



ADMINISTRATIVE PROCEDURES

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEES – 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/guardian.

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
 - 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 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 SERT;
 - Special Education class with partial integration where the student is placed in an ALCDSB system centre through an IPRC.
 - 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. If a parent/guardian does not feel a review is necessary (e.g., no change in identification, placement, or other considerations) then a formal review does not need to take place. The appropriate waiver form is signed and attached to the previous IPRC statement 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/guardian 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/guardian disagrees; and
 - ii) include a statement that sets out the reasons for disagreeing [Regulation 181/98-26(4)].

3. The membership of the System Level Committee shall include:

3.1 Superintendent of Education responsible for Special Education OR a Principal employed by the Board plus 1 of the following:

- Coordinator of Student Services
- Special Assignment Teacher – Student Services

And, 1 of the following:

- Referring School Principal
- Receiving School Principal
- A Principal employed by the Board
- Referring School Special Education Resource Teacher (SERT)
- Special Education Resource Teacher (SERT) for the centre program

3.2 Chair:

- Superintendent of Education OR
- A Principal employed by the Board

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 Special Education services provided through the school.

The membership of the School Level Committee shall include:

4.1 Superintendent of Education 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

4.2 Chair:

- Superintendent of Education OR
- A Principal employed by the Board

5. Through the appropriate Superintendent of Education, 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

Forms

- Form A: [ALCDSB Principal Checklist](#)
 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

[Identification, Placement and Review Committee - A Guide for Parents and Guardians](#)

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