

# Special Education IPRC Guide for Parents

Identification, Placement and Review Committee



Brant Haldimand Norfolk Catholic District School Board



## ACRONYMS RELATED TO SPECIAL EDUCATION

ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CCAC	Community Care Access Centre
CPRI	Child and Parent Resource Institute
DD	Developmental Disability
DHH	Deaf and Hard of Hearing
EA	Educational Assistant
FASD	Fetal Alcohol Spectrum Disorder
HI	Hearing Impaired
IBI	Intensive Behavioural Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
MID	Mild Intellectual Disability
OT	Occupational Therapist
PDD	Pervasive Developmental Disorder
PT	Physiotherapist
S-LP	Speech-Language Pathologist
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SERT	Special Education Resource Teacher





## Special Education IPRC Guide for Parents

As a Catholic learning community supporting each other in our faith journey, we provide academic excellence within a safe, Christ-centred environment while enabling all individuals to become life-long learners who make a positive contribution to society.

We value every student as an individual with unique strengths and needs. These strengths and needs will typically be met in regular classes in the home school with the support of teachers, staff and parents. Parents are partners in the education of their children and have significant involvement in the planning and implementation of programs. Parental input is always very important in making decisions concerning special education programming. This guide outlines the rights and duties of parents and the Board in the identification and placement of exceptional students.

The purpose of this guide is to provide parents with information about the IPRC (Identification, Placement and Review Committee) process, including identifying the pupil as 'exceptional'; deciding the pupil's placement and appealing such decisions if there is not agreement with the IPRC. If, after reading this guide, you require more information, please contact your child's Special Education Resource Teacher (SERT).

It is noted that in this guide reference to 'parent' includes parent and/or legal guardian of the pupil.

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## What is an exceptional pupil?

The term exceptional is used to describe a student who has extraordinary needs and may require special programming. The student's communication, intellectual, physical, behaviour or multiple exceptionality is such that he or she is considered to need placement in a special education program.

Categories of exceptionalities	
<b>Communication</b>	autism, learning disability, deaf and hard of hearing, language impairment, speech impairment
<b>Intellectual</b>	giftedness, mild intellectual disability, developmental disability
<b>Physical</b>	physical disability, blind and low vision
<b>Behaviour</b>	behaviour
<b>Multiple</b>	a combination of the above exceptionalities which require appropriate support services

## What is a special education program?

A special education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil

Special education services are the facilities and resources, including support personnel and equipment, that your child might need.

## What is an IEP?

Once a student has been identified as exceptional, an Individual Education Plan (IEP) must be developed in consultation with the parent. The IEP will include:

- Specific educational expectations
- An outline of the special education program and services that will be provided
- A statement about the methods by which the student's progress will be reviewed
- A transition plan outlining the pathway toward appropriate post secondary school activities, such as work, further education, and community living

The IEP must be completed within 30 instructional days after the student has been placed in the program, and the principal must ensure the parents receive a copy.





## What is an IPRC?

An Identification, Placement and Review Committee (IPRC) is a team of educators that identify exceptional student needs and make decisions on how to best meet those needs. Those needs might be met by providing extra help in the regular classroom, or the IPRC may recommend placement in a special class. The IPRC reviews each case annually.

The Committee is comprised of at least three people, one of whom must be a principal or a supervisory officer of the Board.

<b>At the school level</b>	
<i>Initial IPRC or Change of Designation</i>	<i>School Review</i>
<ul style="list-style-type: none"> <li>• Principal or Vice-Principal</li> <li>• Special Education Resource Teacher (SERT) (elementary) / Special Education Department Head (secondary)</li> <li>• System SERT or Student Achievement Leader-Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Principal or Vice-Principal</li> <li>• Special Education Resource Teacher (SERT) (elementary) / Special Education Department Head (secondary)</li> <li>• Classroom Teacher (elementary)/ Guidance Counsellor (secondary)</li> </ul>

<b>At the system level</b>	
<i>Initial System IPRC</i>	<i>System Review</i>
<ul style="list-style-type: none"> <li>• Student Achievement Leader-Special Education</li> <li>• Designated System Principal</li> <li>• System SERT</li> </ul>	<ul style="list-style-type: none"> <li>• Principal or Vice-Principal</li> <li>• Special Education Classroom Teacher</li> <li>• System SERT or Student Achievement Leader-Special Education</li> </ul>

## What is the role of the IPRC?

The IPRC will:

- Determine whether or not the student should be identified as exceptional
- Identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education, and in consideration of identification criteria approved by the Brant Haldimand Norfolk Catholic District School Board
- Decide on an appropriate placement (regular class or special class) for the student
- Review the identification and placement annually, or pursuant to parent request, after three months

An IPRC can make determinations of identification and placement only, and not of special education services or program.





