

A Parents Guide to ...

Identification, Placement and Review Committee (IPRC)

Ontario's Education Act requires school boards to provide special education programs and services for children who need them.

School Boards are required to establish Identification, Placement, and Review Committees (IPRCs) in order to identify those students who need special education programs and services. These committees must have at least three people, one of whom must be a school principal or a Board supervisory officer. IPRCs follow a formal process governed by provincial law (Regulation 181/98).

The York Region District School Board is committed to student success. We recognize that students develop and learn in different ways, and that some students will require special education programs and services, tailored to meet their individual needs.

This Parent Guide explains how IPRCs identify students who need special educational programs, outlines your rights as a parent and describes how your involvement will help to make good educational decisions for your child.

The IPRC:

- decides whether a child should be identified as “exceptional”. (An exceptional pupil is defined as a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee);
- identifies the category and area of exceptionality;
- decides on an appropriate placement for the child who is identified as exceptional; and
- reviews the identification and placement at least once in each school year..

BEFORE THE IPRC

The school principal may refer a child to an IPRC if he/she and the child’s teacher believe the child would benefit from a special education program. You may also ask the principal of your child’s school to refer your child to the IPRC. The request must be in writing. The principal will give you a written response within 15 days of receiving your request, with an indication of when the IPRC will meet.

You will receive a letter inviting you to the IPRC meeting. It will include the date, time and location for the meeting. IPRCs may be held at your child’s school. You will receive this Letter of Invitation at least 10 days before the IPRC, along with a copy of this guide.

Ongoing discussion with the Special Education Resource Teacher (SERT) at your child’s school, well in advance of the IPRC meeting should take place with suggestions/recommendations to what placement would benefit your child’s strengths and needs. The brochure **A Communication Guide for Parents and Students**, found on the Board’s website www.yrdsb.edu.on.ca outlines strategies to enhance communication between school and home.

Parents unable to attend the meeting should:

- contact the principal of your child’s school to arrange an alternate date or time; or
- let the principal know that you cannot attend. The principal will contact you following the meeting to let you know the committee’s decisions, and will forward to you, for your consideration, a written statement about the IPRC’s decision concerning identification and placement.

Who attends an IPRC meeting?

The committee must have at least three people, one of whom must be a principal or a Board supervisory officer. Additional people may attend:

- you and your child (students are welcome to attend as appropriate; students 16 or over are entitled to attend and participate in discussions);
- the Principal of your child’s school;
- your child’s teacher and other resource people such as special education staff, Board support staff, or an agency representative who may provide further information or clarification;
- a representative who may support you or our child; and/or
- an interpreter, if required (provided by the school principal upon request).

What information will the IPRC consider?

Prior to the IPRC the school principal will ensure that the results of any assessments have been discussed with you. You will receive a written copy of any information about your child that the Chair of the IPRC has received such as assessment results or a summary of information. You may also provide information to the committee. If you choose, you can give your school principal, in advance of the IPRC, any written information you want the IPRC to review and consider.

DURING THE IPRC

The Chair of the IPRC will start the meeting by welcoming you and introducing the committee members to you. You will then have the opportunity to introduce yourself and your guests. The IPRC Chair will outline the purpose of the meeting. You will be encouraged to join in the discussion. The committee will:

- review all relevant information about your child;
- consider an educational assessment of your child;
- consider a health or psychological assessment of your child if required;
- interview your child (with parent consent if the child is under 16) if it is felt it would be beneficial to do so;
- consider any information you or your child (if over 16) submit; and
- discuss your child’s strengths and needs.

