

The background of the slide is a green chalkboard. In the lower-left quadrant, two pink chalk sticks are lying on the surface. The chalkboard has several faint, white chalk markings, including a large 'A' at the bottom, a 'V' in the middle, and some curved lines on the left side. The main title is written in large, bold, black font on the right side of the board.

The Identification, Placement, and Review Committee Process (I.P.R.C.)

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Overview of the RDSB's IPRC Process

- RDSB holds its I.P.R.C.s in accordance with regulation 181/98.
- Comprised of at least 3 board personnel, one of whom must be a principal or supervisory officer of the board.



The IPRC will...

- Identify the areas of the pupil's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education.
- Decide an appropriate placement for the pupil from the placement options available in the Board.



Working Together...

- Parents are integral to the success of their child's progress.
 - Parents have insight into their child's particular strengths and needs that should be shared with the team.
- Working collaboratively as a team, helps to ensure success for the exceptional student.



Informing Parents

- Parents receive a written invitation (SE3) at least 10 days in advance of the meeting.
- The Parent Guide to Special Education is provided to the parents at this time.
- The SE3 form notifies the parents of the date, time, and location of the IPRC
- Every effort is made to accommodate parents who are unable to attend the specified time

Parental Involvement

- Parents are encouraged to attend the IPRC and if desired to have an advocate accompany them, to facilitate the process.
- At the IPRC, parents are invited to share information that would assist the school in developing an appropriate program for the child.
- As of September 1999, pupils who are 16 of age or older must be invited to the IPRC.

Identification

- The student's exceptionality will be defined at the IPRC according to the categories and definitions provided by the Ministry of Education.
- The Special Education Consultant/Co-ordinator must be involved in any IPRC process where the student has not been previously identified.



Categories of Exceptionalities

- Behaviour
- Communication: Autism; Deaf; Language; Speech; Learning Disability
- Intellectual: Giftedness; Mild Intellectual Disability; Developmental Disability
- Physical: Physical; Blind
- Multiple (Physical plus Intellectual)

Recommending Placement:

- Recommendations for Special Education Programs and services, and, if applicable, reasons for Special Education class placement, will be discussed and recorded on the SE4.
- Before considering placement in a Special Education class, the IPRC will consider whether placement in a regular class with appropriate services would meet the pupil's needs and be consistent with parental preference.



RDSB Philosophy

- Within the range of placements, RDSB believes that integration and inclusion should be the standard wherever possible.
- The array of needs of exceptional needs students can best be served by a continuum of support.

Placement Options

- Regular Class with Resource Support
- Regular Class with Resource Withdrawal
- Self-contained Class
- Self-contained School
- Provincial School

Statement of Needs:

- The statement of needs will form the basis of the Individual Education Plan.



IPRC Reviews

- Parents may request a review IPRC any time after the child has been in the program for three months.
- A review IPRC will be held annually, unless the principal has received written notice from the parents for an earlier review.

Appeal Process

- In RDSB every effort is made to avoid an entrenched or adversarial position. However, if the parents are still unsatisfied with the recommendations, they may request a second IPRC meeting and/or appeal to a Special Education Appeal Board.
(Regulation 181/98)



Process of an Appeal to an IPRC Decision

- Parent(s) must give written notice explaining why they disagree with the recommendations for placement or identification to the Secretary of the Board within 15 days of the discussion
- Parents are informed of the composition of the Appeal Board

The Appeal Board

- The Appeal Board shall include 3 members who have not had previous involvement:
 - One appointed by the Board
 - One appointed by the parent
 - A chair selected by the other 2 members
- Every effort is made to provide impartial, equal treatment to all parties
- The Appeal Board renders its decision within 3 days in writing to the parents, the IPRC committee, and the Superintendent responsible.

