

Welcome to Special Education



Identification, Placement and Review Committee (IPRC)

Engage, support and inspire all learners to achieve and succeed.

Growing Excellence...

Inspiring Success



The Identification, Placement and Review Committee (IPRC) edition of the *Welcome to Special Education* series provides information about the IPRC process. The document 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. For more information, visit the Special Education section of the Ministry of Education's website at www.edu.gov.on.ca

Table of Contents

<i>Exceptional Learning Needs</i>	4
<i>The Identification, Placement and Review Committee</i>	5
<i>IPRC Meetings</i>	6
<i>Classroom Placement</i>	8
<i>Appeal Process</i>	8
<i>Additional Resources</i>	11

*“Engage, support and inspire all learners to
achieve and succeed.”*

Grand Erie’s Mission Statement

*“We believe that our students should be
considered first as the basis for decision-making.”*

Grand Erie’s Belief Statement

“Growing Excellence... Inspiring Success.”

Grand Erie’s Vision Statement

Some Children Have Exceptional Learning Needs

Some children, to reach their learning potential, need extra resources such as:

- *physical devices and supports (wheelchairs, hearing systems, etc.)*
- *support services delivered in the school*
- *changes to the curriculum*
- *different learning environments/teaching methods/classroom settings*
- *various other supports*

A child's Individual Education Plan (IEP) describes the specific combination of supports and strategies that will be used to help the child.

How Does the Board Decide Which Students Qualify as Exceptional?

The Ontario Ministry of Education has a list of "Exceptionalities", in the areas of behaviour, intellectual, communication, and physical. For the complete list, ask your principal, or check the Ministry of Education website at edu.gov.on.ca.

Every Ontario school board has special committees that consider each child's exceptionality. These committees are responsible to do the following:

1. Decide whether that child meets the criteria for one (or more) of those exceptionalities
2. Determine that child's specific needs and strengths
3. Choose the best classroom environment to meet the child's needs, which could be one of:
 - Regular Class with Indirect Support, or Resource Assistance, or Withdrawal Assistance
 - Self-contained Placement
4. Review the identification and placement at least once every school year

These committees, and the process of being considered by them, are called the Identification, Placement and Review Committee (also known as IPRC).

Identification, Placement and Review Committee (IPRC)



Who is on the IPRC?

The IPRC team members vary slightly, depending on the situation. They can include:

- The school principal and a second principal
- The learning resource teacher/classroom teacher
- Teacher consultant – special education

How Does my Child get Considered by an IPRC?

You write a letter to your principal asking for an IPRC meeting for your child, or your principal asks for an IPRC meeting for your child based on input and assessments from teachers. The principal will inform you that this request has been made.

IPRC Meetings

How Will I Find out About an Upcoming IPRC Meeting about my Child?

Within 15 days of the request for an IPRC (by you or by your principal), the principal will give you a copy of this guide, and a written statement of approximately when the IPRC will meet.

At least 10 days before the IPRC meeting, the chair of the IPRC will send you written notice of the meeting; it tells you where/when the meeting will be and asks you to say whether you will attend.

Before the meeting, you will also receive written copies of any information that the IPRC has received on your child (e.g. assessments, updated IEP or a summary of information). The IPRC will run smoothly if you can also tell your school principal what information you want to bring forward about your child.

Can I Come to the IPRC Meeting? Can my Child?

You are not only legally entitled to take part, you are also welcome as an important participant in the process. Your child is also entitled to attend if they are 16 or over; if they are younger than 16 they may attend if they are with you. The IPRC makes the final decisions on identification and placement, but you can take part in discussions, and be present when the decisions are made.

Who Else can Come to an IPRC Meeting?

The principal of your child's school and your child's teacher (if they are not on the IPRC) can come, and other resource people such as special education staff, Board support staff and community agency representatives; all of them can provide extra information.

You may also have a representative – someone who will support you, or speak on behalf of you or your child. You may also have an interpreter if you need one. Both you and your principal can put in a request for additional people to attend the IPRC meeting.

