

Parent/Guardian Guide to Identification, Placement and Review Committee (IPRC)

This guide provides information about:

- the Identification, Placement, and Review Committee (IPRC)
- how KPR identifies students as exceptional, and decide the student's placement
- how to appeal IPRC decisions

If, after reading this guide, you require more information, please see the list of contacts at the end of the document.

What is an IPRC?

An Identification, Placement and Review Committee (IPRC) is a legal committee of the Kawartha Pine Ridge District School Board required under Regulation 181/98 of the Education Act. An IPRC is composed of at least three people, one of whom must be the school Principal/Vice-principal or a Superintendent of the Board as well as two additional KPR employees who directly support the student (i.e., SERT, classroom teacher, etc.). Parent(s)/guardian(s) are invited and encouraged to attend the meeting.

What does the IPRC do?

The Committee will:

- Identify the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- Decide an appropriate placement for the student. Placements available in the Kawartha Pine Ridge District School Board include:

Placement	Description
A regular class with indirect support	The student is placed in a regular class for the entire day, and the teacher consults with special education services.
A regular class with resource assistance	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 a regular classroom from a qualified special education teacher.
A regular class with withdrawal assistance	The student is placed in a regular class and receives instruction outside of the classroom for less than half of the school day, from a qualified special education teacher.
A special education class with partial integration	The student is placed in a special education class (such as Learning and Life Skills or Primary Communication Class) for at least half of the school day, but is integrated with a regular class for at least one instructional period daily.

- Review the identification and placement of your student once each school year.

Does your student need to be identified through the Identification, Placement and Review Committee (IPRC) process in order to have an IEP?

No. In KPR an identification through an IPRC meeting is not required for a student to have an IEP developed or to receive Special Education services. Your student will have an IEP when the school has sufficient, ongoing assessment information to determine that additional supports are needed for them to experience success.

When would your student be considered for the IPRC process?

An IPRC meeting would be held if:

- The student is being recommended for placement in a Learning and Life Skills or Primary Communication special education class;
- The student is being recommended for placement in a Provincial or Demonstration School;
- The parent(s)/guardian(s) have requested the IPRC meeting in writing to the Principal;
- The school believes that an IPRC would be in the best interest of the student.

How is an IPRC meeting requested?

The Principal/Vice-principal of your student's school:

- Must arrange for an IPRC meeting for your student, upon your written request;
- May notify you in writing that they are referring your student to an IPRC when the Principal/Vice-principal and teacher believe that your student may benefit from a special education program.

Within 15 school days of receiving your request, or giving you written notice, the Principal/Vice-principal must give you a copy of this guide and a written statement of approximately when the IPRC will meet.

May parent(s)/guardian(s) attend the IPRC meeting?

Yes. Regulation 181/98 gives the parent(s)/guardian(s) and students 16 years of age or older the right to:

- Be present at and participate in all Committee discussions; and
- Be present when the Committee makes its identification and placement decision.

Who else may attend an IPRC meeting?

- Other resource people such as the student's teacher, the Special Education Resource Teacher, central KPR staff, or an agency representative, who may provide further information or clarification;
- A representative of your choice who may support you or speak on behalf of you or your student; and
- An interpreter, if one is required. (You may request the services of an interpreter through the Principal/Vice-principal of the student's school.)

Please note: Students under 16 years of age also may be invited to an IPRC meeting if they are able to contribute to the process or benefit from it. We recommend that parent(s)/guardian(s) opting to bring an advocate or support person to the IPRC choose someone from an organization with expertise and experience in their specific area of special education.

Who may request that additional people attend?

Either you or the Principal/Vice-principal of your student's school may make a request for others to attend the IPRC meeting.

What information do you receive about the IPRC meeting?

At least 10 school days before the meeting, the Chairperson of the IPRC meeting will send you a letter inviting you to attend as an important partner in considering your student's identification and placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you whether you will attend.

What if you are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- Contact the school Principal/Vice-principal to arrange another date or time; or
- Let the school Principal/Vice-principal know you will not be attending. As soon as possible after the meeting, the Principal/Vice-principal will forward to you, for your consideration and signature, the IPRC's *Statement of Decision*.

What happens at an IPRC meeting?

The Chairperson of the Committee introduces everyone, explains the purpose of the meeting, and encourages parent(s)/guardian(s) to participate fully in the discussions.

The Chairperson then asks that a summary of all information be presented to the Committee. The members:

- Consider any educational assessments of your student;
- With your consent, consider any health or psychological assessments of your student completed by a qualified practitioner, if they feel that this information is required to make a correct identification or placement decision;
- Consider any information that you submit about your student or that your student submits if they are 16 years of age or older.

The Committee may discuss any proposal about a special education program or special education services. Parent(s)/guardian(s) are invited to ask questions and to join in the discussion.

After all the information has been presented and discussed, the Chairperson presents the Committee's decision.

What does the IPRC consider in making its placement decision?

The IPRC must consider your student's strengths and needs. A regular classroom placement with appropriate special education services should be considered the first option. Before recommending a placement, the IPRC must decide whether the placement will:

- Meet student's needs; and
- Be consistent with parent(s)/guardian(s) preferences.

You are encouraged to participate fully in the meeting. The IPRC will describe the nature of the special education classroom or regular classroom options to you. These may include provincial or demonstration schools run by the Ministry of Education. The IPRC looks at all options and shares reasons for the Committee's final choice.

What does the IPRC's written *Statement of Decision* include?

