



A Parent Resource Guide

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

Accessibility Statement: The Lakehead District School Board is committed to providing accessible communication for all individuals. This document will be made available in accessible formats upon request.

** The purpose of this guide is to provide parents(s)/guardians(s) and students with information about the Identification, Placement and Review Committee (IPRC), and to provide an overview of the procedures involved in identifying a student as exceptional, deciding the student's placement or appealing such decisions, if required.*

IPRC stands for:

I – Identification **P** – Placement **R** – Review **C** – Committee

Committed to the success of every student

What is an IPRC?

Identification Placement and Review Committees (IPRCs) are responsible for the identification of exceptional pupils and their placement in special education programs.

The role of the IPRC is to:

- Decide whether the student should be identified as exceptional
- Identify a specific exceptionality, or exceptionalities, if applicable
- Identify the areas of strength and need of the student
- Decide an appropriate placement for the student
- Review the identification and placement at least once each school year

Who attends the IPRC? The Committee:

- Has a minimum of three members, one of whom shall be a principal, vice-principal or supervisory officer.
- Two other members may include the child's teacher, the Special Education Facilitator, or system staff members (e.g., Special Education Resource Teacher).

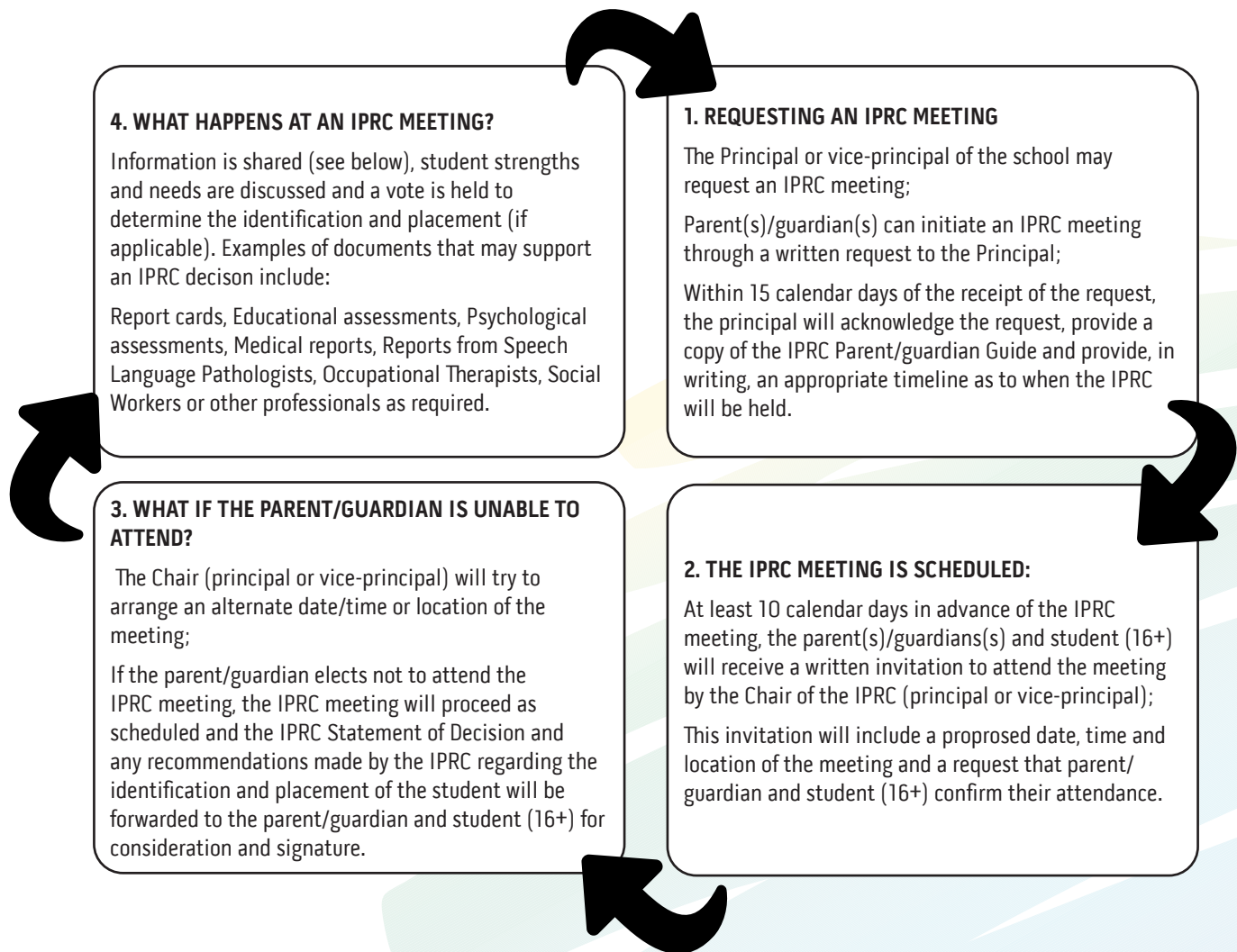
Participants at the IPRC include:

- parent(s)/guardian(s) (as per Reg. 181/91)
- the student (16 years of age and older)

Additional participants at the IPRC may include:

- a representative of an agency, who may provide further information or clarification of information to the committee;
- a selected representative or advocate for the parent(s)/ guardian(s)/student(16+), that is, a person who may support conversation or represent the parent(s), and/or student; and
- an interpreter and/or translator if one is required. (A request for the services of an interpreter may be made through the school principal).