Special Education Programs and Services

Grand Erie District School Board provides a range of placement options for exceptional pupils including regular class placements and Special Education class placements. Special Education classes provide a variety of appropriate programs for exceptional pupils are available.

Who is an exceptional pupil? The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program”.

Who decides that a pupil is exceptional? The identification is made by a Board-appointed Identification, Placement and Review Committee (IPRC). They will:

- identify if your child is an “exceptional pupil” based on the above categories;
- determine the placement or setting in which your child’s special education program will be delivered;
- review that placement at least once a year.

What is a special education program? A special education program is a program that: is based on and modified by the results of continuous assessment and evaluation; and includes an Individual Education Plan (I.E.P.) containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

What placements are offered? Special education programs are designed for the individual and many will be carried out in the regular classroom setting with special services brought to the child. Where it is impossible to deliver developed programs within the regular classroom, the student may be withdrawn for part of the day. A small percentage of exceptional pupils may require specialized class settings on a full or part-time basis.

How is an IPRC requested? The principal of your child’s school:

- must request an IPRC meeting for your child upon receiving your written request;
- may, with written notice to you, refer your child to an IPRC when the principal and the child’s teacher(s) believe that your child may benefit from a special education program.
- Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

May parents attend the IPRC meeting? Regulation 181/98 entitles parents and pupils, 16 years of age or older, to be present at and participate in all Committee discussions about your child, and to be present when the Committee’s identification and placement decisions are made.

Who else may attend an IPRC meeting?

- the principal of your child's school;
- other resource people such as your child's teacher, special education staff, board support staff or the representative of an agency who may provide further information or clarification;
- your representative, that is, a person who may support you or speak on behalf of you or your child; and
- an interpreter, if one is required.

What information will parents receive about the IPRC meeting? At least 10 days prior to the meeting, the Chair of the IPRC will provide you with written notification of the date, time and place of the meeting and an invitation to attend. You are an important partner in considering your child's placement. This letter will also ask you to indicate whether or not you will attend. Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the Chair of the IPRC has received. This may include the results of assessments or a summary of information.

What happens at an IPRC meeting? The Chair introduces everyone and explains the purpose of the meeting. The Committee will review all available information about your child and may discuss any proposal that has been made about a special education program or special education services for the child. You are encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the Committee will make its decisions.

What will the IPRC's written statement of decision include?

- whether the IPRC has identified your child as "exceptional";
- the categories and definitions of any exceptionalities identified ;
- a description of your child's strengths and needs;
- the IPRC placement decision;
- the IPRC's recommendations, if any, regarding a special education program and special education services
- the reasons for the decision that the pupil should be placed in a special education class, if applicable.

What happens after the IPRC has made its decision? If you agree with the IPRC decision, you will be asked to indicate, by signing your name that you agree with the identification and placement decisions. If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (I.E.P.) for your child.

What about reviewing the IPRC? A review meeting will be held within one year unless the parent notifies the principal in writing that they wish to dispense with the annual review. The parent may request a review meeting at any time after a placement has been in effect for three months but the request may not be made more often than once in every three month period. This review will consider the same types of information that were originally considered. With your written permission (request for review), the IPRC conducting the review will consider the progress your child has made in relation to the I.E.P. The IPRC will review the placement and identification decisions and decide whether they should continue or whether a different decision should now be made.

What can parents do if they disagree with the IPRC decision? If you do not agree with either the identification or placement decision made by the IPRC, you may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the Grand Erie District School Board.
- If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision. If you do not consent to the IPRC decision and you do not appeal it, the Board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision? If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you 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 your intention to appeal the decision to the Grand Erie District School Board. The notice of appeal must indicate the decision with which you disagree and include a statement that sets out your reasons for disagreeing.

What organizations are available to assist parents?

