

## Identification Placement and Review Committee (IPRC) Process

Process Leading to IPRC	The IPRC Meeting	Following the IPRC
<ul style="list-style-type: none"> <li>• On-going assessment of the student's strengths and needs by the teacher</li> <li>• Discuss with the classroom teacher next steps and interventions/ strategies in the regular class</li> <li>• A possible meeting with the School-based Team (Principal, Learning Support Teacher, Teacher, Parent) to determine possible changes to delivery of the academic program, homework assignments and accommodations (i.e., allow for extra time, quiet working environment, reduce writing requirements, use of a scribe or assistive technology)</li> <li>• Consultation with the Special Education Services to review your child's profile (standardized assessment may be recommended)</li> <li>• If testing results indicate that the student meets the Ministry defined criteria for an exceptionality, an IPRC meeting may be called by the Principal</li> </ul>	<ul style="list-style-type: none"> <li>• The Parent/Guardian along with the school's review team meet to determine exceptionality and placement as defined by the Ministry of Education</li> <li>• If the student warrants a formal identification, his/her strengths and needs are determined from assessment data presented at the meeting</li> <li>• IPRC documentation includes basic information on the student, current school, strengths and need statements, current assessment data and dates, and the student's placement (i.e., grade seven and/or special education class)</li> <li>• The regular class placement is always considered to be the first option</li> <li>• Direction from parents in terms of the student's placement is always considered and respected by the IPRC Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths and needs statements from the IPRC Statement of Decision are used to create an Individual Education Plan</li> <li>• the student receives accommodations and/or modifications to the curriculum so that the opportunities for success are provided</li> <li>• On-going assessment of the student is determined by the criteria set out in the Individual Education Plan</li> <li>• Changes are made to the student's IEP as his/her goals are achieved and new goals are created</li> <li>• The Parent/Guardian along with the school's review team meet at an annual IPRC meeting to consider updated assessment data, current and future placement options and to review IEP goals</li> <li>• Parents may waive their right to attend the IPRC Review, however, attendance is encouraged</li> <li>• IPRC reviews will not be waived when student is in grade 7 or 8.</li> </ul>