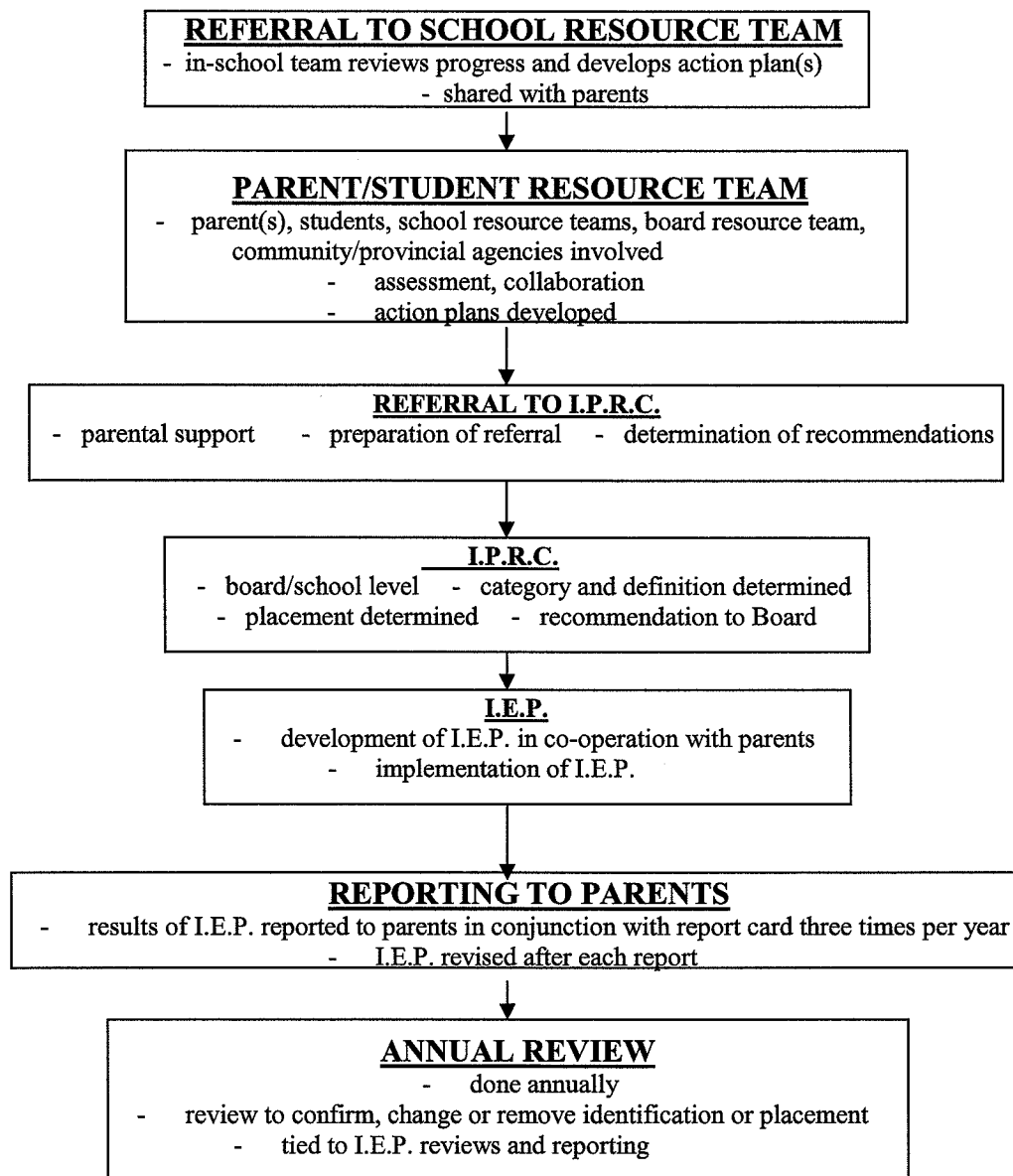


I.P.R.C. Process and Philosophy

The St. Clair Catholic District school board provides support and services to students who require them. Formalized identification of students through the Identification, Placement and Review Committee (IPRC) occurs when the following conditions are met:

- 1) Documentation exists clearly identifying the student as qualifying as an exceptional student under the definitions of exceptionality set out by the Ministry of Education and Training.
- 2) It is in the best interest of the student to be identified as an exceptional pupil.

