to meet the exceptional needs of secondary students
- Building capacity among in-school staff who are implementing strategies for students with special education needs and disabilities
- Assisting staff in the implementation of the principles of ABA as outlined in [PPM 140](#)

## **Special Education and Inclusion Resource Teachers**

### **Special Education Resource Teachers**

TDSB continues to move toward inclusionary practices. The Special Education Resource Teacher collaborates with the student's regular classroom teacher to address the needs of the student based on their identities, lived experiences and strengths. The Resource Teacher engages in co-planning and co-teaching specific parts of the curriculum and coordinates teaching responsibilities, schedules the student's day, assigns homework, and monitors the student's progress.

In both elementary and secondary schools, the Resource Program may also provide students with support from a Special Education and Inclusion teacher.

### **Elementary Methods and Resource Teachers (MARTs)**

This is a voluntary role for a Special Education and Inclusion teacher within each elementary school, designed to provide support to students and staff. Ongoing professional learning opportunities prepare the Special Education and Inclusion teacher

to build capacity with staff by offering Special Education and Inclusion programming expertise and resources in the school.

### **Secondary Curriculum Leader/Assistant Curriculum Leader with Responsibility for Special Education and Inclusion**

In secondary schools, the Curriculum Leader (CL) or Assistant Curriculum Leader (ACL) with responsibility for Special Education and Inclusion provides support, as it relates to Special Education and Inclusion, to students and staff.

### **Teacher in Special Education Class - Full Time**

Teachers in full time Special Education classes work with students who require a more intensive level of support than is available through a regular class placement.

### **Registered Behaviour Analysts (RBAs)**

Registered Behaviour Analysts (RBAs) are individuals with graduate-level certification and training in Applied Behaviour Analysis (ABA). RBAs utilize the science of ABA to assess behaviours and the environment to decrease challenging behaviours and support skill development. RBAs work collaboratively with staff to build capacity within schools providing staff with the skills to identify interventions and prevention strategies to decrease the likelihood of students engaging in challenging behaviours, and increase socially significant skills, thus promoting safe and positive classroom inclusion.

RBAs work as members of each of the two Learning Centres Special Education and Inclusion Team and the Autism Services Team.

### **DeafBlind Intervenor**

Deafblind Intervenor work with students who have been assessed by the W. Ross Macdonald School for the Blind, Deafblind Resource Department as presenting as “educationally deafblind.” They have been specially trained to intervene between students who have a dual sensory hearing and vision loss and their environments/classrooms. Following the TDSB tiered approach, Deafblind Intervenor may work with more than one student who is deafblind.

### **Educational Assistants (EAs)**

Educational Assistants (EAs) work under the direction of the principal and/or teacher. They provide assistance in the presentation of a meaningful program by involvement in classroom and playground activities, on excursions, and other areas as directed by the principal and/or teacher. Depending on their qualification categories, they support students with a variety of emotional, behavioural, physical, personal care, medical and academic needs to access the curriculum.

### **Sign Language Facilitators**

Sign Language Facilitators communicate through American Sign Language (ASL) to help make the curriculum accessible to students who use sign language as their primary method of communication.

### **Special Needs Assistants (SNAs)**

Special Needs Assistants (SNAs) are assigned to schools to assist regular or Special Education and Inclusion classroom teachers who have students with special education needs and disabilities who are “high risk” (safety or medical needs) and who present a constant, immediate and extreme risk to themselves and/or others.

### **SEA Assistive Technologist, Trainers and Technical Facilitators**

Provide direct support and training in the use of specialized equipment to students with SEA (Special Equipment Amount) claims and to the staff who support them. They also set up equipment, load software and apps, connect peripherals and trouble-shoot difficulties with software and hardware.

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

- Becomes familiar with and informed about Board policies and procedures in areas that affect the child
  - Parents/legal guardians new to any Special Education process who require assistance in understanding the system or in addressing questions specific to Special Education should contact the school principal
- Participates in IPRCs, parent/legal guardian/staff conferences, and other relevant school activities
- Actively participates in the development of the IEP
- Becomes acquainted with the school staff working with the student as parents/legal guardians voice is critical in setting up the student for success
- Supports the student at home
- Works with the school principal, teachers and other school staff to solve problems
- Is responsible for the student’s attendance at school

## **Student Roles and Responsibilities**

### **The Student:**

- Adheres to requirements as outlined in the Education Act, regulations, and policy/program memoranda
- Adheres to Board policies and procedures
- Participates in IPRCs, parent/legal guardian/teacher conferences and other activities, as appropriate
- Participates in the development of the IEP, where appropriate, to ensure student voice and student agency

# SEAC Roles and Responsibilities

For information on the roles and responsibilities of the TDSB's SEAC, see [Section E: Special Education Advisory Committee \(SEAC\)](#).