

1. At IPRC reviews (usually May & June), review 3rd term IEP and make notes to assist you in creating the next IEP in September. Also, during secondary IEP meetings discuss student's transitional plan re-goals and actions.
2. Also in June have 'transfer' meetings between class teachers and include Special Education Teacher if he/she is involved. Pass on information and IEP to 'new' teacher.
3. September Special Education Teacher completes page I of IEP, referring to IPRC minutes, and previous IEP.
4. In early September the Special Education Teacher and the classroom teacher meet to generate the performance tasks for the IEP. The IEP Committee suggests that Special Education classes begin, at the latest, the 2nd week of school. However, pending on the approval of the principal, this time block may be taken during another part of September. We realize that this may not be possible at the high school so we ask that some other arrangements be made to assist teachers with these important planning meetings.
5. The proposed copy of the IEP is sent or given to parents with the appropriate letter (SE28) and Brochure (SE29). Changes to the IEP must be discussed and agreed upon before the IEP is finalized.
6. IEP's need to be completed 30 school days after the student's attendance in a new Special Education program, OR the first day of enrolment in the Special Education program (when the program starts some time during the year), OR the first day of the new school year or semester, when the student is continuing a Special Education Program.
7. Principal reviews and signs all IEP's, and the finalized IEP is sent or given to the parent. Parent also must sign the IEP.
8. A) Toward the end of 1st term, Special Education Teachers and classroom teachers meet to review the IEP.  
B) At this meeting, the student's progress is evaluated for the purposes of the provincial report card and the new performance tasks for the 2nd term IEP are established. If there are alternative performance tasks, then the Evaluation of Progress column on page 3 must be completed. The above process, 8A) and B), will be repeated for term 3 or semester 2 (high school).
9. The IEP will be sent home in its entirety first term. In second and third term (second semester), only the new modification pages for the upcoming term will be sent home. These pages do not need to be sent at the same time as the report card. If the student's performance tasks are alternative in nature, the IEP must be attached to the report card and sent home at the end of each term/semester.
10. Ministry policy states, only the current IEP should be kept in the OSR. However, for some students the school may choose to keep past IEP's in a separate file for reference.
11. In accordance with PPM 140, students with the exceptionality of autism spectrum disorder must have the following alternative pages within their IEPs: transition page (include all types of transitions) and alternative page(s) incorporating Applied Behaviour Analysis (ABA) strategies.
12. If an IEP student is transitioning to secondary school in the fall, elementary SERTs are requested to update the assessment section with the latest assessment information/results available and as a result of these new assessment results, the needs and strengths sections may also need to be changed. If there isn't any current assessment data available, then SERTs should conduct a Brigance Academic Assessment. This will ensure that when the student's IEP is electronically transferred to the secondary schools, the most up-to-date assessment data is available to secondary SERTs.