The committee may discuss any proposal made about a special education program or services for your child. Once all the information has been presented to the committee and considered, the IPRC will decide:

- a) if your child should be identified as exceptional. If yes, the committee must indicate the Category (denoted by an *) and Definition of exceptionality according to those provided by Ontario’s Ministry of Education:

*Behaviour

Behaviour

*Physical

Blind and Low Vision
Physical Disability

*Communication

Autism
Deaf & Hard of Hearing
Learning Disability
Language Impairment

*Intellectual

Developmental Disability
Giftedness
Mild Intellectual Disability

*Multiple Exceptionality

- b) the most appropriate “placement” for your child who has been identified as exceptional:

- Regular classroom with Indirect Service;
- Regular classroom with Resource Assistance;
- Regular classroom with Withdrawal Assistance;
- Partially Integrated (Community Class or Student Support Services class); or
- Fully Self-Contained special education class.

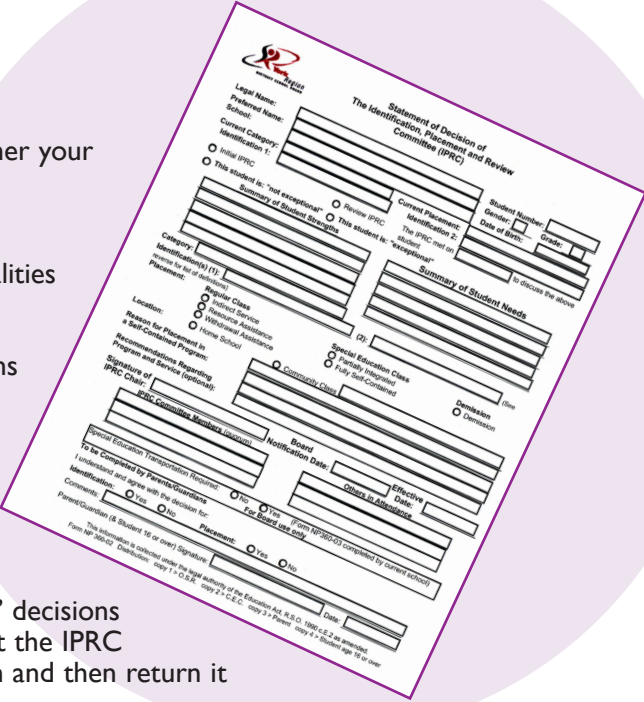


Preference is given to keeping a child in his/her home school with the appropriate program and service supports. If the committee decides that a special education placement is required, it will first consider whether placement in a regular class with appropriate special education support will best meet your child’s needs and whether such a placement is consistent with your wishes. If placement in a special education class is decided, the IPRC must cite 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 the IPRC’s **identification decision**; whether your child has been **identified as exceptional**;
- specify, where the IPRC has identified your child as exceptional;
 - the category and definition of the exceptionalities (according to the Ministry of Education) and;
 - your child’s strengths and needs;
- state the IPRC’s placement decision, and the reasons for placement in a special education class if that is the decision; and
- record recommendations made regarding special education program and special education services.



You will be asked to sign the IPRC *Statement of Decision*, indicating you agree with the “identification and placement” decisions made by the IPRC. You may sign the *Statement of Decision* at the IPRC meeting, or you may take it home for further consideration and then return it to your child’s school principal.

AFTER THE IPRC

If the IPRC has identified your child as exceptional and you have agreed with the IPRC identification and placement decision, the principal of the school where the special education program will be provided will be notified of the need to develop an Individual Education Plan (IEP) for your child.

The IEP for your child is developed by school staff in consultation with you. The IEP includes:

- an outline of the special education program and services that will be received;
- specific educational expectations;
- any necessary accommodations which refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable your child to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade;
- any necessary modifications to the curriculum which are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes in the curriculum may include a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations;
- a statement about the methods used to review progress; and
- a plan for transition to post-secondary school activities (e.g. work, further education, and community living) for students 14 and older.

The IEP must be completed within 30 school days after your child has been placed in the special education program. The principal will see that you receive a copy of the IEP as well as the brochure, an [IEP Guide for Parents](#) which outlines the purpose of the IEP, process and information about the IEP.

What if I do not agree with the IPRC's decision(s)?

