



Education

I.P.R.C.

Identification Placement Review Committee

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Breaking it down...

- **Identification:**
 - Evidence to support designation of exceptionality
- **Placement:**
 - Supports recommended
- **Review:**
 - Progress reviewed at least annually
- **Committee:**
 - Membership: 3 or more; 1 principal or supervisory officer



What is the Identification Placement and Review Committee?

Ontario Regulation 181/98 defines the committee as a Special Education Identification, Placement and Review Committee. The Regulation outlines the requirements and procedures under which such Board-appointed committees must operate. The committee consists of at least three people, one of whom must be a school principal or a supervisory officer employed by the Waterloo Catholic School Board.

Main Purpose of the Committee

- ▶ to determine whether the student is exceptional
- ▶ to identify strengths and needs
- ▶ to identify areas of exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- ▶ to recommend placement for a student deemed as exceptional along the continuum from regular program within the community school to more specialized placements
- ▶ to review the identification and placement of the student at least once in each school year



What is an Exceptional Student?

The *Education Act* defines an exceptional pupil as one:

- ▶ “Whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that he/she is considered to need placement in a special education program by a committee.”

IPRC: Identification

Definitions of Exceptionalities

Behavior

Communication

Autism

Deaf and Hard of Hearing

Language Impairment

Speech Impairment

Learning Disability

Intellectual

Giftedness

Mild Intellectual Disability

Developmental Disability

Physical

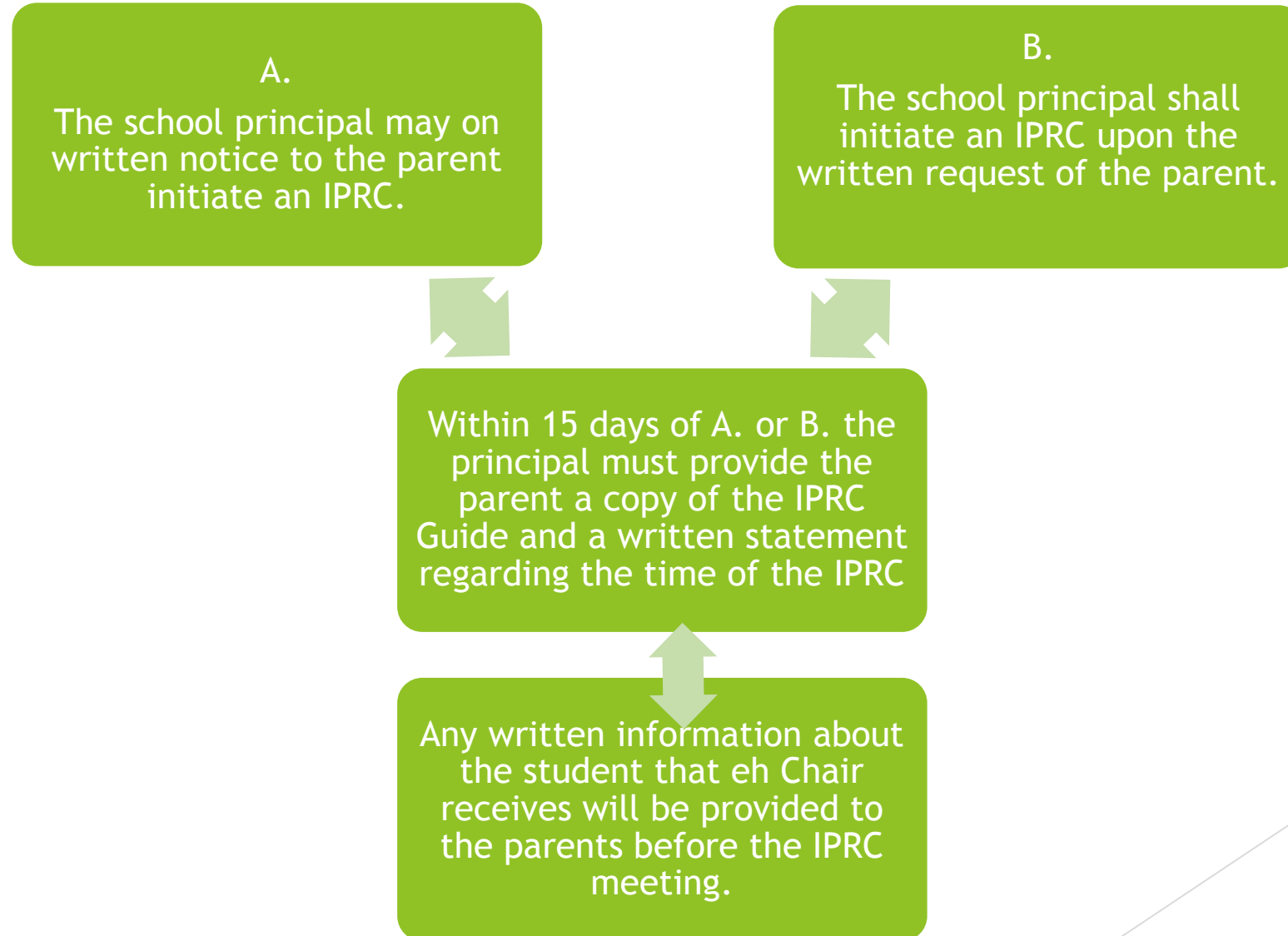
Physical Disability

Blind and Low Vision

Multiple

Combination of learning or other disorders requiring services of one or more special education teachers for learning.

