

The Identification, Placement and Review Committee (IPRC) Process



What is an IPRC?

The term IPRC is an acronym for Identification, Placement and Review Committee:

- **I = Identification:** Information and assessments, including educational, health, psychological, are used to determine if a student is identified as exceptional, according to categories and definitions provided by the Ministry of Education.
- **P = Placement:** The physical location where a student attends school. Options include regular class or special education class. The committee may also recommend an application to a Provincial School (where relevant).
- **R = Review:** A meeting held once a year to review student progress and determine if the exceptionality and placement should continue or if a different decision should be made. (OR change to if the exceptionality and placement are still needed.)
- **C = Committee:** The Committee with parental input makes the decision about whether a child is exceptional and their program placement.

An Identification Placement and Review Committee (IPRC) is a formal committee that meets and decides if a student should be identified as exceptional and, if so, the placement that will best meet the student's needs.

What is the Role of the IPRC?

Regulation 181/98 requires all school boards to have Identification, Placement and Review Committees. These committees are responsible for:

- Deciding whether a student should be identified as an exceptional pupil
- identifying the area(s) of the student's exceptionality(ies), according to the categories and definitions of exceptionality provided by the Ministry of Education
- deciding an appropriate placement for the student
- Describing the student's strengths and needs
- reviewing the identification and placement at least once in each school year unless the parent/caregiver gives written notice dispensing/ deferring with the review

Who are the members of the IPRC?

An IPRC consists of a minimum of three members from the School Board, including at least one administrator or supervisory officer. The remaining committee members can include principals, vice-principals, learning resource teachers, or other educators.

What does the term “exceptional pupil” mean?

The Education Act defines an exceptional pupil as a student who has behavioural, communicational, intellectual, physical or multiple exceptionalities that require them to have a special education program or service. Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

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What does the term “exceptional pupil” mean? *Cont’d.*

Category	Exceptionality
Behaviour	Behaviour
Communication	Autism; Deaf and Hard of Hearing; Learning Disability; Language Impairment; Speech Impairment
Intellectual	Developmental Disability; Giftedness; Mild Intellectual Disability
Physical	Blind and Low Vision; Physical Disability
Multiple	Multiple Exceptionalities

What is a special education placement?

The Grand Erie District School Board offers a range of placements.

Placement	Description
Regular class with indirect support	the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services
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 the regular classroom from a qualified special education teacher
Regular class with withdrawal assistance	the student is placed in a regular class and receives instruction outside the classroom, for less than 50% of the school day, from a qualified special education teacher
Special education class with partial integration	the student is placed in a special education class for at least 50% of the school day and is integrated with a regular class for at least one instructional period daily
Full time special education class	for the entire school day

Before placing a child in a special education class, the Identification, Placement, and Review Committee (IPRC) must first consider whether a student’s needs can be met in a regular classroom with the right supports.

The IPRC will choose a regular class placement if:

- It meets the student’s learning needs, and
- It aligns with parental preferences.

If the committee decides that a special education class is the best option, they will provide a written explanation of why that decision was made.

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Once a placement decision is made, can it be reviewed or changed?

An IPRC review meeting (often called an annual review) will be held within the school year unless the parents/caregivers indicate that the annual review is not required. Parents/caregivers may request an IPRC review meeting any time after the student has been in a special education placement for 3 months.

What is a special education program?

A **special education program** is an education program that:

- is based on and modified by the results of continuous assessment and evaluation
- includes an individual education plan (IEP) which has specific objectives (except when the IEP has accommodations only) and an outline of special education services that meet a student's needs

What are special education services?

Special education services are the facilities and resources necessary for developing and implementing a special education program, including support personnel and equipment.

The Grand Erie District School Board provides special education services either directly (e.g., psychological services, speech/ language services, etc.) or through partnerships with community agencies (e.g., occupational therapy and physiotherapy, speech language therapy, etc.)

What is an IEP?

An **IEP** is an acronym for Individual Education Plan:

- It is a document detailing the special education program and services provided, as well as the procedures used for monitoring progress.
- It is based on assessment and identifies a student's strengths, needs and interests
- It may contain accommodations, and/or modifications.
- It must have a transition plan that outlines specific goals, required actions, responsible individuals, and timelines for each educational transition where student support is necessary.

How is an IPRC meeting requested?

The principal of the student's school:

- must request an IPRC meeting upon receiving written request from the student's parent/ caregiver
- may, with written notice to the parent/caregivers, refer a student to an IPRC when the principal and the child's teacher or teachers believe the student may benefit from a special education program

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How is an IPRC meeting requested? *Cont'd.*

The principal must give the parent or caregiver a copy of this guide and a written notice of the IPRC meeting date within 15 days of receiving or providing notice of a request.