You may ask to meet with the IPRC again. You must do so within 15 days of receiving the original IPRC decision. The purpose of this follow-up meeting is to review the decisions made by the IPRC in light of your concerns – or your child's concerns, if he or she is 16 years or older.

The meeting will be held as soon as possible after the request has been received. At this meeting, you will be able to explain your concerns to the committee. The committee will carefully listen and try to resolve your concerns. The IPRC will decide whether to change its decision(s) or not while you are present. If you remain dissatisfied, you may appeal the decision(s) of the IPRC.

How do I appeal an IPRC decision?

If you or your child (16 or older) disagree with the IPRC decision(s), you can:

- file a written notice of appeal to the Director/Secretary of the York Region District School Board, 60 Wellington St. W., Aurora, ON, L4G 3H2 within 30 days of the original receipt of the IPRC's decisions; or
- file a written notice of appeal to the address above within 15 days of receiving the second IPRC meeting decision to the Director/Secretary of the Board.

In your letter of appeal, you must state which of the IPRC decisions you are appealing and your reasons for disagreeing with the committee.

Who are the members of the appeal Board?

A special education appeal Board consists of three members, none of whom have had any prior involvement with the matter under appeal. The committee has:

- one member selected by the York Region District School Board;
- one member selected by you, the parents; and
- a Chair selected jointly by the other two members, or the appropriate district manager of the Ministry of Education, if the two members are unable to agree on the Chair.

What does the appeal Board do?

The Chair of the appeal Board will arrange a meeting of the appeal Board within 30 days of being selected. At this meeting, the appeal Board will receive and review the material reviewed by the IPRC and may interview anyone who may contribute information about the matter. You and your child (over the age of 16) will be invited to attend and participate in all discussions.

Within three days of the meeting ending, the appeal Board will make its recommendation(s). 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 your child's identification, placement or both.

The appeal Board will report its recommendations and reasons, in writing, to you and to the Board.

How are the appeal Board's recommendations implemented?

- The Board will decide what action to take with respect to the recommendations, within 30 days of receiving the appeal Board's written statement. (Please note: school boards are not required to follow the appeal Board recommendation)
- You can accept the Board's decision or appeal to a Special Education Tribunal by writing to the tribunal's secretary. Information about applying to the tribunal will be included with the appeal Board's decision.

How are Identification and Placements reviewed?

You may request a review, once your child has been in a special education program for three months. The review IPRC will review the original placement and identification decisions in light of new information and decide whether they should continue or whether a different decision is in order.

A review IPRC meeting will be held every school year.

- If your child is in a Community Class or there is a change in identification or placement, a formal IPRC will be held annually and you will receive a [Letter of Invitation](#) to the IPRC.
- If your child is not in a Community Class and the school recommends continuing with the current placement and identification, then you will receive a [Letter of Confirmation of Continued IPRC Identification and Placement](#) which allows parents the option of:
 - requesting a formal IPRC meeting; or
 - deciding not to meet if you feel your child is being well served by the current identification and placement.

What special education programs and services are provided?

The Board offers a full range of program options in special education for students of all exceptionalities. Program options include regular classroom settings with support in the class, and/or withdrawal from the classroom for instruction, or a special education partially-integrated class. Integration opportunities are provided for all students with special education needs. Student Services resource staff are available to support the development of quality programs for the student with special education needs.

For more information about special education services and programs, you can review the [Board's Special Education Plan](#), available online at the Board's website www.yrdsb.edu.on.ca, at your local school or by contacting:

- the principal of your child's school;
- your Superintendent of Schools; or
- Student Services::

York Region District School Board
Centre for Leadership and Learning
300 Harry Walker Parkway South,
Newmarket, ON L3Y 8E2
(905) 727-0022 or (416) 969-7170 ext. 3235

What organizations can assist parents?

Many organizations are available to provide information and support to parents of children with special education needs. For example, see the groups affiliated with the Special Education Advisory Committee.