## How is an IPRC meeting requested?

A pupil is referred to the IPRC in one of two ways:

- Upon written request from a parent, the principal will, within 15 days, refer a pupil to an IPRC and will provide the parent with a copy of this guide and a written statement of approximately when the meeting will occur
- Upon written notification to a parent, a principal may refer a pupil to an IPRC

## Who may attend the IPRC meeting?

Regulation 181/98 entitles:

- Parents and pupils, 16 years of age or older, to be present and participate in discussions and to be present when identification and placement decisions are made
- A parent representative - a person who may support the parent or speak on behalf of the parent and the student
- The principal of the student's school
- Other resource people such as the student's teacher, special education staff, board support staff or, at Board and/or parent request, the representative of an outside agency
- The parent may request the services of an interpreter through the principal

## What information will parents receive about the meeting?

At least 10 days prior to the meeting, parents will receive written notification of the meeting, including the date, time and location. Before the meeting occurs, parents will receive a written copy of any information about the student that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

Parents unable to attend the meeting on the date indicated may contact the school principal to:

- Arrange an alternative date or time
- Let the school know they will not be attending the meeting. As soon as possible after the meeting, the principal will forward to the parents, for consideration and signature, the IPRC's written statement of decision





## **What happens at the IPRC meeting?**

- The chair will introduce everyone and explain the purpose of the meeting
- The IPRC will review all available information about the student. The members will also consider results of assessments relevant to the student's education
- The committee may discuss any proposal that has been made about a special education program or special education service for the student
- The parent is 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 decision

## **What will the IPRC consider in making its placement decision?**

Before the IPRC can consider placing the student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- Meet the student's needs
- Be consistent with parent preference

If after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with parent preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides the student should be placed in a special education class, it must state the reasons in its written statement of decision.

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

The IPRC's written statement of decision will:

- State whether the IPRC has identified the student as exceptional
- Where the IPRC has identified the student as exceptional, include:
  - The categories and definitions of any exceptionalities identified
  - A description of the student's strengths and needs
  - The IPRC's placement decision
  - The IPRC's recommendations regarding special education programs and services, if any
- Give reasons for placing the student in a special education class, where that is the IPRC's decision





## **What happens after the IPRC has made its decision?**

- If in agreement with the IPRC decision, the parent will be asked to indicate this by signing the IPRC statement of decision
- Within 30 days of the IPRC decision, the principal will ensure that an Individual Education Plan is developed

## **What is an IPRC review?**

According to the legislation:

- A review of the IPRC meeting will be held each school year
- A parent may dispense with the annual review by providing the principal with written notice of the request (an IPRC annual review may not be waived for students in Grade 3, 6 or 8)
- A parent may request a review IPRC meeting any time after a student has been in a special education program for three months
- The review will consider the same types of information that were discussed at the original IPRC meeting. With written permission of the parent, the student's progress in relation to the IEP will also be considered, as well as any new information
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made

## **Can parents appeal a decision of the IPRC?**

Yes. Parents may appeal the IPRC decision if not in agreement with the:

- Identification of their child as an exceptional student
- Decision of the IPRC that their child is not an exceptional student
- Placement decision made by the IPRC

## **How do parents appeal an IPRC decision?**

The parent may, within 15 days of receipt of decision, request that the IPRC hold a second meeting to discuss concerns. If concerns have not been resolved following this second meeting, a notice of appeal may then be filed within 15 days to the Director of Education.

If parents do not consent to the IPRC decision, but do not appeal it, the Board will instruct the principal to implement the IPRC decision.







## **What is the appeal process?**

The notice of appeal must:

- Indicate the decision with which the parent disagrees
- Include a statement that sets out the reasons for disagreeing

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear the appeal. The appeal board will be composed of three different persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by the parent
- The chair of the appeal board will arrange a meeting at a convenient time and place, no later than 30 days after being selected as chairperson (unless parents and board provide written consent to a later date)
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute relevant information
- The parent, and the student if 16 years old or older, are entitled to be present at, and to participate in, all discussions

## **What decisions does an appeal board make?**

The appeal board must make its recommendation within three days of the meeting. It may:

- Agree with the IPRC and recommend that the decision be implemented
- Disagree with the IPRC and make a recommendation to the school board about the student's identification and/or placement

The appeal board will report its recommendations in writing to the parent and to the school board, providing reasons for the decision.

Within 30 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's recommendation).

The parent may accept the decision of the school board or may appeal further to a Special Education Tribunal. The parent may request a hearing by writing to the secretary of the tribunal at the Ministry of Education. Information about making an application to the tribunal will be included with the appeal board's decision.