The IPRC's written *Statement of Decision* states:

- How the IPRC has identified your student as exceptional, including:
 - The categories and definitions of any exceptionalities identified, as defined by the Ministry of Education;
 - A description of your student's strengths and needs;
 - The IPRC's placement decision; and
 - The IPRC's recommendations regarding a special education program and special education services;
- If the IPRC decides that your student should be placed in a special education class, the reasons for that decision.

What happens after the IPRC makes its decision?

- If you agree with the IPRC decisions, you will be asked to sign your name to indicate that you agree.
- If the IPRC identifies your student as exceptional and you agree with the IPRC decisions, the Principal/Vice-principal of the school where the special education program will be will ensure that your student has an Individual Education Plan (IEP).
- If any additional information determined at the IPRC meeting needs to be added to an IEP already in place, the Principal/Vice-principal will make sure this takes place.
- If you disagree with the IPRC decision please see the appropriate section in this document.

Once a student is placed in a special education program, can the placement be reviewed?

- Annual IPRC Review meeting will be held within the school year, unless the Principal/Vice-principal of the school where the special education program is provided receives written notice from you, that the review is not needed.
- You may request an Annual IPRC Review meeting any time after your student has been in a special education program for 3 months.

What does Annual IPRC Review consider and decide?

- The IPRC conducting the review considers the progress your student has made in relation to the IEP. It considers the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC reviews the placement and identification decisions and decides whether they should be continued or whether a different decision should now be made.

What can parent(s)/guardian(s) do if they disagree with the IPRC decision?

It is always the goal of the Kawartha Pine Ridge District School Board that parent(s)/guardian(s) and school staff are communicating effectively about students' strengths and needs, and what is required to reach their potential. However, we understand that there are times when there are different opinions on how that can be achieved, in spite of everyone's best efforts, and this can occur at an IPRC.

If you do not agree with either the identification or the placement decision made by the IPRC, you may:

- Within 15 calendar days of the decision, request that the IPRC hold a second meeting to discuss your concerns which will be recorded in case conference notes; or
- Within 30 calendar days of the decision, file a letter of appeal with the Secretary of the Board, Kawartha Pine Ridge District School Board, 1994 Fisher Drive, Peterborough, ON K9J 6X6, stating which decisions you disagree with and why;
- If you do not agree with the decision after the second meeting, you may file a letter of appeal within 15 calendar days of this meeting.

If you do not agree with the IPRC decision, but you do not appeal it, the Board will instruct the Principal/Vice-principal to implement the IPRC decision.

What happens in the appeal process?

Once the Board receives your letter of appeal:

- The Board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three people. The Board will choose two people who have no prior knowledge of your case, and you will choose one person.
- The chairperson of the appeal board will arrange a meeting to take place within 30 business days, unless parent(s)/guardian(s) and board provide written consent to a later date.
- The appeal board will receive the information reviewed by the IPRC and may interview any people who have relevant information.
- You and your student, if they are 16 years old or older, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendations within 3 business days of the meeting's end.

The appeal board may:

1. Agree with the IPRC and recommend that its decision be implemented; or
 2. Disagree with the IPRC and make a different recommendation to the School Board about your student's identification or placement or both.
- The appeal board will report its recommendations to you and to the School Board in writing, providing the reasons for its recommendations.
 - Within 30 calendar days of receiving the appeal board's written statement, the School Board will decide what action it will take with respect to the recommendations. School Boards are not required to follow the appeal board recommendation.

You may accept the decision of the School Board or you may appeal to the Ontario Special Education Tribunal. You may request a hearing by writing to the Secretary of the Ontario Special Education Tribunal. Information about how to apply to the provincial tribunal will be given to you with the appeal board's decision.

Demonstration Schools

Provincial Demonstration Schools are among the options available for placement for your student. Demonstration Schools operate for students who are deaf, blind, or deaf-blind, or who have significant learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Sagonaska School

350 Dundas Street West
Belleville, Ontario, K8P 1B2
Phone: (613) 967-2830

Trillium School

347 Ontario Street South
Milton, Ontario, L9T 3X9
Phone: (905) 878-8428

Amethyst School

1090 Highbury Avenue
London, Ontario, N5Y 4V9
Phone: (519) 453-4408

Provincial Schools for the Deaf

Sir James Whitney School

350 Dundas Street West
Belleville, Ontario, K8P 1B2
Phone & TTY: (613) 967-2823

Ernest C. Drury School

255 Ontario Street South
Milton, Ontario, L9T 2M5
Phone: (905) 878-2851
TTY: (905) 878-7195

Robarts School (Deaf Program)

1090 Highbury Avenue
P.O. Box 7360, Station E
London, Ontario, N5Y 4V9
Phone & TTY: (519) 453-4400

School for the Blind and Deaf-Blind

W. Ross MacDonald School

350 Brant Avenue, Brantford, Ontario N3T 3J9
Phone: (519) 759-0730

Francophone School for the Deaf and for those with Learning Disabilities

Centre Jules-Léger

281 rue Lanark, Ottawa, Ontario, K1Z 6R8
Phone: (613) 761-9300
TTY: (613) 761-9302 and 761-9304

Additional Resources at KPR

SEAC – Special Education Advisory Committee

KPR's SEAC provides information, advice, and assistance to parent(s)/guardian(s) whose students may require additional support. SEAC makes recommendations to the School Board concerning the establishment and development of special education programs and services.

The Committee includes representatives from a variety of community agencies that provide services for students throughout KPR.

Where can you obtain additional information?

Your school Principal
The System Principal of Special Education
The Family of Schools Superintendent of Education

Kawartha Pine Ridge District School Board

1994 Fisher Drive
Peterborough, Ontario, K9J 6X6
1-877-741-4577, ext. 2061
www.kprschools.ca