Ministry Provincial and Demonstration Schools

The Ministry of Education operates Provincial and Demonstration schools throughout Ontario for students who are deaf, blind, deaf-blind, and severely learning disabled, as well as those with learning disabilities in association with Attention Deficit Hyperactivity Disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

Demonstration schools for English-speaking students with severe learning disabilities and learning disabilities in association with ADHD:

Sagonaska School
350 Dundas St. West
Belleville ON, K8P 1B2
Phone: (613) 967-2830

Amethyst School
1090 Highbury Ave.
London ON, N5Y 4V9
Phone: (519) 453-4408

Trillium School
347 Ontario St. South
Milton ON, L9T 3X9
Phone: (905) 878-8428

Schools for the Deaf

Ernest C. Drury School
255 Ontario Street South
Milton ON, L9T 2M5
Phone: (905) 878-2851
TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue
PO Box 7360, Station E
London ON, N5Y 4V9
Phone and TTY: (519) 453-4400

Sir James Whitney School
350 Dundas Str. West
Belleville ON, K8P 1B2
Phone and TTY: (613) 967-2823

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford ON, N3T 3J9
Phone: (519) 759-0730

Francophone School for the Deaf and those with Learning Disabilities:

Centre Jules-Leger
281 rue Lanark
Ottawa ON, K1Z 6R8
Phone: (613) 761-9300
TTY: (613) 761-9302 and 761-9304

Available in Braille, large Print or Audio cassette upon request

Working Together to Support Students with Special Education Needs

Under Ontario’s Education Act, every student with special education needs student is entitled to special education programs and services to meet his or her needs. In York Region, the Special Education Advisory Committee (SEAC) is a legally mandated committee of the Board and includes three appointed trustees. It plays a vital role in ensuring that students with special education needs receive appropriate educational services.

The SEAC may make recommendations to the Board concerning the establishment and development of special education programs and services. The SEAC also provides information, advice and assistance to parents and guardians whose children may require additional support.

Special Education is committed to:

- supporting a preventative approach in programming for students;
- providing the most enabling environments for all students with special education needs;
- providing a full continuum of service delivery options in response to student needs;
- providing resource staff to support the development of quality programs for students with special education needs;
 - the integration and inclusion of students with special education needs through meaningful participation and interaction with others in the school community;
- collaborative planning between special education resource and regular staff; and
 - monitoring and establishing partnerships.

You’re invited!

All parents and interested community residents are welcome to attend and observe our Special Education Advisory Committee meetings.
The SEAC usually meets the first Thursday of each month beginning at 7 p.m.
at
The Education Centre, Aurora,
60 Wellington Street West L4G 3H2 (on Wellington, just west of Yonge Street).
The meeting schedule is available on the Board website
www.yrdsb.edu.on.ca.

Need more information?

Want to know more about SEAC or the Board’s special education programs and services? Please phone:

Superintendent of Student Services
(416) 969-7170 or (905) 727-0022, ext. 3235
Principals of Student Services
(416) 969-7170 or (905) 727-0022, ext. 3219 or ext. 3460

Visit the Board’s website at www.yrdsb.edu.on.ca

If you require information about trustee representation, please contact
Audrey Ballard, Administrative Assistant,
Board & Trustee Services
(905) 727-0022, Ext. #2262, (905) 727-3984 (Fax)
audrey.ballard@yrdsb.edu.on.ca

YORK REGION DISTRICT SCHOOL BOARD SEAC Members – 2010-2014 PUBLIC LIST

If you require information regarding a specific representative for a SEAC Member, please contact
Audrey Ballard, Administrative Assistant,
Board & Trustee Services
(905) 727-0022, Ext. #2262, (905) 727-3984 (Fax)
audrey.ballard@yrdsb.edu.on.ca

Association for Bright Children - York Region North

c/o Association for Bright Children of Ontario
135 Brant Street, Oakville ON, L6K 2Z8
abcinfo@ontario.ca

Association for Bright Children – York Region South

c/o Association for Bright Children of Ontario
135 Brant Street, Oakville ON, L6K 2Z8
(647) 367-9455 (Bus.)
abcinfo@ontario.ca

