

## MEMORANDUM

**Date:** September 5, 2023  
**TO:** All Secondary Principals  
**FROM:** David Moore, Senior Manager, Secondary Teaching  
**SUBJECT:** Suggestions for Management of IEP Development  
and Coordination

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### **Ministry Direction**

The Ministry Document, *Special Education in Ontario Schools, Kindergarten to Grade 12 Policy and Resource Guide, 2017 - Part E: The Individual Education Plan*, outlines the roles and responsibilities of principals and classroom teachers in the development and implementation of IEPs for students requiring them. Students who have been identified as exceptional through an Identification Placement Review Committee (IPRC), as well non-identified students with an IEP who are receiving Special Education programs and/or services, should be a part of the IEP process.

In order to effectively support all students with an IEP, a team approach is strongly recommended. The classroom (subject) teacher(s) make(s) a significant contribution to the development and implementation of the IEP and is (are) responsible for maintenance of ongoing communication with parents, other subject teachers, other professionals and support staff involved with the student.

### **Suggestions for Management of IEP Development and Coordination**

#### **Category 1:**

For a student with an IEP who is timetabled into a Special Education Teacher's class for support:

- The Principal assigns the responsibility for coordinating the IEP to the Special Education Teacher named on the student's timetable who in turn engages with the student's other subject teachers in the development, implementation and updating of the student's IEP.

- The Special Education Teacher provides support to the student's classroom (subject) teachers by working with them to generate specific strategies and suggestions for developing accommodations, modified expectations, and/or alternative programs appropriate to the subject area.
- The Subject Teacher is responsible for developing the accommodations, modified expectations, and/or alternative programs as the need presents for students identified as exceptional and non-exceptional in their class(es).
- The Special Education Teacher works closely with the Subject Teacher in the co-ordination, input of information, tracking and updating of the IEP. Ultimately, the Subject Teacher is responsible for the development and implementation of IEPs for students in their class(es).

## **Category 2:**

For a student with an IEP who is not timetabled into a Special Education Teacher's class for support, the following guidelines may be used independently or in combination to ensure completion of the IEP process:

- The Principal assigns the responsibility for coordinating the IEP to the Special Education Teacher/Student Success Teacher/Teacher who has been provided timetable period(s) (as per Collective Agreement and Student Success Initiatives in the Workload Accord) to engage with the student's other Subject Teachers in the development, implementation and updating of the student's IEP.
- The Special Education Teacher/Student Success Teacher/Teacher who has been provided timetabled period(s) for this purpose will have a reasonable number of students who require an IEP timetabled into that (those) period(s) for whom they are responsible. This Teacher will also provide additional supports to these students and their Subject Teachers as required to support student success.
- This (these) Special Education Teacher/Student Success Teacher(s)/Teacher (s) provides support to the student's classroom (subject) Teachers by working with them to generate specific strategies and suggestions for developing accommodations, modified expectations, and/or alternative programs appropriate to the subject area.
- This (these) Special Education Teacher/Student Success Teacher(s)/Teacher(s) is/are responsible for the co-ordination, input of information, tracking and updating of the IEP with input of the Subject Teacher as needed. Ultimately, the Subject Teacher is responsible for the development and implementation of IEPs for students in their class(es).
- The Subject Teacher works closely with the Special Education Teacher to develop and implement the accommodations, modified expectations, and/or alternative programs for students identified as exceptional in their class(es).

### **Other Suggestions:**

In a school where a large majority of students require IEPs, in addition to the above or in lieu of the above, the following may be considered:

- For completion of the IEP, use Occasional Teachers to generate release time for teachers coordinating the development and writing of IEPs.
- With Superintendent approval, consider the use of a shortened day(s) so that Teachers may be involved in IEP development.

Codes to be used are:

- RSE for Special Education;
- SSTCH may be used for students who are underserved and for students with IEPs who have been identified as non-exceptional.

Principals are reminded to ensure that the Parent Consultation Form is completed by families and returned, and that input from this source is considered in the development of the IEP. The Parent Consultation Form must be attached to the IEP and placed in the OSR.