

<p style="text-align: center;">_____ First Nation</p> <p style="text-align: center;">Education Policy</p>	NO. 700 - 04
	PAGE 1 OF 9
<p>SUBJECT:</p> <p>Elementary Special Education – Identification, Placement Review Process (IPRC) and Appeals</p>	EFFECTIVE DATE:
	<p>APPROVAL DATE:</p> <p>Minutes: Council Motion:</p> <p>Year/Month:</p> <p>Reviewed:</p> <p>Revised:</p>

POLICY

It is the policy and vision of _____ First Nation Education Services Program to see each student reach their potential while attending _____ School. Through the administration of appropriate learning experiences that will address each student's unique strengths, needs and interests, all students can achieve educational success.

Rationale:

_____ Education Services follows the process outlined by Ontario Regulation 181/98 made under *The Education Act*:

- Regulation 181/98 requires that each Board establish one or more committee(s) for the Identification, Placement and Review of exceptional students.
- The following procedures are based on Regulation 181/98 and outline the process school principals are to follow.

REGULATIONS:

Committee Procedures

The Ministry of Education Regulation, 554/81, made under *The Education Act*, makes it mandatory that an Identification, Placement and Review Committee (IPRC) be held for the identification and/or placement of exceptional students. At least once a year, an IPRC shall be convened for a review of the placement of exceptional students.

An effective IPRC should incorporate the following features:

- The whole child should be considered: The IPRC considers the child from a holistic culturally appropriate interdisciplinary perspective along with his/her environment.
- Parents and teacher must be actively involved: The friendly but business-like tone of the meeting and the chairman's solicitation of participation make the parents and regular classroom teacher feel comfortable in contributing actively.
- School is well prepared: This involves ongoing communication with parents, sharing the expertise in the school, completing data collection on the student in question, systematic implementation of alternative programs and monitoring of previous interventions, and coming to the IPRC with a well thought-out recommendation.
- Jargon is avoided: Information should be discussed in clear English with as little jargon as possible.
- Careful discussion of placement options: There should be a careful discussion of the pros and cons of various placement alternatives by all parties involved.

Referral

How is a student referred to an IPRC?

The student may be referred by:
the parent; and/or;
the principal.

Identification, Placement and Review Committee (IPRC)

The Identification, Placement and Review Committee (IPRC) is a committee established by the Board to determine whether or not a student is

*What is the responsibility of an
Identification, Placement and Review Committee (IPRC)?*

- to determine whether or not a student is exceptional
- to recommend placement of an exceptional student
- to review the progress of exceptional students at least once a **year**
- to identify student needs

Who attends the IPRC Meeting?

- the IPRC (minimum 3 voting members)

Members

- the Chair (Supervisory Officer)
- resource teacher
- Principal or designate

DUTIES OF THE IPRC MEMBERS/RESOURCE PEOPLE

1. **Chair - Supervisory Officer**

- opening statement
- keeps meeting on track
- informs the committee as to the criteria necessary for identification as exceptional
- ensures that placement options are debated

2. **Principal or designate**

- assists in reviewing data presented
- summarizes learning and behavioural needs of the child
- participates in discussion regarding placement

3. **School Resource Teacher**

- prepares the necessary forms
- records minutes
- presents assessment data if any has been accumulated
- has thorough knowledge of needs of the student and data on which needs are based

4. **Resource People**

i) **Teacher**

- presents information about the student's program and progress
- is able to discuss learning strengths, needs and behavioural patterns of the student and data on which needs are based
- responds to questions

ii) **Parent**

- presents information about the student's needs
- responds to questions
- shares concerns and other pertinent information

iii) **Advocates**

- provide support to parent
- respond to questions
- shares concerns and other pertinent information

iv) **Agencies**

- present information about the student's program and progress
- are able to discuss learning strengths, needs and behavioural patterns of the student and data on which needs are based
- respond to questions

v) **Other Professionals/Support Staff**

- present information about the student's program and progress
- are able to discuss learning strengths, needs and behavioural patterns of the student and data on which needs are based
- respond to questions

Procedure

Chair

- welcome/introductions
- states purpose
- parent comment
- reviews case conference minutes and Action Plan/Individual Education Plan
- presents student profile which includes relevant data provided by the school staff, support staff, and appropriate community agencies
- strengths and needs discussed
- student may be interviewed (if under 16, parent permission required)
- committee questions
- decisions/recommendations made and minutes taken

Possible Outcomes

Student is declared exceptional. Recommendations for placement are made.

or

Student is declared not exceptional.

During the IPRC, the following information must be conveyed to parents, however, it is important to set an inviting atmosphere and not intimidate the parents.

Suggested Opening for IPRC

This Identification, Placement and Review Committee (IPRC) is a committee established by the Board to determine whether or not a student is exceptional as defined by the legislation and in what placement the exceptional student's needs may best be met.

The recommendations of the committee become part of a legal process. Should the student be declared exceptional, identification and placement will automatically be reviewed within 12 months and may be reviewed after 3 months upon written request of the parent or the chair of the IPRC. If there is disagreement with the determination of the IPRC, the parent may, within 15 days, request another IPRC .

RESPONSIBILITIES OF THE PRINCIPAL OR DESIGNATE:

PRIOR TO THE MEETING -

- informs parents/guardians, in writing Form SE-05 at least ten days in advance that a meeting is to be held
- ensures the return of the notice of meeting so meeting can convene - **Form SE-05**
- provides a copy of –Parents' Guide to Special Education

- ensures form **SE-13** consent to share information has been signed

FOLLOWING THE IPRC MEETING -

- informs parents/guardians of the decision of the committee - **Form SE-06**
- ensures the return of the written consent of the parent - **Form SE-06**
- if the parent disagrees with the decision, calls a second meeting within 15 days to discuss the concern
- ensures that copies of Forms **SE-05, SE-06** are received by the parent/guardian, Board, and are placed and recorded in the documentation file in the school OSR .