IPRC PROCESS



Composition of IPRC Committees

Membership	In-School (Initial or Change)	In-School (Annual Review)	System
Chairperson			
Superintendent (or <u>qualified</u> delegate)			Yes
School Principal (or <u>qualified</u> delegate)	Yes	Yes	
Committee Members			
School Principal			Yes*
Program Resource Consultant	Yes		Yes*
Program Resource Teacher	Yes	Yes	Yes*
Classroom Teacher	Yes	Yes	Yes*

* **NOTE: The members of the System I.P.R.C. will be appointed by the Superintendent of Education on an annual basis. The members of this committee will not be from the home school of any student being considered by the committee.**

Purpose	In-School	System
Initial Identification	Yes	
Annual Review	Yes	
Change or Removal of Identification	Yes	
Placement of Student in a Congregated Classroom Setting		Yes
Placement of Student into a Program Requiring Purchase of Services		Yes
Placement or return of a student in a Provincial Demonstration School Program	Yes	
Placement or return of a student in a Provincial School for students who are blind, deaf or deaf/blind.	Yes	
Where the Program Resource Consultant disagrees with the identification or placement of a student and requests a deferral to the System I.P.R.C.		Yes

Jurisdiction of IPRC Committee

Each board must establish Identification, Placement and Review Committees and define the jurisdiction under which these committees function.

“Where a board has established or establishes special education programs or provides special education services for its exceptional pupil, it shall establish...one or more Special Education Identification, Placement and Review Committees and shall determine the jurisdiction that each committee shall have” (O.R. 554/81 Sect 3)

In our system a two level I.P.R.C. process is in effect.

- The School Based Identification, Placement and Review Committee
- The System Based Identification Placement and Review Committee

The role of the School Based Identification, Placement and Review Committee is as follows:

- To decide whether or not a student is exceptional
- To recommend placement for the identified pupil
- To review the appropriateness of the Special Education placement of the exceptional student at least once annually

The role of the System Based Identification, Placement and Review Committee is as follows:

- To receive referrals or requests for reviews from the school principal when the exceptional student's needs cannot be met with the resources of the home school
- To identify the special needs of the exceptional student
- To recommend the placement most appropriate to the special education needs of the student, whether the placement is at a system program or to determine if the child could be better served in a provincial institution or school within the province
(e.g. Amethyst, Robarts, CPRI)

Dispute Resolution Process

STAGE ONE

Where a parent or student (16 years and older) is in disagreement with respect to the identification, placement or program service, the first line of resolution is with the classroom teacher and/or the program resource teacher. In most situations the dispute would be resolved at this stage.

STAGE TWO

If necessary, the principal of the school would be contacted to assist in the resolution process.

STAGE THREE

The principal or the parent/student might seek the expertise of other board resource staff such as the Program Resource Consultant (Special Education), speech/language pathologist, social worker or a child and youth worker.

STAGE FOUR

The principal or the parent/student would access the Superintendent of Education to request his/her assistance in the resolution of the dispute.

STAGE FIVE

The Superintendent of Education or the parent/student would access the Director of Education to request his/her assistance in the resolution of the dispute.

If the dispute resolution process is unsuccessful, **the parent/student has the right to appeal as outlined in Ontario Regulation 181/98**. The appeal process is referred to in the Parent Guide.

The Appeal Process

What can parents do if they disagree with the IPRC decision?

If the parent does not agree with either the identification or placement decision made by the IPRC, he or she may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss the concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the secretary of the board.

If the parent does not agree with the decision after the second meeting, he or she may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision.

How does the parent appeal an IPRC decision?

If the parent disagrees with the Identification Placement Review Committee's identification of their child as exceptional or with the placement decision of the IPRC, he or she may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of their intention to appeal the decision to the secretary of the board.

The notice of appeal must:

- indicate the decision with which the parent disagrees; and
- include a statement that sets out his or her reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear the appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date)
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal. The parent and student, if he or she is 16 years old or over, are entitled to be present at, and to participate in all discussions.
- The appeal board must make its recommendation within 3 days of the meeting ending.

It may:

- agree with the IPRC and recommend that the decision be implemented;
- or
- disagree with the IPRC and make a recommendation to the board about the student's identification, placement or both.

The appeal board will report its recommendations in writing, to the parent and to the school board, providing the reasons for its recommendations.

Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).

The parent may accept the decision of the school board or may appeal to a Special Education Tribunal. The parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

NOTE: This explanation represents a summary of information, provided in Ontario Regulation 181/98 and should be read in conjunction with this Regulation. If any discrepancy exists between this document and the Regulation, the information in Regulation 181/98 applies.

THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

Regulation 181 of the Education Act outlines the requirements for Identification, Placement and Review Committees and Appeals. The St. Clair Catholic District School Board I.P.R.C.'s are set up according to this regulation.

This section outlines the IPRC process, provides information on the number of IPRC referrals, reviews and appeals and includes guides for parents.

Identification, Placement and Review Committee - Statistics for the school year September 2003 – June 2004:

<i>Panel</i>	<i>New Referrals</i>	<i>Reviews</i>	<i>Appeals</i>
<u>Elementary</u>	<u>135</u>	<u>416</u>	=
<u>Secondary</u>	<u>22</u>	<u>432</u>	=
<u>TOTAL</u>	<u>157</u>	<u>848</u>	=