

**IPRC (Identification, Placement, and Review Committee) Process:
An Introduction For Parents**

Parents and Teachers Meet to Discuss Concerns



Teachers May Also Consult with Other Teachers



Further Discussions with a Parent or the Pupil 16 years and Older May Take Place at a Case Conference or a School Team Meeting



The Principal or the Parent May Refer a Student's Name to an IPRC. The Parent Must Make a Written Request.



Parents and Pupils 16 years of age and older must be given written notice 10 days in advance of the IPRC. A written decision must state the Identification and Placement

What Does A Parent Do If They Have Concerns With the Decision of the I.P.R.C.?

- A parent may request a second IPRC by writing to the principal within 30 days of receiving the decision
- This IPRC must also render a written decision.
- If a parent is still not in agreement the parent can write within 15 days of the IPRC to the Director of Education to appeal
- An Appeal Board must meet within 30 days of the appointment of the Chair
- The Appeal Board decision may be appealed by either the school board or the parent to the Special Education Tribunal. The decision of a Tribunal is binding on the parties.

Understanding the IPRC

The Education Act requires that school boards provide, or purchase from another school board, special education programs and services for “exceptional” students. Exceptional students are defined as students whose “behavioral, communicational, intellectual, physical, or multiple exceptionalities are such that they are considered to need placement in a special education program.”

To start an IPRC, you must contact your child's principal, in writing, and request that your child be referred to an IPRC. Your child's principal may also make the referral on his or her own initiative. Within 15 days of making the referral, the principal must send you written notification, including and approximate date of the IPRC meeting and a parents guide containing information about the IPRC. The principal may also ask you for permission to obtain a psychological or health assessment of your child.

An educational assessment must be performed prior to the IPRC. Parental permission is not required for this.

What if I disagree with the decision?

If you disagree with the IPRC decision, you have 15 days to request a second meeting of the IPRC. If after your second meeting you are still dissatisfied, you have 15 days from the second decision to file an appeal.

What happens in the appeal process?

The Appeal Board will consist of three persons, one of whom is to be selected by the parent, who have no prior knowledge of the matter.

The Appeal Board will then decide on when the meeting will be held within 30 days. All materials reviewed by the IPRC will be forwarded as well as additional information wanted upon request. Parents and students (if over the age of 16) must attend and participate in all discussions by the Appeal Board.

The Appeal Board must make a decision within 3 days of the meeting.

They will either agree with the IPRC, or disagree with other suggestions of recommendations. The Appeal Board will provide you and the school with the written recommendations and reasons. Within 30 days of receiving the written letter the school board has to decide on the action they will take. If you are not satisfied with the decision of the school board you may appeal to a Special Education Tribunal Information about making an application to the Tribunal.

Your letters to the Appeal Board need to address the following:

- The students areas of strength and need.
- Goals for the student.
- Expectations for the student.
- Strategies and Resources
- Methods of Evaluation
- Transition plan

What Every Parent Needs to Know About the Legislative Process

A provincial law - or Act - or Statute such as **The Education Act, Revised Statutes of Ontario, 1990, Chapter E.2.** is passed by the Provincial Legislature after a lengthy process of examination, debate and revision.

Other relevant statutes, for the purposes of special education, include the **Ontario Human Rights Code** and **the Health Care Consent Act**

The IPRC process forms the backbone of the way that special education is provided to students who need such help. This process consists of the following key components:

- Identifying the strengths and needs of the student with special needs.
- Deciding what is the most appropriate special education placement to meet those needs.
- Developing and delivering a special education program and special education services to meet the needs of the student and regularly evaluating the student's progress.
- Developing and implementing an Individual Education Plan, setting out how the special education program and services are provided to the student.

Education Act

Defines Special Education Programs as:

“ an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.”

Defines Special Education Services as:

“facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.”

School boards are expected to provide or purchase special education programs and services for their exceptional students and they are expected to have available to these students a range of placement options, depending on the students' needs.

Possible Placement Options

- **Fully self-contained** - special education class placement for the entire school day.
- **Partially integrated or partially self-contained** - special education class placement with integration into a regular class for at least one instructional period day but for less than 50% of the school day.
- **Resource assistance**- receiving direct specialized instruction, individually or in small groups, from a special education teacher within the regular classroom.
- **Direct services** - regular class placement, where the school board provides special consultative services to the classroom teacher only.

The Ministry of Education operates four residential demonstration schools for students with severe learning disabilities and in some cases for students who have attention deficit hyperactivity disorder in addition to their severe learning disabilities. There are three Anglophone schools: The *Trillium School* in Milton, the *Sagonaska School* in Belleville and the *Amethyst School* in London. There is also a French school, *Centre Jules-Leger* in Ottawa.

- For more information on these schools you could call your community LDA. You could also call these schools directly.

Amethyst School – Phone: (519) 453-4400
Fax: (519) 453-2160

Sagonaska School – Phone: (613) 967-2830
Fax: (613) 967-2482

Trillium School – Phone: (905) 878-8428
Fax: (905) 878-7540

Centre Jules-Leger – Phone: (613) 761-9300
Fax: (613) 761-9301