Identification, placement and Review Committee (IPRC) Process

Identification Placement and Review Committee (IPRC)

Regulation

The composition and function of the Identification, Placement and Review Committee (IPRC) is governed by Regulation 181/98.

Ministry of Education and Training Categories of Exceptionality and Definitions

- Mild Intellectual Disability
- Learning Disability
- Multiple Exceptionalities
- Language Impairment
- Speech Impairment
- Autism
- Deaf and Hard of Hearing
- Developmental Disability
- Behaviour
- Giftedness
- Physical Disability
- Blind and Low Vision

For description of each category please refer to “Parent Guide to Special Education.”

Composition of Function of Identification, Placement & Review Committee

Composition:

- An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ministry of Education for the Province.
- Where possible the size of the IPRC should reflect the Ministry requirements (3). Documentation can be presented and clarified, then those individuals can be excused.
- No member of the board may be appointed to a committee or may be designated to act on the committee.
- A board may establish procedures for committees in addition to those set out in Regulation 181/98.
Committee decisions must be consistent with the board’s special education plan.

- parents are entitled to participate in all discussions from SBST level to IPRC;
- parents are invited to have an advocate (or representative) present to speak on their behalf;
- interpreter/translators should be arranged by principal as required.

**Timeline**

- notice of an IPRC must be provided to parents (students 16 years and older) in writing 10 days prior to the meeting being held;
- students 16 and older are entitled to participate and have a representative speak on their behalf;
- IEP must be completed within 30 school days of placement of student;
- principal must acknowledge an IPRC request in writing within 15 days
- outlining an expected IPRC date
- copy of Parent Guide (available in English, Spanish, Italian, Portuguese, Ukrainian, Polish, Chinese, Tamil, Tagalog, Braille, and Large Print) is provided (Parent Guide Appendix A)
- if parent has indicated they will attend and don’t verbal permission is needed to continue with IPRC;
- conduct a review at least once a year or upon parental request after 3 months;
- parents may waive the review by notifying the principal.

**Attendance at an IPRC**

- parents and students age 16 and older
- the principal or designate
- other resource people such as your child’s teacher, special education and Board support staff
- students under the age of 16 with parent’s consent
- an interpreter (requested through the principal of your child’s school)
- a person to support or speak on the parent’s and student’s behalf

**Function of IPRC**

*Function:*

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- to determine the strengths and needs of students
- to identify the student’s exceptionality according to the categories and definitions provided by the Ministry of Education and Training
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan
IPRC must:

- consider educational assessments
- consider other assessments, e.g., psychological, psychiatric, health, audiological, social work, speech and language as required
- dialogue with the parent (& student 16 years of age) if they agree;
- consider Joint Team recommendations

IPRC documentation must:

- identify strengths and needs
- declare student as exceptional or not exceptional
- provide an exceptionality definition based on ministry definitions
- recommend a placement where the student’s needs can be addressed in consultation with the parents
- reason for placement in a class other than the regular class

A written statement must be provided to the parent outlining the above.

Placement:

- as per Regulation 181/98, the regular class with appropriate support is the first consideration if the parent declares this as their preference;
- additional settings can then be considered based on the range of service provided by the board. For the TCDSB this includes withdrawal to registered placements, congregated settings.

Referral to IPRC Committee:

The principal of the school at which a pupil is enrolled:

- may on written notice (10 days) to a parent of the pupil; and
- shall at the written request of a parent of a pupil
- refer the pupil to a committee established by the board.

Individual Education Plan

- responsibility of school principals;
- developed within 30 school days of placement as per the Regulation by teacher, special education teacher, principal;
- prepared in consultation with the parent;
- include strengths and weaknesses;
- learning expectations for students;
- accommodations/modifications to the curriculum expectations that can be expected;
• how progress will be evaluated;
• specific grade levels at which students are performing;
• a transition plan for pupils aged 14 or older;
• presented to parent for signature upon its completion;
• retained in OSR.

Parent Guide (Parent Guide Appendix A)

• available for any parent whose child is discussed at even first phase of discussion (SBST);
• provided in Braille, audio version and large print if requested by parent;
• provided in other languages (Polish, Chinese, Italian, Spanish, Tamil, Tagalog, Portuguese, Braille, and Large Print) for which it is available.

Identification, Placement Committee Reviews

• to review identification or placement;
• convened at the request of parent after placement has been in effect for three months (not more than once in every three month period);
• principal will respond to the parental request within 15 days;
• as soon as possible after a review the chair of the committee shall send a written statement of the decision to appropriate individuals.
• a parent may waive the review under certain circumstances

IPRC review committee composition for which no issues have been raised and the recommendation is for a continued identification and placement, pending consultation with parents be:

• principal or vice-principal will chair the committee
• special education teacher;
• regular classroom teacher.
• IPRC reviews will be chaired by the Special Service Coordinator under the following circumstances:
• for students requiring a regional classroom (Intensive Support Programs – ISP)
• for students requiring a change in identification
• for students being demitted in a regional classroom (ISP)

To date the TCDSB is proud not to have required an Appeal Committee to resolve issues around identification as exceptional and/or placement.