- Association for Bright Children of Ontario
- Association for Community Living
- Autism Society of Ontario
- Canadian Hearing Society
- Down Syndrome Association of Ontario
- Tourette Syndrome Association of Ontario

Ministry of Education Provincial and Demonstration Schools: The ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

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School for the Blind and Deaf-Blind W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 (519) 759-0730	Schools for the Deaf Ernest C. Drury School 255 Ontario Street, South Milton, ON L9T 2M5 (905) 878-2851 TTY: (905) 878-7195 Robarts School 1090 Highbury Avenue London, ON N5Y 4V9 (519) 453-4400 [TTY same] Sir James Whitney School 350 Dundas Street, West Belleville, ON K8P 1B2 (613) 967-2823 [TTY same]	Schools for Students with ADHD and Severe Learning Disabilities Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 (519) 443-4408	Schools for Students with ADHD and Severe Learning Disabilities Sagonaska School 350 Dundas Street, West Belleville, ON K8P 1B (613) 967-2830 Trillium School 347 Ontario Street, South Milton, ON L9T 3X9 (905) 878-8428 Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 (613) 761-9300 TTY: (613) 761-9302 and 761-9304
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Parents can obtain additional information from the school principal or the Grand Erie District School Board Superintendent of Special Education Services (519) 756-6301or Toll Free: 1-888-548-8878. Visit the Special Education section within the Programs tab at www.granderie.ca for more information.

What if I Can't Come on the Date Scheduled for the Meeting?

What if I Don't Want to Come to the Meeting?

If you can't come on the date scheduled, contact your school principal as soon as possible to arrange an alternative time.

If you don't want to attend the meeting, use the instructions in the IPRC notification letter to let the IPRC know that you will not be attending. If your school principal is not the IPRC contact, let him/her know as well. As soon as possible after the meeting, the principal will send you a written statement of the IPRC's identification and placement decisions, and any recommendations for Special Education programs and services for your child. You will be expected to review, agree or disagree, and sign the statement.

What Will Happen at the IPRC Meeting?

The goal of the meeting is to:

- Decide whether your child qualifies as "exceptional" under the categories set by the Ontario Ministry of Education
- Identify your child's strengths and needs
- Choose the best classroom placement for your child
- Recommend any additional supports and services for your child

At the meeting:

- The chair introduces everyone and explains the purpose of the meeting
- The IPRC reviews all the information available about your child, which may include:
 - o Any educational assessments which have been done on your child
 - o (If permitted under the Health Care Consent Act, 1996) Any health or psychological assessment of your child performed by a qualified practitioner, if the IPRC feels that this information is required for the IPRC process
 - o Asking your child for their input (they must have your consent if your child is under 16)
- The IPRC reviews and discusses any recommendations which have been made about possible Special Education placements or services for your child

- You (and your child if they are 16 or older) can feel free to ask questions and contribute to the discussion
- When the discussion is finished, the IPRC makes its decisions

What Will not Happen at the IPRC Meeting?

More in-depth discussions about specific learning expectations in the IEP, transition planning, high school options, etc. These topics are best discussed at the school with the classroom teacher and/or learning resource teacher.

Classroom Placement

How Does the IPRC Choose a Classroom Placement for my Child?

The IPRC's placement decisions are based on choosing the least restrictive most enabling environment for learning.

If the IPRC is satisfied that placement in a regular class (with Special Education services delivered in that environment) can meet your child's needs, then it will recommend a regular class placement.

If the IPRC decides on a Special Education class placement, it must state the reasons for that decision in its written statement of decision.

Appeal Process

What if I do not Agree with the IPRC's Decision?

You can request a second meeting for the IPRC to discuss your concerns.

- You must notify the IPRC that you want a second meeting within 15 days of receiving the written statement of decision. A second meeting of the IPRC will take place and you may present your concerns.

You can file a notice of appeal within 30 days of receipt of the written statement

of decision with the Grand Erie District School Board addressed to the Director of Education. The notice of appeal must include the decision with which you disagree, and a statement describing your reasons for disagreeing. You must file notice of appeal within a specific time period after receiving the decision:

- If you do NOT request a second IPRC meeting, you must file the notice of appeal within 30 days of receiving the first statement of decision.
- If you DO request a second IPRC meeting, you must file the notice of appeal within 15 days of receiving the statement of decision from the second meeting.

