



SPECIAL EDUCATION PLAN

SECTION 7: The IPRC Process and Appeals

THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

This section outlines the procedures for the Identification, Placement, and Review Committee (IPRC) process.

The Trillium Lakelands DSB Parent Guide to Special Education is contained in the Appendices of this plan.

BACKGROUND

When it becomes apparent that a student has significant special needs and that he or she may be an exceptional student who requires a special education program, the reasons for a referral to an IPRC should be carefully considered, and a referral to an IPRC discussed with parents.

TYPES OF IPRC'S

Types of IPRC Committees used.

Committee	Central	School Based with Central Representation	School Based Review
Guidelines	<ul style="list-style-type: none"> • Complex needs • Change of placement • Change of identification • Complex issues 	<ul style="list-style-type: none"> • Routine new students • Complex needs • Change of identification (only if directed to school level through intake process) 	<ul style="list-style-type: none"> • Routine reviews
Committee	<ul style="list-style-type: none"> • Superintendent or designate • Principal • Central staff member 	<ul style="list-style-type: none"> • School principal • Consultant or designate • School Resource teacher 	<ul style="list-style-type: none"> • Principal • School Resource teacher • Classroom teacher

RESPONSIBILITIES OF THE IPRC COMMITTEE

The purpose of the IPRC committee as outlined in the [Education Act](#) is:

- to identify the pupil as exceptional;
- to recommend placement.

The IPRC decision will include:

- the recommended placement;
- categories and definitions of exceptionalities identified by the committee;
- a description of the pupil's strengths and needs;
- recommendations regarding special education programs and services;
- the reasons for the decision if the committee has decided that the pupil should be placed in a special education program.

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REASONS TO CONSIDER REFERRAL TO IPRC

The following list of indicators should be used to determine possible IPRC referral:

- the student clearly has exceptional learning needs and/or an identified syndrome or condition;
- a significant level of programming support and modification is required;
- probability that significant support to the student will continue to be needed over an extended period of time;
- outside support services and agencies are involved and will likely continue to be involved;
- student was identified by previous Board;
- possible qualification for specialized funding;
- provincial school application is being considered (e.g., blind, deaf, etc.);
- specialized equipment is required to meet student needs;
- parent/principal request.

PARENT REQUEST FOR IPRC

In the event of a parent request, the following steps are recommended prior to the formal IPRC referral:

- parents are made aware of program and services presently provided to the student;
- a discussion regarding the purposes of formal identification takes place.

In the event of a written request by a parent to refer their child to an IPRC, the principal shall provide a written statement of approximately when the principal expects that a committee will meet for the first time to discuss the pupil. In determining this time, the principal will consider the interventions taken place to date, assessments that may be needed, and other services required. Principals will confer with the Superintendent of Special Education to determine a realistic time frame for an approximate IPRC date.

PARENTAL INVOLVEMENT AND INFORMING PARENTS

Parents must be informed at all stages of the process. In particular, written parental consent must be required before any formal assessment is undertaken. See "Parents Guide to Special Education" in the appendices of this plan.

INFORMATION REQUIRED BY THE COMMITTEE

Prior to referral to an IPRC, the following steps should be taken as appropriate:

- a student will be referred to the School Intervention Team;
- a number of in-school problem solving steps suggested by the School Intervention Team will have been taken in order to address the concerns;
- formal assessment regarding the specific area of concern has been completed;
- an IPRC notification letter is received by parents prior to IPRC and a copy is kept in the OSR;
- Parent Permission For Access to [Ontario Student Record](#) (OSR) Form has been completed;
- other forms of assessment i.e., medical, vision and hearing, psycho-educational, speech and language, should also be examined if requested by the IPRC.



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ANNUAL REVIEW

An IPRC review for each identified student will take place within each school year. The annual review focuses on the identification and placement of a student.

PARENTAL CONSENT FOR PLACEMENT

Following an IPRC, parental written consent (or student consent if 18 years and over) must be obtained. In special circumstances, if written consent of a parent of a student is not given, and a parent chooses not to appeal the decision of the committee, the Board, after 30 days, may direct the appropriate principal to place the exceptional student and to notify the parent of the action that has been taken [[Regulation 181 S 20 \(1\)](#)].

PARENT DISAGREEMENT WITH THE IPRC

If parents do not agree with either the identification or placement decision made by the IPRC, a written request may be made within 15 days of receipt of the decision, requesting that the IPRC hold a second meeting to discuss parent's concerns; or

If parents do not agree with the IPRC's identification of a child as exceptional or with the placement decision of the IPRC, parents may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of intention to appeal the decision to the Secretary of the Board. The notice of appeal must:

- indicate the decision with which the parent disagrees; and,
- 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 chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he/she has been selected (unless parents and board both 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 information about the matter under appeal.

The parent and child, if he/she is 16 years old or over, are entitled to be present and to participate in all discussions. The appeal board must make its recommendation within 3 days of the completion of the meeting. It may:

- agree with the IPRC and recommend that the decision be implemented; or,
- disagree with the IPRC and make a recommendation to the board about the child's identification, placement or both.

The appeal board will report its recommendations in writing, to the parents, the student (if he is 16 years old or over) and to the school board, providing the reasons for its recommendations. 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 (boards are not required to follow the appeal board recommendation). You may accept the decision of the school board, or may appeal to a [Special Education Tribunal](#).