

NOTE # 3

THE IDENTIFICATION PROCESS: A MODEL for DISCUSSION

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| Classroom/Teacher Observe Document Build Case | In School Team Presentation Discussion Individual Case | Resource Teacher Involvement/Discussion |
| Administration Involvement/Discussion | Identification/Placement/Review Committee Appraisal of Case Potential Identification | Assessment/Evaluation Psychological Psychiatric Medical |
| Identification/Placement/Review Committee Identification Placement | Individual Education Plan Developed/Designed | IEP Implementation Monitoring |

1. Observe and document all learning and behavioural differences
2. Push to have larger discussion with the “In-School” Team based on observations
3. In discussions with Administration, the calling of a “formal” IPRC may be recommended
4. IPRC, given a thorough appraisal and discussion of file/case, may recommend more “formalized” assessment/evaluation
5. IPRC may “identify” and “place” student
6. An IEP is designed
7. An IEP is implemented and monitored