

Section B - Standard 2

Identification, Placement, and Review Committee (IPRC) Process

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Identification, Placement, and Review Committee Process

For the school year 2024-2025 the Board held 214 formal identification, placement, and review committee (IPRC) meetings with respect to identification and placement. There were 1007 IPRC meetings to review the identification and placement.

Please see also [Standard 20 – Parent/Guardian Guide to Special Education](#).

What is an IPRC?

An IPRC is a legal committee of the Kawartha Pine Ridge District School Board (KPR). It is mandated under [Ontario Regulation 181/98: Identification and Placement of Exceptional Pupils](#) of the Education Act. An IPRC is composed of at least three people, one of whom must be the school principal or a supervisory officer of the Board. Parents/guardians are invited and encouraged to attend the meeting.

What is the role of the IPRC?

The committee will:

- decide whether or not a 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,
- decide an appropriate placement for the student, and
- review the identification and placement at least once in each school year.

Following is a list of placements available in KPR:

Placement	Description
A regular class with indirect support	The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
A regular class with resource assistance	The student is placed in the 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.
A regular class with withdrawal assistance	The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
A special education class with partial integration	The student is placed by the IPRC in a special education class (learning and life skills) where the student-teacher ratio conforms to the standards in R. R. O. Reg. 298: Operations of Schools – section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

Placement	Description
A full-time special education class	The student is placed by the IPRC in a special education class (primary communications class) where the student-teacher ratio conforms to R. R. O. Reg. 298: Operations of Schools for the entire school day.

Does the student need to be identified through the Identification, Placement and Review Committee (IPRC) process in order to have an IEP?

No. In KPR an identification through an IPRC meeting is not required for a student to have an Individual Education Plan (IEP) developed or to receive special education services. A student will have an IEP when there is sufficient ongoing assessment information to determine that it is needed in order to experience success.

Are there circumstances when a student would be considered for the IPRC process?

Yes. In KPR, these are the circumstances when a student would be considered for the IPRC process:

- the student has a developmental disability and is recommended for placement in a learning and life skills special education class,
- the student has communication needs and is recommended for placement in a primary communication class,
- the student is recommended for placement in a Provincial or Demonstration School,
- the parents/guardians have requested the IPRC meeting in writing to the principal and/or
- the school makes a recommendation to so.

How is an IPRC meeting requested?

The principal of the student's school:

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

Within 15 days of receiving a parent/guardian request, or giving notice, the principal must provide the parent/guardian with a copy of the Parent/Guardian Guide to an IPRC, and a written statement of approximately when the IPRC will meet.

The [Parent/Guardian Guide to Special Education Identification, Placement and Review Committee \(IPRC\)](#) is on KPR's external website under [Identification, Placement and Review Committee \(IPRC\)](#).

May parents/guardians attend the IPRC meeting?

Yes. As per, [Ontario Regulation 181/98: Identification and Placement of Exceptional Pupils](#) entitles parents/guardians and pupils 16 years of age or older:

- to be present at and participate in all committee discussions about the student, and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- The principal of the student's school will typically chair the IPRC meeting.
- Other resource staff such as the student's teacher, the Special Education Resource Teacher (SERT), central Board staff, or the representative of an agency, who may provide further information or clarification.
- A person who may support the parent/guardian and possibly speak on their or the student's behalf; it is recommended that parents/guardians opting to bring an advocate/support person choose a member of a relevant association.
- An interpreter, if one is required. (Parents/guardians may request the services of an interpreter through the principal of the school.).
- Students under 16 years of age may be invited to an IPRC meeting if they are of an appropriate age, and able to contribute to the process or benefit from it.

Who may request that additional people attend?

Either the parent/guardian or the principal of the school may make a request for the attendance of others at the IPRC meeting.

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

At least 10 days in advance of the meeting, the chair of the IPRC meeting will provide parents/guardians with written notification of the meeting and an invitation to attend as an important partner in considering the student's placement. This letter will notify of the date, time, and place of the meeting, and it will ask whether parents/guardians will be in attendance.

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

If parents/guardians are unable to make the scheduled meeting, they may:

- contact the school principal to arrange an alternative date or time, or
- inform the principal that they will not be attending, and
- as soon as possible after the meeting, the principal will forward the IPRCs Statement of Decision for parent/guardian consideration and signature.

