

**NAVIGATION IN SCHOOL IPRCs
(IDENTIFICATION PLACEMENT
AND REVIEW COMMITTEE) TO
BROADEN SUPPORT SERVICES IN
A BOUNTY WORTHY WAY**

By: Dr. Danielle Hyles

What Is An IPRC?

- IPRC stands for Identification Placement and Review Committee. In Ontario, some students with special needs are formally identified as exceptional by an Identification Placement and Review Committee (IPRC), which is made up of at least three people, one of whom must be a principal or superintendent.
- In Ontario, some students with special needs are formally identified as

What Does the IPRC Do?

- The Committee decides if a student meets the criteria for one of the twelve recognized exceptionalities, reflected in the individual school board's special education plan.
- The IPRC also determines the appropriate educational placement for the student's needs. The identification and placement are reassessed every year.

JOURNEY THROUGH SPECIAL EDUCATION

Need Identified

Realizing there is a learning need that is not being met, by teacher, student, or parent

Collect and share data in advance when possible. Helpful examples include psychoeducational assessments, reports, and behaviour logs



START

Identification, Placement, and Review Committee (IPRC) Request

Make a written request

Within 15 days, will receive: written notice of approximate date of the IPRC meeting, and school board's guide to special education



IPRC Meeting

Identification and Placement decision is made

Participants: minimum of three school staff including Principal and/or Superintendent, Parent(s), students 16+, and support person/friend



If you disagree with the IPRC decision, you can appeal

Placement

- Regular class with either indirect support, resource assistance, or withdrawal assistance, or
- Special education class with partial integration or
- Full-time special education class

Student will be placed in a regular class, except when this will not meet their learning needs

Identification

Categories of exceptionalities:

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple



Individual Education Plan (IEP)

Sets out specific learning expectations and outline of educational services



SPECIAL EDUCATION

Decide whether or not your child should be identified as exceptional (usually based on a professional assessment or report).

Identify the areas of your child's exceptionality (type of disability).

Decide an appropriate classroom placement (regular class or special education class).

Review the identification and placement at least once each school year.

Understanding the IPRC...

Identification, Placement and Review Committee

I P P R C



What is an I.P.R.C. and how does it help your child access supports at school?

- Within 15 days of receiving the original IPRC decision, request to meet again. Explain the concerns.
- If cannot be resolved, within 30 days of receiving the original IPRC decision file a written notice of appeal to the Director/Secretary of the school board, or within 15 days of receiving the second IPRC decision.

**Identification, Placement and Review of Students
with Special Education Needs**

Review of community school programs
(summary of attempted interventions)

Review of assessment data (may include)

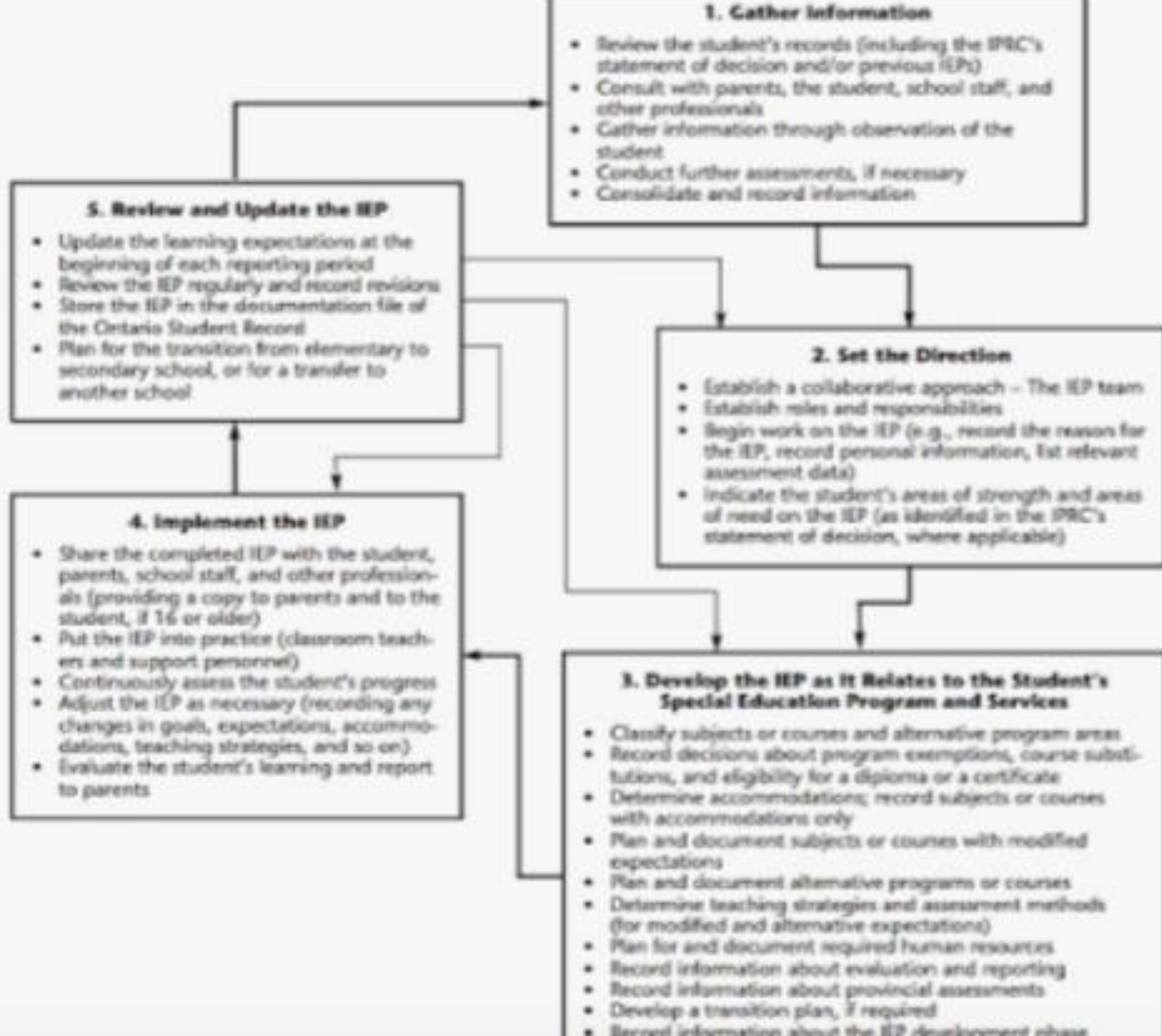
- Educational assessment
- Psychological assessment
- Social work assessment
- Speech/language assessment
- Medical/background information