THE IPRC PROCESS



Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program.” Students are identified according to the categories and definition of exceptionalities provided by the Ministry of Education, with criteria outlined in the LDSB Special Education Plan

Ontario Ministry of Education Categories of Exceptionality:

Behavioural

Communicational (Autism, Deaf and Hard of Hearing, Language Impairment, Learning Disability, Speech Impairment)

Intellectual (Developmental Disability, Giftedness, Mild Intellectual Disability)

Physical (Physical, Blind Low Vision)

Multiple (Two or more exceptionalities)

What are the placement options provided by the board?

The Lakehead District School Board aligns with Regulation 181/98, which indicates that regular classrooms should be the first placement of choice for all students throughout their education career and that most exceptional children should have their needs met using a variety of strategies, techniques, and resource support in regular classes, in their home schools.

Placements with the LDSB include:

Placement Determined by IPRC	Identification determined at IPRC* (may include students identified under the category of multiple)	Specialized Classes and Programs Offered
Regular Class with Indirect Support	All exceptionalities	
Regular Class with Resource Assistance	Blind and Low Vision Deaf and Hard of Hearing	
Regular Class with Withdrawal Assistance	Deaf and Hard of Hearing Blind and Low Vision	
Special Education Class with Partial Integration	Autism Physical Disability Developmental Disability Mild Intellectual Disability	Elementary Special Needs Class Secondary Special Needs Class Pre-workplace Program (secondary)
Full time Special Education Class	Autism Developmental Disability Physical Disability	Elementary Special Needs Class Secondary Special Needs Class Elementary Multi-Needs Class
Full time Special Education Class at a Provincial and Demonstration School	Learning Disability Deaf and Hard of Hearing Blind and Low Vision	

What are the Ministry's Provincial and Demonstration Schools?

The Ministry operates Provincial and Demonstration Schools throughout Ontario for students who are deaf, blind, deafblind, and severely learning –disabled. Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily. For more information, please visit the following website: <https://pdsbnet.ca/en/schools>.

What is the process to access specialized class/program placements?

- All schools utilize a tiered approach in determining how best to support students with special education needs. Students being considered for special class placements typically have an extensive history of interventions by the school.
- Specialized placement options are discussed with parent(s)/guardian(s).
- All specialized placements require a referral to the Special Class Placement Committee.
- Each specialized program/class has different criteria, with class size limits determined by the Ministry of Education. Classes are staffed by educators with additional qualifications in special education.

- Referrals and supporting documentation are reviewed by the Special Class Placement Committee, with recommendations provided to the IPRC.
- The IPRC makes placement decisions based on recommendations from the Special Class Placement Committee along with any other supporting documentation provided to the IPRC

The IPRC process at a glance:

Before	During	After
<ul style="list-style-type: none"> ▪ Communication between home and school should be on-going ▪ A case conference at the school has occurred to support sharing of information and determining next steps ▪ The principal/vice-principal or the parent(s)/guardian(s) can request an IPRC meeting 	<ul style="list-style-type: none"> ▪ The chair will lead the discussion and sharing of information ▪ Strengths and needs are confirmed ▪ The IPRC will decide if the student is exceptional and the placement in which the student's strengths and needs will be best met ▪ There will be a written statement of decision that will list the student's strengths, needs and will summarize the decision of the IPRC as to the student's Exceptionality and Placement ▪ Where the IPRC has decided that the student should be placed in a specialized program, the reasons for the decision will be documented 	<ul style="list-style-type: none"> ▪ If the IPRC decision is to identify the student as an exceptional student, an IEP must be created within 30 schools days ▪ If the student already has an IEP, it will be updated. ▪ If the IPRC decides not to identify the student as exceptional, the school will continue to provide appropriate programming ▪ If the parent/guardian agrees with the decision, they will be asked to sign the Statement of Decision ▪ If the parent/guardian does not agree with the IPRC decision, review or appeal process may be initiated. (https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/iprc-appeal) ▪ If a placement change has been recommended, a transition process will be initiated to support the student's move to the new placement location.

Please ASK!

The purpose of this guide is to provide you with information about the Identification, Placement and Review Committee (IPRC) and to describe for you the procedures involved in identifying a pupil as exceptional, deciding the pupil's placement or appealing such decisions.

If, after reading this guide, you require more information, please contact your student's Special Education Facilitator.