How is an IPRC Meeting Initiated?



Who attends the IPRC Meeting?



- ▶ the parent/guardian
- ▶ the principal of the child's school
- ▶ staff such as the child's teacher, learning support services personnel, or other qualified professionals who may provide further information or clarification
- ▶ a parent's representative (a person who speaks on behalf of the parent or child)
- ▶ an interpreter, if one is required (a request should be made to the principal of the child's school)
- ▶ the child (if appropriate or if 16 years of age or over)
- ▶ Not all individuals listed above will be in attendance at all IPRC meetings.

Placement Options

- ▶ A **regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- ▶ A **regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- ▶ A **regular class with withdrawal assistance** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- ▶ A **special education class with partial integration** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to **Regulation 298**, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- ▶ A **full-time special education class** where the student-teacher ratio conforms to **Regulation 298**, section 31, for the entire school day.

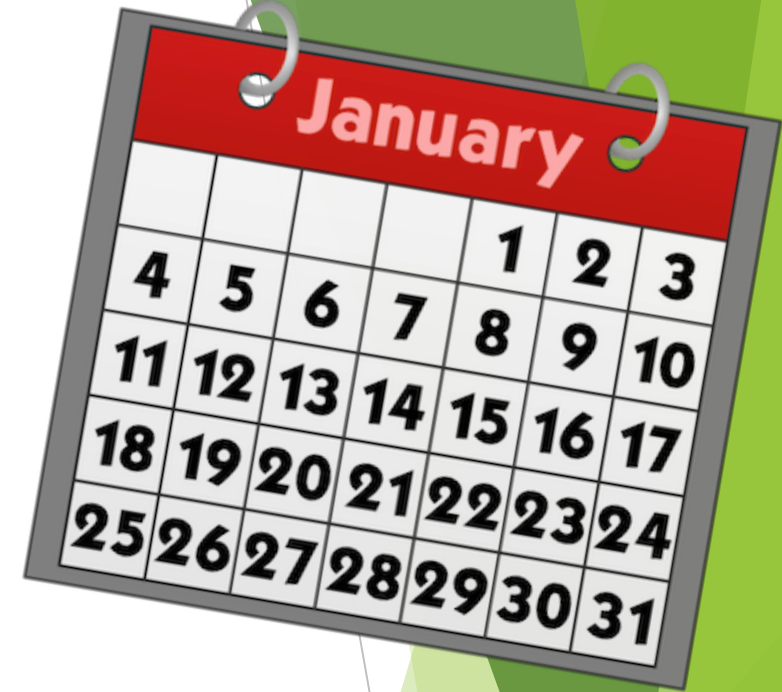
Inclusive Education

- ▶ All efforts are made to place the student in a regular class environment with extra supports if at all possible within the WCDSB.



Annual IPRC Review

- ▶ An IPRC Review must be held once within each school year, unless the parent provides written notice to the principal waiving the Review
- ▶ Annual Reviews operate under the same procedures and timelines as the original IPRC process
- ▶ If a student has an original IPRC between January and June, a subsequent Review is not required in that school year



What happens if the parent disagrees with the IPRC?

**If the parent disagrees with the IPRC decision he/she may:
File a notice of appeal within 30 days**

The Appeal process:

- ▶ Request meeting with IPRC to discuss decision or have the IPRC reconvened

Appeal identification/placement to:

- ▶ Special Education Appeal Board (Local)
- ▶ The appeal will hear the same case as the IPRC, in more depth. They may overrule the IPRC.
- ▶ Should the SEAB make a recommendation, in conflict with the parents' desires, or if the board refuses to accept the appeal board recommendation, the parent may choose to file for a Tribunal. The Tribunal's decision is binding on the board.
- ▶ Special Education Tribunal (Ministry)

Useful Websites

- ▶ https://learn.etfo-aq.ca/content/enforced/45838-A3221EB/docs/specedpartde.pdf?_&d2lSessionVal=ok27XcTXRNLAUNmJlbt24RhWS&ou=45838
- ▶ <http://www.teachspeced.ca/iprc>
- ▶ <http://www.specialneedsroadmaps.ca/specedplans/>



Resources

- ▶ <http://www.edu.gov.on.ca/eng/general/elemsec/speced/identifi.html>
- ▶ <http://www.specialneedsroadmaps.ca/specedplans/>
- ▶ http://www.schooladvocacy.ca/left_level2/special3.html