NECESSARY DATA TO BE CONSIDERED BY AN IPRC

ASSESSMENT

New Identification

Assessments as outlined in the specific exceptionality per the Ministry guidelines must be obtained in order to identify a student. A professional diagnosis must be made by the relevant professional.

Components of the educational assessment should include teacher observations, results of formal and informal teacher tests, diagnostic and achievement data, and parent observations.

Classroom teacher's observations and student's work.

If a health and/or psychological assessment are required by the IPRC:

- written permission of the parent must be obtained **SE-03**;
- health assessments must be conducted by a legally qualified medical practitioner;
- psychological assessments must be conducted or supervised by a registered psychologist

NOTE

The IPRC may interview the parent and shall, with consent of the parent, interview pupils under 16 years of age to ensure parental and pupil participation in the making of any determination. Pupils over 16 years do not need parental consent.

The identification of the pupil as exceptional or not exceptional is determined by the IPRC based on the needs of the pupil as delineated through the assessment process.

Where the committee identifies the pupil as not exceptional, the written statement of this determination, in accordance with the regulation, shall be forwarded to the parent. Where the committee identifies the pupil as an exceptional pupil, a placement must be recommended.

PLACEMENT

Placement in any special education setting must allow for a special education program and any special education services deemed necessary to meet the identified needs of the exceptional student.

Once the needs of the exceptional student have been determined by an IPRC, a recommendation is made from the assessment data with respect to the appropriate educational placement for the student.

NOTE:

For the placement of a student in a system based program or an alternative program beyond the education programs offered by _____ Education Services, he/she must be identified in need of such a program by _____ Education Committee.

NOTE:

The determination of the pupil as exceptional or not exceptional and the recommendation for placement of an exceptional pupil shall be forwarded, in writing, to the parent and to the principal.

Prior to the actual placement of the pupil in a special education program, the written consent of the parent shall be obtained.

Where, after 30 days from the date of the written notification of the committee, the parent fails to respond to the IPRCs determination, and has not given notice of appeal, and has not initiated other proceedings, the principal may place the exceptional pupil as recommended by the committee and to notify the parent of the action that has taken place.

NOTE:

If there is a disagreement between the parents and the members of the committee in regard to the identification and placement, the chairperson should recess proceedings and defer the concern to the _____ Education Committee.

REVIEW

The placement of an exceptional student shall be reviewed:

- (a) Where a Board provides a special education program or services to an exceptional student, the parent shall be advised, in writing, of any review, notices, and discussions to take place at the IPRC level.
- (b) At least once every twelve months, an IPRC shall review the placement of each exceptional student.
- (c) Any time after the placement has been in effect for three months, a parent may apply in writing, to the Principal/ Program Manager, for the review by a committee, of the placement of an exceptional student.
- (d) The placement of an exceptional student may not be changed without prior notification, in writing. Following a discussion of the proposed change between the IPRC and the parent, written consent must be given to the change by the parent.
- (e) The intent of the review process is to determine if the placement is still appropriate.
- (f) If a parent of an exceptional student who is the subject of a review so requests, in writing, the committee shall within fifteen days of the receipt of the request meet with the parent to discuss the report.
- (g) The parent, in writing, may waive the yearly IPRC review. However, _____ Education Services may still request a review.

APPEALS

A parent has the right to appeal the decision of an IPRC with respect to identification and/or placement of an exceptional pupil.

What happens in the appeal process?

The appeal process involves the following steps:

_____ Education Services will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons. The two Council Portfolios and one elder from the community.

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 or she has been selected unless parents and the _____ Education Committee both provide written consent to a later date.

The Appeal Board will receive the material reviewed by the IPRC and may interview any person who may be able to contribute information about the matter under appeal.

The parent and child are entitled to be present at, and to participate in, all discussions.

The Appeal Board must make its recommendation within 3 days of the meeting ending. It may:

- agree with the IPRC and recommend that the decision be implemented; or
- disagree with the IPRC and make a recommendation to _____ Education Services Principal/ Program Manager about the child's identification, placement, or both.

The Appeal Board will report its recommendations in writing, to the parent and to the _____ Education Principal/ Program Manager, providing the reasons for its recommendations.

PROCEDURE

The appeal procedure is an extension of the guarantee of the involvement and the rights of parents and students, as initiated by the IPRC process.

A parent of a pupil who disagrees with

- a) the identification of the pupil as an exceptional pupil;
 - b) the decision that the pupil is not an exceptional pupil; or
 - c) the placement of the pupil as an exceptional pupil;
- may, within 15 days of receipt of the decision, request the IPRC hold a second meeting to discuss their concerns; or
 - within 30 days of receipt of the decision, file a notice of appeal with the _____ Education Services Program.

The notice of appeal must:

- indicate the decision with which the parents/guardians disagree; and
- include a statement that sets out the parent/guardians reasons for disagreeing.

An exceptional pupil shall not be placed in a special education program without the written consent of a parent of the pupil.

Where a parent of an exceptional pupil,

- a) refuses or fails to consent to the placement recommended by a committee and to give notice of appeal under Section 4; and
- b) has not instituted proceedings in respect of the determinations of the committee within thirty days of the date of the written statement prepared by the committee.

The _____ Education Services may direct the Principal/ Program Manager to place the exceptional pupil as recommended by the Committee and to notify a parent of the pupil of the action that has been taken.