What happens at an IPRC meeting?

The chairperson of the committee will introduce everyone, explain the purpose of the meeting, and encourage parents/guardians to participate fully in the discussions.

The chairperson will ask that a summary of all information be presented to the committee. The members will:

- consider an educational assessment of the student by their teachers,
- consider subject to the provisions of the [Health Care Consent Act, 1996, S.O. c.2, Sched.](#) A health or psychological assessment of the student conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision, and/or
- consider any information that parents/guardians submit about the student or that the student submits if they are 16 years of age or older.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss such proposal at the parent/guardian's request. Parents/guardians are invited to ask questions and to join in the discussion.

Following the discussion, after all the information has been presented and considered, the committee will make its decision. A placement decision will usually be made at the meeting. The chairperson will explain it carefully.

What will the IPRC consider in making its placement decision?

The IPRC must consider the students' strengths and needs. A regular classroom placement with appropriate special education services should be considered as the first option. Before recommending a placement the IPRC must decide whether the placement will:

- meet the students' needs, and
- be consistent with parent/guardian preferences.

Parents/guardians are encouraged to participate fully and make their choice(s) known. The IPRC should describe the nature of the special education classroom or regular classroom options. Options may include provincial or demonstration schools run by the Ministry of Education. The IPRC will look at all options and give reasons for their final choice.

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,
 - » the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education,
 - » the IPRC's description of the students' strengths and needs, and
 - » the IPRC's placement decision.
- the IPRC's recommendations regarding a special education program and special education services and

- where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

- If parents/guardians **agree** with the IPRC decision, they will be asked to indicate, by signing their name, that they agree with the identification and placement decisions made by the IPRC.
- If the IPRC has identified the student as an exceptional pupil and if the parent/guardians **agree** with the IPRC identification and placement decisions, the principal of the school at which the special education program is to be provided will ensure the development of an Individual Education Plan (IEP) for the student, if one is not already in place.
- If any additional information determined at the IPRC meeting needs to be added to the IEP already in place, the principal will facilitate this, also.

Once a student has been placed in a special education program, can the placement be reviewed?

- An annual review IPRC meeting will be held within each school year in KPR; parents/guardians can choose to attend or can dispense with their participation in the annual review.
- Parents/guardians may request a review IPRC meeting any time after the student has been in a special education placement for 3 months.

What does a review IPRC consider and decide?

- The IPRC conducting the review will consider the progress the student has made in relation to the IEP goals through an educational assessment. It will consider the same type of information that was originally considered by the IPRC, 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.

What can parents/guardians do if they disagree with the IPRC decision?

It is always the goal of KPR that parents/guardians and school staff are communicating effectively about students' strengths and needs, and what is required to reach their potential. However, we understand that there are times when there are different opinions on how that can be achieved, in spite of everyone's best efforts, and this can occur at an IPRC. Therefore:

- If parents/guardians **do not agree** with either the identification or the placement decision made by the IPRC, they may:
 - » o within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns, or
 - » o within 30 days of receipt of the decision, file a written notice of appeal with the Director of Education/Secretary of the Board, Kawartha Pine Ridge District School Board, 1994 Fisher Drive, Peterborough, ON K9J 6X6, including the
 - » decision with which they disagree (identification and/or placement) and the
 - » reasons why this is the case.

- If parents/guardians do not agree with the decision after the second meeting, they may file a notice of appeal within 15 days of the date of the decision.
- If parents/guardians do not consent to the IPRC decision, but do not appeal it, the principal will implement the IPRC decision.

What happens in the appeal process?

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 people who have no prior knowledge of the matter under appeal, one of whom is to be selected by the parents/guardians.
- 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 they have been selected (unless parents/guardians and the school board provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any people who may be able to contribute information about the matter under appeal.
- The parents/guardians, and the student, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendations within three days of the meeting's end. 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 student's identification or placement or both.
- The appeal board will report its recommendations, in writing, to the
- parents/guardians and to the Board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the Board will
- decide what action it will take with respect to the recommendations. Boards are not required to follow the appeal board recommendation.

Parents/guardians may accept the decision of the Board or they may appeal to the [Ontario Special Education Tribunal](#). Parents/guardians may request a hearing by writing to the Secretary of the Special Education Tribunal. Information about making