



IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS – A PARENT GUIDE

Responsibility:	Superintendent, Student Achievement & Well-Being (Special Education)
Legal References:	<i>Education Act, Regulation 181/98</i>
Related References:	<i>Administrative Procedure 2080 - IPRC Process Checklist; SES-06-ROI Release of Information Forms (To/From); SES-12-IRPC-A Identification, Placement and Review Committee (IPRC) Meeting Invitation/Notification; SES-12-IPRC-B IPRC Determination Form SES-12-IPRC-C Student Education Profile;</i>
Revisions:	<i>April 2016</i>
Reviewed:	<i>April 2016</i>

1. Preamble

The following procedures provide guidelines and expectations regarding the Identification, Placement and Review Committee (IPRC) process.

2. General

- 2.1 As stated in *Understanding the IPRC Process – A Parent Guide*, the Waterloo Region District School Board (Board) is committed to a philosophy of partnering with parents. To that end, school personnel will communicate and collaborate with parents in the course of planning, implementing and evaluating a child's program in order to understand the unique qualities of the whole child. Sometimes, children have learning needs of such severity that they require ongoing special education assistance and changes to the regular program in order to be successful. When it appears that a WRDSB student may be "exceptional" and therefore in need of program modification and/or placement in a special education class, the student may be referred to an IPRC.
- 2.2 As mandated by Regulation 181/98, a student shall be referred to the appropriate IPRC by a principal upon:
- 2.2.1 written notification to a parent/guardian of the student by the principal;
 - 2.2.2 receipt of a written request for an IPRC by the parent/guardian of the student;
 - 2.2.3 receipt of a written request for an IPRC by a student 18 years or older.

3. Functions of the IPRC

- 3.1 Under Regulation 181-98, a school board Identification, Placement and Review Committee must determine the following:
- 3.1.1 whether or not the student is exceptional in terms of the definitions of exceptionality provided by the Ministry of Education;

- 3.1.2 the appropriate special education placement for the student if the student is determined to be exceptional;
 - 3.1.3 for students who were previously identified, the IPRC must review annually the continued appropriateness of the student's identification and placement.
- 3.2 An IPRC Review meeting will be necessary when a student's placement is changing, as in the following:
- 3.2.1 an identified student moves from one self-contained class in one school to a self-contained class in another school;
 - 3.2.2 an identified student returns to a regular class from a self-contained class;
 - 3.2.3 an identified student moves from one self-contained class to another self-contained class within the same school.

4. Placement Options

- 4.1 The Waterloo Region District School Board (Board) provides a range of special education services for exceptional students. Many students continue to participate in a regular classroom setting while receiving special education services, while other students may require placement in a self-contained classroom. Thus, consistent with Ministry guidelines, the Board has identified the two available placement options as *Regular Classroom/Resource Support* and *Self-Contained Classroom*. These options are defined as follows:

5. Regular Classroom/Resource Support

- 5.1 Student receives indirect support and is in the classroom for the entire day;
- 5.2 Student receives specialized instruction, individually or in a small group, within the regular classroom from a special education teacher;
- 5.3 Student receives instruction from a special education teacher outside of the classroom for less than 50% of the school day and spends the remainder of the day in the regular classroom;
- 5.4 Student receives support through itinerant services (behaviour, developmental ed. enrichment, hearing, vision, speech-language), but is in the regular classroom more than 50% of the day.

6. Self-Contained Classroom

- 6.1 student is in a special education class for 50% or more of the school day, but is integrated in a regular class for at least one instructional period per day;
- 6.2 student is in a special education class for the entire school day;

7. IPRC Membership

- 7.1 The Committee must include a minimum of three (3) standing members appointed by the Board. Contributors will include appropriate representation from both sending and receiving schools to ensure that relevant information is available for sound decision making.
- 7.2 The standing members appointed by the Board will be selected from the following:
 - 7.2.1 classroom teachers;
 - 7.2.2 special education teachers;
 - 7.2.3 principal(s);
 - 7.2.4 superintendents or designates.

- 7.3 Contributors who **will** be notified and invited include:
- 7.3.1 parent/guardian;
 - 7.3.2 student aged 16 and older.
- 7.4 Contributors who **may** be invited include:
- 7.4.1 student under 16 years of age;
 - 7.4.2 significant other (i.e., teachers, representatives from potential receiving school(s), Special Education Services personnel, medical doctor, community agency personnel or others who are identified by parents).

8. IPRC Roles

- 8.1 Chairperson: Sending school principal or Superintendent's designate
- 8.2 Secretary: Appointed by the Chairperson
- 8.3 Decision Making: Where a consensus cannot be reached with invited contributors, the standing members of the IPRC hold the responsibility for making the determinations. An IPRC meeting may be adjourned in order to obtain information necessary to making a determination.

