



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURES

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE PROCESS AND APPEALS (Policy Statement: Identification, Placement and Review Committees)

Purpose

The Identification, Placement and Review Committee (IPRC) process provides a formal structure for principals, teachers, parents/guardians, students 16 years of age and over and other advocates to meet and discuss program options in order to determine appropriate placement for students with diagnosed exceptionalities. The IPRC will be held when requested by the school or parent.

1. The IPRC meetings are held for the following reasons:
 - 1.1 To determine if a student is exceptional and if so, what the exceptionality is in accordance with clinical assessments conducted by a recognized and qualified professional.
 - 1.2 To determine appropriate placement options which include: 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 from the Special Education Resource Teacher (SERT); 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 Resource Teacher (SERT); Regular class with withdrawal assistance where the student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education resource teacher (SERT); Special Education class with partial integration where the student is placed in an ALCDSB system centre through an IPRC where the student teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period.
 - 1.3 *Review:* The placement of all students with exceptionalities identified through an IPRC must be reviewed annually. A review must occur if parents/guardians, principal of the school, or Board representative that is providing the special education program request it after placement has been in effect for three months. With written notification to the principal, a parent/ guardian can request that no review be held if there is no change planned for the student. The appropriate waiver form is signed and it is unnecessary to complete an IPRC form. The waiver is attached to the previous year's IPRC and held in the student's OSR.

2. *Appeal*: A parent /guardian may request a hearing of the special education appeal board if the parent disagrees with the determination of the IPRC with regard to:
 - a) identification of the student as a student with an exceptionality;
 - b) the decision that the student is not an exceptional student;
 - c) the placement of the pupil [Regulation 181/98-26 (1)]. The parent may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting of the IPRC, give written notification of intention to appeal the decision to the Director of Education (Secretary of the Board). The notice of appeal must:
 - (i) indicate the decision with which the parent disagrees; and
 - (ii) include a statement that sets out the reasons for disagreeing [Regulation 181/98-26(4)].

References

Ontario Regulation 181/98
ALCDSB Special Education Board Plan
ALCDSB Special Education – A Guide for Parents “Every Child Is Special”

Procedures

1. There shall be two types of Identification, Placement and Review Committees:
 - 1.1 System Level Committee
 - 1.2 School Level Committee
2. The System Level Committee will concern itself with referrals to and reviews of existing placements in the system’s Centres.
3. The membership of the System Level Committee shall include:
 - 3.1 Superintendent of School Effectiveness responsible for Special Education OR a Principal employed by the Board plus any 2 of the following:
 - Referring School Principal
 - Receiving School Principal
 - A Principal employed by the Board
 - Coordinator of Student Service
 - Special Assignment Teacher – Student Services
 - A Special Education Resource Teacher (SERT)
 - Centre Special Education Resource Teacher
 - 3.2 Chair:
 - Superintendent of School Effectiveness
 - A Principal employed by the Board
 - Coordinator of Student Services
4. The School Level Committee established at each school will concern itself with the review of students with identifications and the referral of potential students with exceptionalities to the school’s Special Education program.

The membership of the school Level Committee shall include:

5.1 Superintendent of School Effectiveness or designate OR a Principal employed by the Board plus any 2 of the following:

- School Special Education Resource Teacher (SERT)
- A teacher employed by the Board (Classroom teacher)
- A Principal employed by the Board
- Coordinator of Student Services
- Special Assignment Teacher- Student Services

5.2 Chair:

- Superintendent of School Effectiveness
- A Principal employed by the Board

5. Through the appropriate Superintendent of School Effectiveness, any committee may request such resource assistance as it presumes necessary to conduct its deliberations satisfactorily.
6. The specific responsibilities of each committee member and the procedures for committee functioning shall be those set out in the Board's Special Education Plan, consistent with the requirements of the appropriate regulation.

Appendices

Appendix 1: Individual Education Plan (IEP) Checklist

Forms

Form A: ALCDSB Principal's Checklist for Preparing for an IPRC

Form B: ALCDSB Waiver of IPRC Review

Form C: ALCDSB Identification, Placement and Review Committee Statement

Form D: Parent Notification Letter of IPRC Meeting

Associated Documents

Special Education – A Guide for Parents “Every Child is Special”

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