Autism Ontario - York Region Chapter

11181 Yonge Street #215, Richmond Hill, ON, L4S 1L2
(905) 780-1590 (Bus.), www.autismontario.com/york
autismyork.eneews@gmail.com

The Canadian National Institute for the Blind

615 Davis Drive, Suite 200, Newmarket, ON, L3Y 2R2
(905) 898-6413, (905) 868-9572 (Fax), york@cnib.ca

Children's Treatment Network of Simcoe York (CTN)

13175 Yonge Street, Richmond Hill, ON, L4E 0G6
(905) 773-4779 (Bus.), (905) 773-7090 (Fax)
1-866-377-0286, info@ctn-simcoeyork.ca

Community Living Newmarket/Aurora District

757 Bogart Avenue, Newmarket ON, L3Y 2A7
(905) 898-3000 Ext. #247 (Bus.), (905) 898-6441 (Fax)

Community Living York South

101 Edward Avenue, Richmond Hill ON, L4C 5E5
(905) 884-9110 Ext. #267 (Bus.), (905) 737-3284 (Fax)

Down Syndrome Association of York Region

11705 Leslie Street, Suite 15-345, Newmarket ON, L3Y 3E3
(416) 866-5124 (Bus.)

Early Intervention Services of York Region

The Regional Municipality of York
50 High Tech Road, 4th Floor,
Richmond Hill ON, L4N 4B7
(905) 762-1282 Ext. #2787

Kinark Child & Family Services

24 Orchard Heights Blvd., Unit 101A, Aurora ON, L4G 6T5
(905) 713-0700 (Bus.), 1-800-230-8530,
(905) 713-0045 (Fax)

Learning Disabilities Association - York Region

11181 Yonge Street, Unit 221, Richmond Hill, ON, L4S 1L2
(905) 884-7933 Ext. #22 (Bus.), (905) 770-9377 (Fax)
info@ldayr.org

Learning Disabilities Association – York Region North

11181 Yonge Street, Unit #221, Richmond Hill, ON, L4S 1L2
(905) 884-7933 Ext. #21 (Bus.), (905) 770-9377 (Fax)

The Brain Injury Association of York Region

c/o Ontario Brain Injury Association & York Region Affiliate
P.O. Box 2338, St. Catharines ON, L2R 7R9
(905) 641-8877 (Bus.), 1-800-263-5404
(905) 641-0323 (Fax)

VOICE for Hearing Impaired Children

c/o 161 Eglinton Avenue East, Suite 704, Toronto, ON M4P 1J5
(905) 713-9810 (Res.)

York Support Services Network

25 Millard Avenue West, Newmarket, ON L3Y 7R6
1-866-275-9776 (Bus.), (905) 898-6455 Ext. #2240 (Bus.)
(905) 898-1171 (Fax)

STAFF REPRESENTATION

Superintendent of Student Services

Dr. Steven Reid
(905) 727-0022, Ext. #3235, steven.reid@yrdsb.edu.on.ca

Superintendent of Curriculum and Instructional Services

Dr. Kathy Witherow
(905) 727-0022, Ext. #3272, kathy.witherow@yrdsb.edu.on.ca

Principals of Student Services

Kate Diakiw
(905) 727-0022, Ext. #3219, kate.diakiw@yrdsb.edu.on.ca

Kim Tanaka

(905) 727-0022, Ext. #3460, kim.tanaka@yrdsb.edu.on.ca

Secondary Principal

Debra Conrad-Knight
debra.conradknight@yrdsb.edu.on.ca

Elementary Principal

Michael Cohen
michael.cohen@yrdsb.edu.on.ca

Administrative Assistant, Board & Trustee Services

Audrey Ballard
(905) 727-0022, Ext. #2262, (905) 727-3984 (Fax)
audrey.ballard@yrdsb.edu.on.ca

Note: Representation of 3 Trustees