9. Checklist

- 9.1 An IPRC checklist is provided in the Special Education Forms section (Administrative Procedure 2080). This checklist was developed for principals to meet Regulation 181 IPRC process/requirements and to ensure that the Board is acting in compliance with the regulation.

10. Exchange of Information with Parent/Guardian

- 10.1 Regulation 181/98 states that, prior to an IPRC meeting, parents are to be provided with a copy of all written materials that are to be presented at the IPRC meeting. Given a philosophy of partnering, cooperation and collaboration, this sharing of information should be more reciprocal in nature; i.e., we too would like all the written material that parents/advocates would be presenting at the IPRC meeting. Therefore principals are reminded to request any written information the parents/guardians will be presenting for review prior to the IPRC meeting.

11. Steps in the IPRC Process

- 11.1 Before the IPRC Meeting:
- 11.1.1 An IPRC can be requested in writing by:
 - the parent* and/or a student age 18 and older;
 - the principal.
 - 11.1.2 Within 15 days of the school receiving a request or the school giving a parent notice, the principal will provide the parent with a copy of *Understanding the IPRC Process - A Parent Guide* and a written statement of when the IPRC will meet. (Form SES-06-IPRC-A)
 - The statement will include: date, time and place of meeting.
 - It is expected that the parent will notify the school if they are unable to attend the scheduled meeting by contacting the school principal to arrange an alternative date or time.
 - The IPRC considers as much information as is available to it, at the time of the meeting.

- Where there is an existing IEP, it will serve as an indication of the student's progress. However, in some cases, a student may not yet have an IEP, in which case the required Educational Assessment would be completed by school personnel in the form of the Student Education Profile (Form SES-12-IPRC-C).
- Other assessments such as psychological, health, speech and language, may be considered. Parental consent is required for these assessments.
- Parents are entitled to have a representative/advocate present at the IPRC meeting, who may speak for them.
- The IPRC may interview students. The student's and the parent(s) consent are required.
- Prior to the IPRC meeting, parents will be provided with copies of all written information and reports, which will be considered.
- If English is not the parent(s) first language; the parent should contact the principal if language or other interpreters are required. It is the Board's responsibility to provide an interpreter if language or disability hinders communication.

* Parent also refers to legal guardian.

11.2 During the IPRC Meeting:

- 11.2.1 The IPRC meeting is to be cordial and collaborative. The parent(s) (and their advocate) are encouraged to be present, engage in dialogue, ask clarifying questions and make recommendations regarding special education programs and services.
- 11.2.2 Although many other items may be discussed during an IPRC meeting, such as program objectives, transportation, facilities, equipment, supplies, care or treatment, these items are not open to decisions within the formal IPRC process.
- 11.2.3 While the Committee will make the final decisions, parental opinions and preferences will be taken into consideration by the Committee.
- 11.2.4 The IPRC, having considered all information and engaged in discussion, will make its decisions.
- 11.2.5 The IPRC may recommend that an exceptional student, age 21 and older, may remain in a secondary school program.
- 11.2.6 At the conclusion of the meeting, the parent(s) will be verbally informed of the decisions of the IPRC.
- 11.2.7 If the parent(s) agree with the IPRC's decision, the parent(s) may choose to sign the IPRC determination form at the meeting.

11.3 After the IPRC Meeting:

- 11.3.1 If, at the conclusion of the IPRC meeting:
- the parent(s) agrees with the IPRC's decisions and signs the form (SES-06-IPRC-B), the form is to be returned to the IPRC chairperson;
 - the parent(s) chooses not to sign the form, the parent(s) may wait until they receive the written statement and decide whether they agree or disagree with the IPRC's decision;
 - the parent(s) does not consent to the IPRC decision and does not appeal it, the Board will instruct the principal to implement the IPRC decision and will notify the parent of the plan to do so.
- 11.3.2 The parent(s) should receive a written statement of the decisions of the IPRC. This statement will include:
- whether or not the IPRC committee has identified the child as exceptional;
 - the categories and definitions of the exceptionality, as defined by the Ministry of Education;
 - the IPRC's description of the child's strengths and needs;
 - the IPRC's placement decision;

- the IPRC's recommendations for a special education program and special education services (i.e. personnel, materials);
- where the IPRC has decided that a child should be placed in a special education program, the reasons for that decision.

11.3.3 If the parent(s)/guardian(s) agree with the IPRC decision and the child is placed in a special education program, the WRDSB will notify the principal of the school where the special education program is delivered to develop an "Individual Education Plan" (IEP-01). This IEP must be developed within 30 instructional days from the placement date and should be done with the parent(s)/guardian(s) being involved.

11.3.4 The parent will receive a written copy of the IEP after it is completed.