



Identification Placement
and
Review Committee
(IPRC)
Parent Guide
January 2016

Table of Contents

Section A	
What is the purpose of the Identification, Placement and Review Committee Guide?	3
What is an IPRC?	3
What is an exceptional student?	3
How is an IPRC meeting initiated?	4
Who attends the IPRC meeting?	4
What if the parent is unable to attend the IPRC meeting?	5
What happens at an IPRC meeting?	5
What will an IPRC consider in making its placement decision?	6
What will the IPRC's written statement of decision include?	6
What happens when parents agree with the recommendations from the IPRC?	6
What if parents disagree with the IPRC recommendations?	7
What happens in preparation for the special education appeal?	8
What does an IPRC yearly review consider and decide?	9
Section B	
What special education programs are available?	10
Definitions of Terms	10
Types of Programs and Placements	10-11
What other services are available?	11
Appendix A	
What you should know about the identification, placement, and review committee process	12-13
Notes	14

Section A

What is the purpose of the Identification, Placement and Review Committee Guide (IPRC)?

The purpose of the guide is to provide information about the Identification, Placement and Review Committee (IPRC). It also sets out the procedures involved in identifying a pupil as exceptional, deciding

What if the parent is unable to attend the IPRC meeting?

Parents are encouraged to attend the IPRC meeting and confirm attendance with the principal.

Date inconvenient for parent	The principal will try to arrange an alternate date and time.
Parents elect not to attend	The IPRC's written statement of decision and any recommendations regarding special education programs and services will be forwarded to parents as soon as possible following the IPRC meeting for consideration and signature.

What happens at an IPRC meeting?

The chair:

- Introduces everyone in attendance
- Explains the purpose of the meeting

The IPRC will review all available information about the child which may include:

- Educational assessment of the child
- Medical, psychological, speech and language, and/or social work assessment co

What will an IPRC consider in making its placement decision?

Before placement in a specialized program class, the IPRC must first consider placement in a regular class with appropriate special education services.

- Will the child's needs be met in a regular class setting with appropriate special education services?

What happens in preparation for the special education appeal?

<p>1</p>	<p>The Board establishes a Special Education Appeal Board (SEAB) to hear the appeal. Members of the Appeal Board will be composed of three persons who are not working at the school where the student attends under appeal:</p> <ul style="list-style-type: none"> • One member is selected by parents • One member is selected by the Board • The chair is jointly selected by these two representatives <p>Members of SEAB shall be named within 15 days receipt of the parent's written notice of appeal to the Director of the Board.</p>
<p>2</p>	<p>The chair of the SEAB arranges meeting at a convenient time and place, to occur no later than 30 school days after he/she has been appointed chair. Parents and Board staff can consent in writing for the meeting to be held at a later date.</p>
<p>3</p>	<p>The SEAB receives and reviews material from the IPRC meeting (i.e. record of committee proceeding, statement of decision, any reports, assessments, or other documents considered by the committee) and may interview individuals who may be able to contribute information about the matter under appeal.</p>
<p>4</p>	<p>Parent and child (if 16 years of age or older) are entitled to be present and participate in all discussions.</p>
<p>5</p>	<p>Any person who, in the opinion of the chair, may contribute to matters under appeal shall be invited to the meeting.</p>
<p>6</p>	<p>The SEAB must make its recommendations within three days of the meeting. It may:</p> <ul style="list-style-type: none"> • Agree with the IPRC and recommend that the decision be implemented • Disagree with the IPRC and make a recommendation to the Board about the child's identification and/or placement
<p>7</p>	<p>The SEAB will report its recommendations in writing to the parent, the IPRC chair, the principal of the school where the child is placed, and the Board. The report will state the reasons for its recommendations.</p>
<p>8</p>	<p>The chair of the SEAB will present the recommendations to an in camera meeting of the Board. Parents will have the opportunity to hear the deliberations of the Board.</p>
<p>9</p>	<p>Within 30 days of receiving the SEAB's written statement, the Board will decide what action it will take regarding the recommendations.</p>
<p>10</p>	<p>A parent may accept the decision of the Board or request a hearing by the Ontario Special Education Tribunal in writing to the Secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the Board's decision.</p>

What does an IPRC yearly review consider and decide?

Section B

What special education programs are available?

The Superior-Greenstone District School Board (SGDSB) provides a broad spectrum of special education programs and services for its students.

When a student transfers to an SGDSB school from another board of education or enters the school system from a pre-school program, the community school principal will register the student. He/she and the school's special education team will review all available, relevant documentation (e.g. individual assessments). If special education needs are indicated a program will be determined for the stud

Appendix A

Parents can expect to see this attachment to their invitation to the Identification, Placement, and Review Committee (IPRC) review.

What you should know about the identification, placement, and review committee (iprc) process

The following highlights are provided to assist parents/ guardians/caregivers in understanding the IPRC process and is based on requirements set out in Ontario Regulation 191/98 of the *Education Act*.

Note: Where the term parent is used, it refers to parents and/or guardians of students. All references to days mean school days, not calendar days.

The IPRC process:

- Only process by which a pupil can be identified as exceptional.
- Is a collaborative effort between the school and parents to ensure the student has the support and resources necessary to be successful and to reach his/her full potential.
- Children not identified as exceptional may still be able to receive remedial support in the school if he/she is having some difficulty.

Parents:

- Must be given 10 days written notice of the date, time, and place of an IPRC meeting regarding their child. (Parents may suggest an alternate time if necessary)
- Are entitled to be present and participate in all IPRC discussions about your child.
- Should make every effort to attend IPRC meetings.
- May waive the annual IPRC review if the parent feels changes are not necessary.
- Have the right to have a representative present at an IPRC meeting. He/she may speak on the parent's behalf or be present to support the parent.

The Chair of an IPRC:

- Must consider any information relating to the child (e.g. assessments) and the committee must also consider any information submitted by the parent (e.g. medical documentation,

assessments conducted by other professionals, etc.).

- Must, after the IPRC, send a written statement of decision to the parents.

The statement of decision must include:

- a) whether the committee has identified the pupil as exceptional

A board cannot implement a placement decision made by an IPRC unless the parent consents or the time for filing an appeal of the IPRC decision has expired (30 days).

NOTES

Contacts: _____

Teacher: _____

Special Education Teacher: _____

Principal: _____

Others: _____

Things I wish to discuss:
