# Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. The Individual Education Plan is used to document individual program expectations. Parents/guardians or the Principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. The provision of programs and services is not dependent on this process. To support parent/guardian’s understanding of the IPRC process, the Board has developed a resource called [Working Together](http://www.hdsb.ca/Downloads/WorkingTogetherBooklet.pdf) which can be found on the Board website.

**What is an IPRC?**

Regulation 181/98 requires that all School Boards shall establish Identification, Placement and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education programs and services.

Regulation 181/98 entitles parents/guardians and pupils 16 years of age or older:

* To be present at, and participate in, all committee discussions pertaining to the pupil;
* To have a representative present at an IPRC if so desired;
* To be present when the committee’s identification and placement decision is made;
* To initiate a request for an IPRC.

An IPRC is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the Board. The other members of the committee can be any other staff including other Principals, professional services staff or teachers. The purpose of the IPRC is to:

* Require and consider relevant assessment information in making a decision to identify and place a student;
* Formally identify and place students;
* Review the appropriateness of a student’s identification and placement at least once every school year unless the annual review is waived by parent/guardian or student and make changes, as appropriate;
* IPRC’s may also make recommendations as to programs and services (note: although they may discuss programs and services, IPRCs do not make decisions about delivery of programs and services). The principal, in consultation with the parent/guardian, may include recommendations as part of the student’s IEP.

##  Attendance at IPRC

Additional participants may also be in attendance but are not responsible for the decision making.

* The Halton District School Board encourages parents/guardians, and where appropriate students, to attend IPRC meetings. If parents/guardians are unable to attend an IPRC on the date scheduled they may:
1. Contact the school principal to arrange an alternative date or time; or
2. Advise the school principal that they will not be attending and give permission to proceed without them;
* A parent/student representative – that is, a person who may support you, or speak on behalf of you or your child;
* The Principal of the school the student attends;
* Resource staff such as the teacher, special educators, HDSB support staff, or the representative of an agency;
* An interpreter, if one is required due to a communication barrier (the services of an interpreter can be arranged through the Principal);
* The Coordinator of IPRC Process and/or the area IPRC secretary.

## Identification, Placement and Review Committee Process (IPRC) for Initial Identification and Placement of a Student

New identifications and recommendations for self-contained placements occur at an Area IPRC. Elementary IPRCs are generally held monthly in each of our three geographic areas (North, East, West). Secondary IPRCs are held every other month, or as required, for new identifications and placements across the district.

### What information will parents/guardians receive about the IPRC meeting?

At least 10 days in advance of the meeting, the rincipal, on behalf of the chair of the IPRC, will provide written notification of the meeting and an invitation to the parents/guardians to attend. This letter notifies parents/guardians of the date, time and place of the meeting, and it will ask them to indicate whether they will attend.

At least 10 days before the IPRC meeting occurs, the Principal or designate will send parents/guardians a copy of any information about their child that the Chair of the IPRC has received. This may include the results of assessments or a summary of information. If the parent/guardian has initiated the request for IPRC, the IPRC committee must receive the results of assessments at least 10 days in advance of the meeting.

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

Regulation 181/98 requires that, before the IPRC can consider placing a 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; and
* Be consistent with parental preferences

If, after considering all of the information presented including relevant assessment information, 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/guardian preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

### What happens at an “Initial” IPRC meeting?

The chairperson welcomes and introduces those present, and explains the purpose of the meeting. The IPRC members are clearly identified. The names of all IPRC participants are given to the parents/guardians in writing at the beginning of the meeting. When other personnel are present to provide additional information about the student’s strengths and needs or programs and services available in the Halton District School Board, their role will be described and they will be introduced.

Depending on who has initiated the IPRC, either the principal/SERT or the parent/guardian will explain to the committee the student's individual strengths and needs, the program accommodations and modifications to date and the recommendation for identification and placement. Parents/guardians, school personnel, and others in attendance are invited to provide further information. Based on all information available for consideration, the IPRC will make a decision regarding the identification and placement for the student.

The committee may identify a student as exceptional and recommend placement in the most appropriate setting. If the IPRC is not in agreement with the school or parental recommendation for identification or placement, the decision of the committee will be deferred. The school will then engage in additional problem solving at the School Resource Team and then return to the IPRC at the next available date. Parents/guardians will be provided with details and a timeline of when they should expect to return to IPRC.

### What happens following an initial IPRC?

The committee will send a written statement of its decision regarding identification and placement, along with any recommendations for programs and services, to the parents/guardians and the student 16 years of age or older. The referring school principal will also receive a copy of this statement. Parents/guardians or the student will be asked to sign a consent form for placement and return it to the Coordinator of IPRC Processes in the self-addressed envelope provided.

For students identified as exceptional, there must be an annual review of the student’s identification and placement unless the annual review is waived by parent/guardian or student.

## Identification, Placement and Review Committee (IPRC) Process for Reviewing the Identification and Placement of a Student

### What happens when it is time for an annual review meeting?

All students who are identified have their identification and the effectiveness of their placement reviewed annually at a School Resource Team (SRT) meeting. The recommendations of the SRT will then be brought forward to the Annual IPRC Review Meeting.

### Types of IPRC Review Committees

#### School-Based IPRC:

Parents/guardians wishing to exercise their right to attend a formal IPRC Annual Review meeting for students whose identification and placement does not change will be notified in writing by the principal of the date and time of a School-Based IPRC. In addition, Students for whom the School Resource Team has recommended demission from a Self-Contained class will be presented at a School-Based IPRC, providing the recommendation is consistent with the parent’s wishes.

Parents/guardians who are in agreement with the recommendation of the SRT may waive the requirement to hold an annual review IPRC meeting. Regulation 181/98, Part V section 21 subsection 4b, states that, where there are no changes to the identification or placement, a parent/guardian may waive the requirement to hold an IPRC by signing a waiver letter, agreeing with the SRT recommendations and then returning it to the principal at the student’s school.

#### Area IPRC:

As described above, students for whom the School Resource Team is recommending a new or different identification and/or entry into a Self-Contained class placement or whose parents/guardians disagree with an SRT recommendation or who have initiated the request for an IPRC will be referred to their Area IPRC.

### Parent/Guardian Request for a Review

A request by a parent/guardian for a review may be made at any time after the initial placement has been in effect for 3 months, but may not be more often than once in every three-month period. A request for a review, outside of the normal annual review process, must be provided in writing to the school principal. The principal will then request a spot on the next available IPRC agenda. Upon receipt of a parent/guardian request for a review, the principal will, within 15 calendar days, provide the parent/guardian with a written statement advising them of the date, time and location of the IPRC. The principal may request a review at any time, on written notice to a parent/guardian.

### Parents/Guardians Right to Reconvene the IPRC

A parent/guardian may request a subsequent meeting with the IPRC committee to discuss the decision of the committee. This must be done by writing to the principal within 15 calendar days of receiving the statement of decision letter from the IPRC. Should a parent/guardian disagree with the committee’s decision, various mechanisms are available to work towards an agreement. At the conclusion of the meeting, parents/guardians will be informed of options and timelines for resolving the disagreement.

#### Mediation

The parent/guardian may request, through the Coordinator of IPRC Processes, an opportunity to meet to attempt to resolve any outstanding issues. The Coordinator of IPRC Processes will consult with the Superintendent of Education, Student Services, to establish an opportunity for this to occur. In some cases it may be determined that a meeting of the parents/guardians and Board staff may be sufficient to settle any outstanding matters, while in other cases it may be necessary to engage the services of a mediator as a neutral third party.

The Ministry of Education has created an excellent resource called [Shared Solutions](http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html). This resource can be found on the Ministry of Education website and provides helpful strategies to support parents/guardians and school boards working together to prevent and resolve conflicts.

#### Appeal Process

Sections 26-31 of Regulation 181/98 outline the right of appeal, the process of appeal and mediation options. Parents/Guardians request an appeal by writing to the Director of Education stating the reason(s) for disagreement as being:

* The identification as exceptional; or
* The non-identification; and/or
* The placement.

A notice of appeal shall indicate the decision with which the parent/guardian disagrees and a statement that sets out their reasons for disagreeing.

An Appeal Board shall be established to hear the appeal. The Appeal Board has three members, who must not be members or employees of the Board or the Ministry, and who must not have had any prior involvement with the matter under appeal.

The Appeal Board shall be composed of:

* One member selected by the Board;
* One member selected by a parent/guardian of the student; and
* A Chair, selected jointly by the above members or, where those members cannot agree, by the appropriate District Manager of the Ministry.

Two members are to be appointed within 15 calendar days of receipt of the notice of appeal, and the Chair is appointed a maximum of 15 calendar days later. The Chair of the Appeal Board makes arrangements for the meeting, to be held within 30 calendar days after the Chair is selected (unless parents/guardians give written consent for the meeting to be held more than 30 calendar days after the Chair is selected).

### Role of the Appeal Board

The Chair of the Appeal Board will notify the parent/guardian of the meeting date and time, and invite them to attend. The Appeal Board will consider all opinions, views and information concerning the appeal from the parent, their representatives, and representatives of the Halton District School Board.

#### The Appeal Board:

* May agree with the IPRC and recommend that its decisions be implemented; or
* May disagree with the IPRC and make a recommendation to the Board about the student’s identification, placement or both.

The written decision of the Appeal Board will be sent to the parent/guardian, the Chair of the IPRC, the principal, and the Director of the Halton District School Board within 3 calendar days of the meeting. If the student is 18 years of age or older, the written decision will be sent to them instead of their parent/guardian. If the student if 16 years of age or older they will receive a copy of the written decision.

Within 30 calendar days of receiving the Appeal Board’s decision, the Director will submit it to the Halton District School Board, for acceptance or rejection, and inform the parent/guardian and the IPRC of the Halton Board’s decision. The parent/guardian will also be informed of the provisions regarding an appeal to a [Provincial Tribunal](http://www.sjto.gov.on.ca/oset/).

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| **Problem-Solving, Identification and Placement of Students** |
| **Monitoring of Student Progress**Parents/Guardians are regularly consulted and informed when their child is experiencing difficulty with their school experience. This monitoring is done in an ongoing manner, both informal (e.g. calls and notes home) and formal (e.g. case conferences, report cards), and can be communicated by the Teacher, SERT or Principal.  |  | **Gifted Screening**Students in SK are screened for gifted identification. A mass screening will occur in grade 4.  |
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| **Dialogue Between School and Parent/Guardian**Through the process of discussion, problem-solving and collaboration between the Teacher/SERT/Principal and parent, a clearer understanding of the child’s strengths and needs emerges. Programs, resources and strategies that will be used are identified and implemented. School requests additional support from Student Services and/or School Programs. If appropriate, a range of assessments can be conducted, with parental consent, to further aid in identifying student need. An individual education plan may be implemented. |  | **Dialogue Between School and Parent/Guardian**SERT or Principal contact parent/guardian to discuss the results of screening. On-going discussion begins, to develop an understanding of the implications of identification and the placement options. |
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|  | **Area Information School Visits**Presentations to parents/guardians and children identified as gifted on self-contained class option. |
| **Dialogue with Student Services**Contact should be made with the Instructional Program Leader as an additional resource. Consideration is given to the most appropriate Resource Support option in the Individual Education Plan including “Withdrawal Support”. |  |  |
| **School Resource Team**Parents/Guardians are strongly encouraged to attend and participate in the discussion of their student’s strengths and needs, to further problem-solve and to review the Individual Education Plan. The SRT may also develop identification and placement recommendations and request a meeting with the Identification, Placement and Review Committee. Where necessary, more than one School Resource Team process may be conducted to finalize recommendations.  |
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| When the recommendation is for Resource Support Placement, the process is as follows: |  | When the recommendation is for Self-Contained Placement, the process is as follows: |  | When the recommendation is for Self-Contained Placement for students identified as gifted, the process is as follows: |
|  |  |  |  |  |
|  |  | **Contact**Principal/SERT contacts IPL (Instructional Program Leader) and/or Senior Manager to inform them of the placement recommendation of SRT. |  |  |
|  |  |  |  |  |
|   |  | **Investigate**Area IPL (Instructional Program Leader) and/or Senior Manager investigate class location options based on the placement recommendations of the SRT and the parent/guardian location request form. “Sending” School Principal informed of most suitable location.  |  |  |
|  |  |  |  |  |
|  |  | **Class Visit**Parent/guardian is provided opportunity to visit the self contained class being considered. |  | **Class Visit**Individual Class visits to designated gifted classes conducted by area – North, East and West; if required. |
|  |  |  |  |  |
|  | **Confirmation**Parent/guardian confirms interest in placement or requests further discussion at SRT. Where parents/guardians confirm interest in placement, Principal/SERT confirms recommendation for Identification and Placement along with recommended location to Coordinator of IPRC Processes. |
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| **Identification, Placement and Review Committee**Parents/guardians invited to attend in order to participate in process for the Identification and Placement of their child. |
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|  | **Planning Transition Process**School and parents/guardians plan for a successful transition to the designated new class. |

### Students New to the Halton District School Board

Halton District School Board staff will review all data shared for students new to the Board. This will typically include assessments from other school boards or through other avenues such as outside agencies. Assessments undertaken by qualified medical practitioners in the province of Ontario are also recognized and considered on a student specific basis in conjunction with psycho-educational assessments where required. This information is used to determine how best to meet the student’s needs, including identification. Identification occurs through the IPRC process.

### Access to Special Education Classes

If the School Resource Team feels that a regular class placement with any of the three levels of Resource Support is not able to meet the student’s needs, it may recommend the IPRC consider changing the student’s placement to a Self-Contained – Partial Integration or Self-Contained – Full Time placement. Following this recommendation, parents/guardians will be asked to complete a Parent/Guardian Request for Self-Contained Class Location. The Principal will forward this on to the Instructional Program Leader responsible for that school.

Following the recommendation by SRT for a self-contained class, Board staff will recommend a class location taking into account input provided by parents/guardians on the Parent/Guardian Request for Self-Contained Class Location. This Location Form is not part of the referral process for students in Gifted classes or Community Pathways Programs, where the number of schools offering the classes are limited within each area of the board.  It is expected that the parents/guardians are fully involved in the transition planning process in all cases.Parents/guardians are invited to visit the recommended self-contained class. Following the visit, parents/guardians confirm their desire to proceed to IPRC or may request to return to SRT for further discussion. After the IPRC makes its decision regarding identification and placement of the student, an IEP is developed/updated to support the transition to the new class.

## As of June 30, 2018

## Identifications, Reviews, Waivers

|  | **Elementary** | **Secondary** |
| --- | --- | --- |
| Referrals for initial identification | 386 | 61 |
| Reviews including self-contained | 427 | 103 |
| Waivers including self-contained | 1,636 | 1,479 |

## Identified Pupils – Identification

Note: The Ministry of Education standard of showing “0” where n<6 has been applied to protect the privacy of students. An asterisk\* shows beside the 0 where, in fact there are 1-5 pupils who fall within this category.

| **Category of Exceptionality** | **Identification** | **Elementary** | **Secondary** |
| --- | --- | --- | --- |
| **Behaviour** | Behaviour | 64 | 36 |
| **Communication** | Autism | 216 | 195 |
|  | Deaf/Hard of Hearing | 0\* | 9 |
|  | Speech & Language Impairment | 16 | 40 |
|  | Language Impairment | 186 | 12 |
|  | Speech Impairment | 0\* | 0 |
|  | Learning Disability | 470 | 712 |
| **Intellectual** | Giftedness | 1,291 | 721 |
|  | Mild Intellectual Disability | 141 | 141 |
|  | Developmental Disability | 45 | 71 |
| **Physical** | Physical Disability | 8 | 30 |
|  | Blind/Low Vision | 0\* | 6 |
| **Multiple** | Multiple Exceptionalities | 0\* | 0\* |
|  | **TOTALS Identified:** | **2,447** | **1,973** |
|  | Non-identified (school based IEP) | 4,504 | 2,415 |
|  |  |  |  |
|  | **TOTALS: Identified & non-identified**  | **6,951** | **4,388** |

ed Pupils - Placements

| **Category of Placement** | **Placement** | **Elementary** | **Secondary** | **TOTALS** |
| --- | --- | --- | --- | --- |
| **Resource Support** | With Consultation  | 674 | 406 | **1,080** |
|  | With Resource Assistance  | 375 | 537 | **915** |
|  | With Withdrawal Assistance  | 66 | 204 | **270** |
| Resource Support  | Secondary Gifted Placement  |  | 529 | **529** |
| **TOTAL RS** |  |  |  |  |
|  |  |  |  |  |
| **Self-contained**  | Full Time  | 1,101 | 232 | **1,333** |
| **Self-contained**  | Partial Integration  | 229 | 67 | **296** |

## Appeals, Tribunals, Mediations

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| --- | --- | --- |
| Special Education Appeals | Tribunals | Mediation Processes |
| 0 | 0 | 0 |