If you do not sign and return the consent agreeing with the IPRC decision, but you do not appeal it, the Board will instruct your school principal to implement the decision.

What Happens if I Request an Appeal?

Grand Erie District School Board establishes a Special Education appeal board, comprised of three persons who have no prior knowledge of your case. One of the three is selected by you, the parent.

The chair of the appeal board arranges for a meeting to take place no later than 30 days after he or she has been selected (except where parents and the school Board provide written consent for a later date).

The appeal board receives the same material reviewed by the IPRC, and may interview any persons who may be able to contribute information about the case.

At the meeting, you (the parent) and your child (if he/she is 16 years or older), are entitled to be present for, and participate in, all discussions.

Within three days after the meeting, the appeal board must make its recommendations, in a written statement, to you and the school Board, including reasons for those recommendations. It may:

- Agree with the IPRC and recommend that the decision be implemented
- OR
- Disagree with the IPRC and recommend a different identification and/or placement for your child

Within 30 days of receiving the appeal board's statement, the school Board must decide what action it will take in response to the recommendations. The school Board is not required to follow the appeal board's recommendations. If you disagree with the school Board's response to the appeal board's recommendations, you may appeal to a Special Education Tribunal, by writing a

request for a hearing to the secretary of the Special Education Tribunal. Information for making this application will be included in the appeal board's statement.

Once the IPRC Decision is Made, What Happens Next?

When the IPRC decision is finalized (or the school Board makes its decision in response to the appeal board's recommendations), the school Board notifies the principal of your school to set up a Special Education Program for your child. The Individual Education Plan (IEP) describes the specific combination of supports and strategies that will be used to help your child.

What is an Individual Education Plan and What Will it do for my Child?

The Individual Education Plan (IEP) is a document that is developed by a team including your child's teacher, the learning resource teacher, and you, the parent. The IEP is the roadmap for your child's Special Education Plan, and includes the identification, placement and supports recommended by the IPRC.

The Individual Education Plan

- Describes your child's unique strengths and needs
- Sets down the learning goals for your child this year
- Describes what supports, teaching methods, services, aids, and other resources will be used to help your child achieve their goals

Once the IPRC Decisions are Carried out, can They Ever be Changed?

The IPRC's identification and placement decisions for your child must be reviewed once every school year. The committee obtains your written permission, reviews your child's progress and any new information, and decides whether to continue with the current arrangement or to recommend changes or a new decision.

For a glossary of terms,
visit the Special Education
section under the Parent Tab
at granderie.ca

Additional Resources

What Organizations and Services are Available to Help Parents Whose Children Have Special Learning Needs?

To find out about services, community supports, and organizations that can help you and your child:

- Call Grand Erie District School Board 519-756-6301 or 1-888-548-8878 and ask for the Superintendent of Special Education
- In Brantford/Brant County, call
Contact Brant (519-758-8228) or go to contactbrant.net
- In Haldimand-Norfolk, call Haldimand-Norfolk REACH (519-587-2441) or go to hnreach.on.ca

Learn more about the Individual Education Plan by accessing our Welcome to Special Education publication series. Visit granderie.ca or ask your child's principal.

You can also ask your school principal about where to find help, information and support.

We're Here to Help!

The Special Education Advisory Committee (SEAC) is mandated through the Education Act as a standing committee of the Board. SEAC members include parents who advise the Board on program and service delivery related to Special Education. Visit the SEAC section under the Parent Tab at granderie.ca for contact information.

Grand Erie...

Your Choice in Education

- *Strong Values • Academic Excellence • More Programs, More Choices*
- *Safe and Inclusive Environments • Great Extra-Curricular Activities*

349 Erie Avenue, Brantford ON N3T 5V3
Telephone: (519) 756-6301 Toll Free: 1-888-548-8878
Fax: (519) 756-9181 Email: info@granderie.ca

Find out more about how we're making a difference for students... visit **granderie.ca**

Tell us what you think about this publication. Email info@granderie.ca and type
"Welcome to Special Education" in the subject line.

