



A CHECKLIST for PARENTS AT NEW IDENTIFICATION (IPRC) MEETINGS

<p>Before:</p> <ul style="list-style-type: none"> ➤ Provide the parent with the option to present a profile of their child. ➤ Ask about who will be there and when the committee will be meeting. ➤ Reply to the invitation letter to parents/guardian and pupil, if 16 years and older (at least 10 days notice). ➤ Ask for <u>Special Education Parent Guide</u>, if not given at previous meetings. ➤ Parents are welcome to bring an advocate or support person. If you need an advocate please ask for one. A support person could be a special education coordinator, counsellor, therapist, or medical doctor. Therapists are usually involved earlier in this process. A written report is often enough for the IPRC meeting. Reports should be requested well in advance. 	<p style="text-align: center;">Notes</p> <ul style="list-style-type: none"> • Minimum of three members • 10 days notice
<p>During:</p> <ul style="list-style-type: none"> • If during the meeting there are terms used, ask questions, or review of information. 	<p style="text-align: center;">Notes</p> <ul style="list-style-type: none"> • A staff member will be taking notes and preparing the Statement of Decision.
<ul style="list-style-type: none"> ➤ Chair introduces those present. ➤ Parents will be asked to speak about their child's strengths, interests, weaknesses. The pupil (if 16 years or older), may speak. Others adding information may be teachers, professional support staff, those responsible for assessment, and other persons with information about the student as a learner. 	<ul style="list-style-type: none"> • Throughout the IPRC, every attempt is made to ensure that the parents are comfortable and understand the process. Input from the student, where applicable, and parents is important.
<ul style="list-style-type: none"> ➤ The committee may discuss special education services or special education programs, and make recommendations regarding programs and services. However, the committee shall not make decisions about the above. 	<ul style="list-style-type: none"> • Specific program recommendations belong in the I.E.P. • Wording such as "requires intensive individual support" is appropriate; "requires a one-to-one educational assistant" is not appropriate.

A CHECKLIST for PARENTS AT NEW IDENTIFICATION (IPRC) MEETINGS (Continued)

<p>During (continued):</p> <ul style="list-style-type: none"> ➤ The strengths and needs discussed at the IPRC begin the <u>Individual Education Plan</u>. ➤ IPRC decides two things - Identification and Placement. ➤ Identification from Ministry Categories of: <ul style="list-style-type: none"> Behaviour; Communication – Autism, Deaf and Hard of Hearing, Learning Disability, Language Impairment, Speech Impairment; Intellectual – Giftedness, Mild Intellectual Disability, Developmental Disability; Physical Disability, Blind and Low-Vision; Multiple. ➤ Chair gives a summary and confirms the exceptionality. ➤ Placement Options: <ul style="list-style-type: none"> Regular Class, Regular Class with Indirect Support, Regular Class with Resource Assistance, Regular Class with Resource Withdrawal, Special Education Class Full-Time, or Special Education Class with Partial Integration. ➤ Chair gives a summary and confirms placement. ➤ The <u>Statement of Decision</u> is signed by the members of the committee and the parents/guardian and pupil (if present and 16 years or over). ➤ Parent receives a copy of the <u>Statement of Decision</u>. 	<p align="center">Notes (continued)</p> <ul style="list-style-type: none"> • Strengths, needs, accommodations will be completed. • Expectations are best determined at time of placement. • A copy of the definition of the exceptionality will be shared with the parent. • In the event the identification or placement is not agreed upon by a majority of the IPRC members, the committee must take steps to resolve the issue. It may be that additional information and/or additional options are required to bring the situation to a conclusion. The IPRC reconvenes when the additional information has been collected.
<p>After:</p> <ul style="list-style-type: none"> ➤ If the parent disagrees with <u>the Statement of Decision</u>, refer to page 12 of the <u>Special Education Parent Guide</u> for the next steps. ➤ <u>Statement of Decision</u> is filed in the OSR. ➤ Copy of <u>Statement of Decision</u> is sent to the regional Special Education Coordinator. ➤ If parent/guardian did not attend, two copies will be sent to the parent for signature and requesting the return of one signed copy. ➤ The <u>Individual Education Plan</u> will be completed within 30 days of placement in the program. ➤ IPRC decisions will be implemented. 	<p align="center">Notes</p> <ul style="list-style-type: none"> ➤ e.g. accommodations, referrals, setting change, secondary course selection.