



FACT SHEET

IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE MEETINGS AND INDIVIDUAL EDUCATION PLANS

The Education Act mandates that school boards identify children with disabilities and determine what type of school placement and resources that would adequately support their learning. School Boards accomplish this by holding an Identification, Placement and Review Committee (IPRC) meeting. The process for holding these meetings is set out in a law called Regulation 181/98.

WHO IS AN 'EXCEPTIONAL' PUPIL AND WHAT IS AN IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)?

Children who are identified by an IPRC as having a need for accommodation in their education are called 'exceptional'. There are five main categories of exceptionalities:

- behaviour
- communication
- intellectual
- physical
- multiple (more than one exceptionality)

An IPRC is essentially a meeting at which members of the Committee decide whether a student is exceptional and what the placement of that student should be. Parents or the Principal can call an IPRC meeting or an IPRC review meeting. The IPRC decision can be changed over time as a child's strengths and needs change. Once it is determined that accommodations, special equipment or

assistance are needed, a child has a right to those supports under the Human Rights Code until it is determined that his or her needs have changed.

Parents have a number of rights during the IPRC process. They have the right to make submissions to the Committee about what they believe the IPRC decision should be, they have the right to give or refuse consent for medical assessments by a school as part of the IPRC process, and they have the right to appeal an IPRC decision.

It is common that IPRC's are done when children have been in school for several years. It is also common for IPRC's to be conducted for the first time in grade 3, although it can be done sooner. It is important to remember that a school is still required to provide supports and accommodations even if an IPRC meeting has not been initiated. At this early stage in a child's education, a parent may not know if there is a need for accommodations and what those may be.

Also every school board must develop a Parent Guide to provide more information about the school board's Special Education Plan and other information such as the IPRC and how to appeal certain decisions.

WHY AN IPRC?

Not all students with disabilities need an IPRC meeting. It depends on the child, their strengths and abilities, and the school.

Some benefits of the IPRC process:

- It provides a legal avenue to appeal a decision of identification or placement all the way to a tribunal called the Special Education Tribunal.
- Ensures that an Individual Education Plan (IEP) will be developed after 30 days of the start of the placement. An IEP is a plan that sets out what supports your child will need and the school is obligated to follow the plan.

PARENTAL AND STUDENT RIGHTS

Parents and students have a number of rights in the IPRC process. For example, by law when a parent requests an IPRC meeting, a school board must provide one. A principal can also call one if they feel it is necessary.

Parents also have the right to:

1. Receive any information the Committee is relying on to make its identification or placement decisions;
2. Make submissions and present evidence to the Committee about what the appropriate placement for their child is;
3. Make a proposal for a placement which the Committee must consider;
4. Appeal the decision of the Committee.

Students above the age of 16 also have the right to participate in IPRC discussions, to make their own submissions to the Committee or to make their own proposal with respect to placement.

OTHER LAWS

There are many other laws that schools must follow as well, such as Ontario's Human Rights Code and the Accessibility for Ontarians with Disabilities Act. It does not matter whether your child has had an IPRC meeting or whether they have been identified as exceptional; a school still has an obligation under the Human Rights Code to properly accommodate all of their unique disability related needs.

WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?

An Individual Education Plan (IEP) is a plan that is written by the school in consultation and in collaboration with the parents and child. The IEP sets out the learning expectations of the child and any accommodations and special education services that the child requires to meet those expectations.

Once an IPRC decides on placement and identification, and parents agree, the school is required to develop an IEP in collaboration with parents, and the student if possible.

Even if a student does not have an IPRC decision, an IEP may still be developed for them. In fact in many cases it is very important to have an IEP developed to ensure that both parents and schools are clear about the expectations for the student and the accommodations that will be provided.

IEP's should be reviewed regularly to ensure that they are up to date and are fully responsive to the needs of the student.

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