

## ALCDSB Principal's Checklist for Preparing for an IPRC

{ALCDSB convenes IPRCs when requested by a parent and or when a Principal determines an IPRC is necessary. e.g. student is being placed in a System Level Centre. Remember that we are focusing on providing appropriate program for students which is possible because of the IEP and does not require an IPRC. Formally identifying students, particularly in elementary does not result in extra support or funding.}

### ***Before the IPRC meeting: Initial and Review meetings***

- Prepare the IPRC parent/guardian form with scheduled date or waiver form and send to parent
- If parent/guardian has asked for the IPRC in writing, the meeting must be convened within the next 15 days. Contact parent/guardian with the date of the IPRC within the 15 day timeline.
- Meet and discuss preparation with the in-school team( classroom teacher, SERT, possibly support from Student Services)
- Ensure that the appropriate teacher, e.g. classroom teacher, Special Education Resource Teacher (Centre) is able to speak to the strengths/ needs/ and instructional strategies that will benefit the student (should prepare something in writing to guide them during the meeting)
- Collect and review any documents necessary for consideration by the IPRC (new assessments –classroom based and formal, Speech and Language, Psycho-educational, Social Work, outside agency reports)
- Review the student's Individual Education Plan and any Behaviour or Safety Support Plans or Medical Care Plans currently in place
- Review the student's latest report card
- Collect appropriate work samples
- Prepare in advance packages of the necessary information that will be shared
- If new information is to be shared, please ensure parents receive copies well in advance of the IPRC
- Include the ALCDSB Parent Booklet with the IPRC forms sent to parents

### ***At the IPRC meeting:***

- Discussion of student's strengths and needs based on all relevant assessment data
- Completion of the IPRC form during the meeting as the needs and strengths are shared
- Committee determines if in fact the student will be identified as 'exceptional' and chooses the appropriate category of exceptionality.
- Committee chooses the appropriate placement for the student which relates to the type of program support student will receive. ( i.e. resource assistance can mean some direct support from the SERT within the classroom)
- Review all of the information written on the IPRC form with parents prior to signing
- Sign Statement of decision

### ***After the IPRC Meeting:***

- Input the IPRC data into the Student Information System (Maplewood).