May Parents attend the IPRC?

Yes, parents or caregivers—and students 16 or older—can attend the IPRC meeting. They can take part in the discussions and be there when decisions are made about identification and placement.

Who else might attend an IPRC?

The following people may attend an IPRC:

- resource people such as the student's teacher, special education staff, Grand Erie support staff
- the representative of an agency, who may provide further information or clarification
- a parent representative – that is, a person who may support the parent/caregiver or speak on behalf of them or their child
- an interpreter, if one is required. (This can be requested through the principal of the student's school)

Either the parent/caregiver or the principal of the student's school may make a request for the attendance of others at the IPRC meeting. A student who is 16 years of age or older may also make the request.

What information will a parent/caregiver receive about an IPRC meeting?

At least 10 days before the meeting, the IPRC chair will send written notice to the parent/caregiver (or student aged 16+) with the date, time, location, and an invitation to attend. The letter will request confirmation of attendance. Prior to the meeting, parents/caregivers will receive updated assessment results and information on their child's progress, which may include summaries, reports, or report cards.

What if parents/caregivers are unable to make the scheduled meeting time?

If parents or caregivers cannot attend the scheduled meeting, they may contact the school principal to arrange for a different date or time or inform the principal that they will not be attending. In such cases, the IPRC meeting will proceed without them, and they will subsequently receive the relevant paperwork for review and signature.

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What happens at an IPRC meeting?

The meeting will start with the chair introducing everyone and explaining the purpose of the meeting. The IPRC will review all available information about the student.

The members will:

- consider an educational assessment
- consider the results of any other assessments, such as health and/or psychological assessments, if it is believed that such information is required to make an accurate identification or placement decision
- consider any information that parents/caregivers submit about the student or that the student submits if they are 16 years of age or older.

The committee will review any special education proposals for a student upon request from parents/caregivers or students aged 16 and older. Parents/caregivers are encouraged to participate and ask questions. After discussion, the committee will decide on identification and placement.

What will the IPRC written statement of decision include?

The IPRC's written statement of decision will include the following information:

- Whether the IPRC has identified the student as exceptional;
- In cases where a student is identified as exceptional:
 - The categories and definitions of any exceptionalities, as defined by the Ministry of Education;
 - The IPRC's description of the student's strengths and needs; and
 - The IPRC's decision regarding placement;
 - If the IPRC determines that placement in a special education class is appropriate, the reasons for this decision will be provided.

Additionally, the IPRC may offer recommendations concerning special education services.

What happens when a parent/caregiver agrees with the IPRC decision?

If parents/caregivers agree with the IPRC's identification and placement decision, they sign a statement of agreement at the meeting or take it home to review and return. Once the decision is confirmed and the student is identified as exceptional, the principal submits the IPRC minutes to the Education Centre/ School board. The school then develops an Individual Education Plan (IEP) for the student within 30 days.

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What happens when a parent/caregiver disagrees with the IPRC decision?

If parents or caregivers disagree with the identification or placement decision, they can:

- Request a follow-up IPRC meeting to discuss their concerns within 15 days of receiving the decision
- File a notice of appeal with the school board secretary within 30 days.

After a second meeting, if disagreement remains, a notice of appeal may be filed within 15 days of the second decision.

If parents/caregivers do not agree to the IPRC decision and do not appeal it, the board will instruct the principal to implement the IPRC decision.

How does a parent/caregiver appeal an IPRC decision?

To appeal, parent/caregivers must send written notice to info@granderie.ca ATTN: Specialized Services within 30 days of the original decision or 15 days after a follow-up meeting decision. The appeal should state which decision is disputed and the reasons for disagreement.

What happens in the appeal process?

The appeal process includes these steps:

- Grand Erie strikes a Special Education Appeal Board
- One member is chosen by Grand Erie and one member is chosen by parent/caregiver
- Within 15 days, these two members will select a chair

The appeal board will review all materials considered by the IPRC and may interview individuals who can provide relevant information regarding the matter under appeal. Parents or caregivers, along with students aged 16 or older, are entitled to attend and actively participate in all discussions. The appeal board is required to make its recommendation within three days following the conclusion of the meeting. The board may either:

- agree with the IPRC and recommend that the decision be implemented; or
- disagree with the IPRC and make recommendations to the Grand Erie District School Board about the student's identification, or placement, or both.

The appeal board will send its written recommendations and reasons to parents/caregivers and the school board. The school board has 30 days to decide on any action but does not have to accept the recommendations. Parents/caregivers can accept the board's decision or appeal to a Special Education Tribunal within 30 days by writing to the secretary. Details on applying to the tribunal are provided with the appeal board's decision.

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Do IPRC decisions get reviewed?