## **What special education programs and services are provided by the Board?**

### **Elementary**

- Regular class with indirect support
- Regular class with resource assistance
- Regular class with withdrawal assistance
- Special education class with partial integration
- Special education class full time

### **Secondary**

- Regular class with indirect support
- Regular class with resource assistance
- Special education class with partial integration
- Special education class full time

### **Services provided at the school and/or Board level:**

ABA Program Lead

Behaviour Special Education Resource Teacher

Child and Youth Workers

Consulting Psychologist

Educational Assistants

Guidance Counsellors

Information Technology SERT

Itinerant Teacher of the Deaf and Hard of Hearing

Mental Health Lead

Orientation and Mobility Educational Assistant

Social Workers

Special Education Department Heads (Secondary Schools)

Special Education Resource Teachers

Speech-Language Pathologists

Student Achievement Consultant: eLearning

Student Achievement Lead: Special Education

Student Achievement Program Team

System Special Education Resource Teachers





## What other supports can be accessed?

ASD School Support Consultants (Hamilton Health Sciences)	Referral Process
Big Brothers Big Sisters of Grand Erie - Brantford & Brant	519 759 3222
Big Brothers Big Sisters of Grand Erie - Haldimand & Norfolk	519 426 3121
Child & Parent Resource Institute (CPRI)	519 858 2774
Contact Brant	519 758 8228
Contact Haldimand-Norfolk	519 587 2441
Family Counselling Centre of Brant	519 753 4173
Haldimand-Norfolk REACH	519 587 2441
Lansdowne Children's Centre	519 753 3153
St. Leonard's Community Services	519 759 8830
St. Leonard's Integrated Mental Health 24 Hour Crisis Service	519 759 7188
Woodview Mental Health & Autism Services	519 752 5308

## What organizations are available to assist parents?

Many organizations provide assistance to parents of exceptional students including:

- Association for Bright Children of Ontario
- Canadian Mental Health Association
- Canadian National Institute for the Blind
- Canadian Hearing Society
- Children's Aid Society of Haldimand and Norfolk
- Council for Exceptional Children
- Easter Seals Society
- Family and Children's Services (Brantford)
- Learning Disabilities Association of Ontario
- Ontario Association for Families with Children with Communication Disorders
- Parents for Children's Mental Health
- St. Leonard's Community Services
- Tourette Syndrome Association of Ontario
- VIEWES for the Visually Impaired
- VOICE for Hearing Impaired Children



## What are the Ministry's provincial and demonstration schools?

There are a number of provincial and demonstration schools throughout Ontario.

### Schools for students with severe Learning Disabilities

#### **Amethyst School**

1515 Cheapside Street  
London, ON N5V 3N9  
Phone: 519 453 4400

#### **Sagonaska School**

350 Dundas Street West  
Belleville, ON K8P 1B2  
Phone: 613 967 2830

#### **Centre Jules-Léger**

281 rue Lanark  
Ottawa, ON K1Z 6R8  
Phone: 866 390 3670  
TTY: 866 390 3671

#### **Trillium School**

347 Ontario Street South  
Milton, ON L9T 3X9  
Phone: 905 878 2851  
TTY: 905 878 7195

### Schools for students who are Deaf and Hard of Hearing

#### **Centre Jules-Léger**

281 rue Lanark  
Ottawa, ON K1Z 6R8  
Phone: 866 390 3670  
TTY: 866 390 3671

#### **Robarts School**

1515 Cheapside Street  
London, ON N5V 3N9  
Phone: 519 453 4400  
TTY: 519 453 4400

#### **Ernest C. Drury School**

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

#### **Sir James Whitney School**

350 Dundas Street West  
Belleville, ON K8P 1B2  
Phone: 800 501 6240  
TTY: 613 967 2823

### Schools for students who are Visually Impaired, Blind and Deafblind:

#### **Centre Jules-Léger**

281 rue Lanark  
Ottawa, ON K1Z 6R8  
Phone: 866 390 3670  
TTY: 866 390 3671

#### **W. Ross Macdonald School**

350 Brant Avenue  
Brantford, ON N3T 3J9  
Phone: 519 759 0730





## Definitions

### Accommodation

The term accommodation is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

Accommodations are provided to meet the specific needs of each individual student. A few examples of accommodations are: changing the length of time needed to complete an assignment/test, using assistive technology, altering the instructions to match a student's style of learning, or photocopying notes. Most students receiving accommodations are working on grade level expectations of the Ontario Curriculum.

### Modification

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

### Alternative Expectation

Alternative expectations are developed to help students acquire knowledge and skills not represented in the Ontario curriculum. Learning expectations in the areas of life skills, behaviour management, or orientation and mobility training for students who are blind or partially sighted are examples of alternative expectation areas.





## Contacts

Teacher(s): \_\_\_\_\_

School SERT/Special Education Department Head: \_\_\_\_\_

Other Relevant Staff: \_\_\_\_\_

Principal: \_\_\_\_\_

## Notes

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# BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

## Where can parents obtain additional information?

Additional information concerning procedures for educational assessments, special education programs and related services are available in the Brant Haldimand Norfolk Catholic District School Board's Special Education Plan. A copy of this plan is available for review by contacting your school principal or on the Board's website at [www.bhncdsb.ca](http://www.bhncdsb.ca), under '*Special Education*'.

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