An IPRC review meeting (often called an annual review) will be held within the school year. Parents/caregivers can waive the annual review by providing written notice to the school principal.

After the student has been in a special education program for three months parents/caregivers can request a review IPRC meeting any time.

At an IPRC review meeting, the committee considers the same type of information that they originally considered. The IPRC will review the placement and identification decisions and decide whether they should be continued or if they should make a different decision.

The IPRC Process and Timeline

IPRC Meeting Requested	<i>(Within 15 days of request)</i> Principal sends parent/caregiver: ■ Acknowledgement of parent/caregiver request of IPRC (if appropriate) ■ Parent/Caregiver Guide to IPRC ■ Approximate date for IPRC meeting <i>(At least 10 days before meeting)</i> IPRC chair sends parent/caregiver (and student if over 16): ■ Notification of IPRC meeting ■ Details of the meeting (date, time, location) <i>(Before the meeting)</i> IPRC chair sends parent/caregiver (and student if over 16) information about the student received by the IPRC
IPRC Meeting	■ Student's strengths and needs will be discussed and documented ■ Decision about identification and placement will be made ■ Categories and definitions of exceptionalities will be identified ■ Recommendations about programs and services will be made ■ A statement of decision will be sent to relevant parties as soon as possible after the decision has been made
After IPRC Decision	Parent/Caregiver (and student over 16) may: ■ Agree and sign consent form ■ Make no response ■ Request further discussion, or ■ Disagree and file appeal with special education appeal board

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The IPRC Process and Timeline *Cont'd.*

After IPRC Decision <i>Cont'd.</i>	<i>(Within 30 school days of placement being implemented)</i> If parent/caregiver (and student over 16) agrees or makes no response: - School completes IEP; parent/caregiver and student over 16 receive copy <i>(Within 15 days of receipt of decision)</i> If parent/caregiver (or student over 16) requests further discussion: - Request for second meeting <i>(Within 30 days of receipt of initial IPRC decision)</i> If parent/caregiver (or student over 16) disagrees: - Parent/caregiver (or student over 16) files notice of appeal with secretary of the board
Second IPRC Meeting	As soon as possible after the meeting, notice of results will be sent to relevant persons, along with reasons for changes if there is a revised decision
After Second IPRC Meeting	Parent/Caregiver (or student over 16) may: - Sign consent form, or - Make no response (board then implements placement and develops IEP) <i>(Within 15 days of receipt of decision of the second meeting)</i> If the parent/caregiver (or student over 16) disagrees: - Parent/caregiver (or student over 16) files notice of appeal with secretary of the board of second meeting

What organizations are available to assist parents/caregivers?

Many organizations are available to provide information and support families. Parents/caregivers can consult with their local Special Education Advisory Committee (SEAC) or their child's school team to learn more.

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What are the Ministry's provincial and demonstration schools?

Provincial and Demonstration schools are operated by the Ministry of Education and provide education for elementary and secondary school students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, and/or who have severe learning disabilities. Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily. The following three Demonstration Schools provide education for students who have severe learning disabilities. Instruction at these schools is in English:

Amethyst Demonstration School 1515 Cheapside Street, London, ON N5V 3N9 (519) 453-4400	Trillium Demonstration School 347 Ontario Street South, Milton, ON L9T 3X9 (905) 878-2851 TTY: (905) 878-7195	Sagonaska Demonstration School 350 Dundas Street West, Belleville, ON K8P 1B2 (613) 967-2830
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The following four Provincial Schools in Ontario provide education for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind:

Ernest C. Drury School for the Deaf 255 Ontario Street South, Milton, ON L9T 2M5 (905) 878-2851 TTY: (905) 878-7195	Robarts School for the Deaf 1515 Cheapside Street, London, ON N5V 3N9 (519) 453-4400 TTY: (519) 453-4400
Sir James Whitney School for the Deaf 350 Dundas Street West, Belleville, ON K8P 1B2 (613) 967-2823 Toll free: 1-800-501-6240 TTY: (613) 967-2823	W. Ross MacDonald School for the Blind 350 Brant Avenue, Brantford, ON N3T 3J9 (519) 759-0730 Toll free: 1-866-618-9092

The Centre Jules-Léger, which functions as both a Provincial School and a Demonstration School, provides instruction for the Deaf in Langue des Signes Québécois (LSQ). All other instruction is in French.

Centre Jules-Léger Provincial and Demonstration School

281 Lanark Avenue, Ottawa, ON K1Z 6R8
Phone: (613) 761-9300 | TTY: (613) 761-9302

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References

- [Special Education in Ontario: Kindergarten to Grade 12: Policy and Resource Guide, 2017](#)
- [Grand Erie Special Education Plan](#)
- [Ontario Reg. 181/98: Identification and Placement of Exceptional Pupils](#)