Parent(s)/guardian(s)
Post assessment discussion

IPRC

- Identification of exceptionality
- Statement of strengths/needs
- Recommended placement

Recommended program
(school-based/system-based)



Black Is Beautiful



The term **IPRC** in Ontario refers to the **Identification, Placement, and Review Committee** process used in the special education system, which determines if a student is exceptional and requires special education programs or services. It is not a specific program or committee solely for "visible minorities." [🔗](#)

However, reports and studies by the [Ontario Human Rights Commission](#) (OHRC) and academic institutions have indicated a **disproportionate representation of racial minority students, particularly Black students, in certain special education categories** (specifically behaviour and special needs classes), and a disproportionate impact of school discipline policies on these groups. [🔗](#)

The IPRC Process and Equity Concerns

- **Purpose of IPRC:** The IPRC is a formal committee required by the Ontario *Education Act* to identify students as "exceptional" (based on categories like behavioural, communication, intellectual, physical, or multiple exceptionalities) and determine the most appropriate educational placement to meet their needs.
- **Access and Rights:** Parents/guardians have the right to request an IPRC meeting in writing to their school principal, and the principal must comply with this request.
- **Equity Issues:** The concern is not a specific IPRC for visible minorities, but rather that existing IPRC processes and special education placements may be applied inequitably. The OHRC has noted that systemic biases can lead to the overrepresentation of minority students in special education programs, potentially denying them access to the education they require to succeed. 

Resources for Advocacy

If you are a parent or guardian of a visible minority student in Ontario and have concerns about the IPRC process, special education identification, or potential discrimination, the following resources can provide support and information:

- **Ontario Human Rights Commission (OHRC):** Provides policies and guidelines on accessible education and anti-discrimination in schools. You can find information on their website: [Ontario Human Rights Commission](#).
 - **Justice for Children and Youth (JFCY):** Offers legal information and support for young people and their families regarding education rights.
 - **Your School Board:** School boards are required to have equity and inclusive education strategies. You can find information and contacts for your specific school board's special education department, such as the [Toronto District School Board Special Education website](#).
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- **Learning Disabilities Association of Ontario (LDAO):** Offers a parents' guide to the IPRC and IEP processes, and workshops on navigating the education system: [LDAO Parent's Guide](#). 

These organizations can help you understand your rights, navigate the process, and advocate for an equitable outcome for your child. 

The Visible Minority Population with a Disability in Canada:

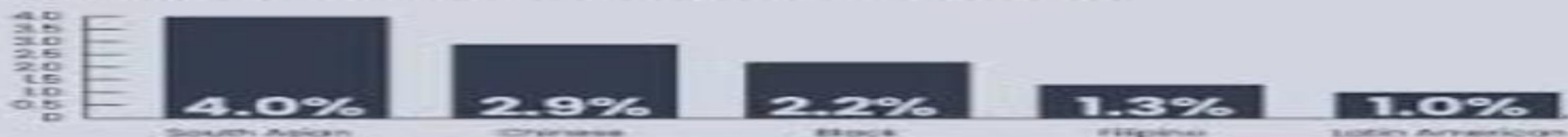
Employment and Education



Among Canadians aged 15 years and older with a disability,

14.3% are a member of a group designated as a visible minority.

Breakdown by select visible minority group:



Visible minorities with a disability by sex and age group:

13.9%
Men

14.5%
Women

15.4%
15 to 34 years

13.7%
35 to 64 years

14.5%
65 years and older

Among visible minorities with a disability aged 25 to 64 years:



49.9%
have work potential¹



33.9%
have a bachelor's degree or higher



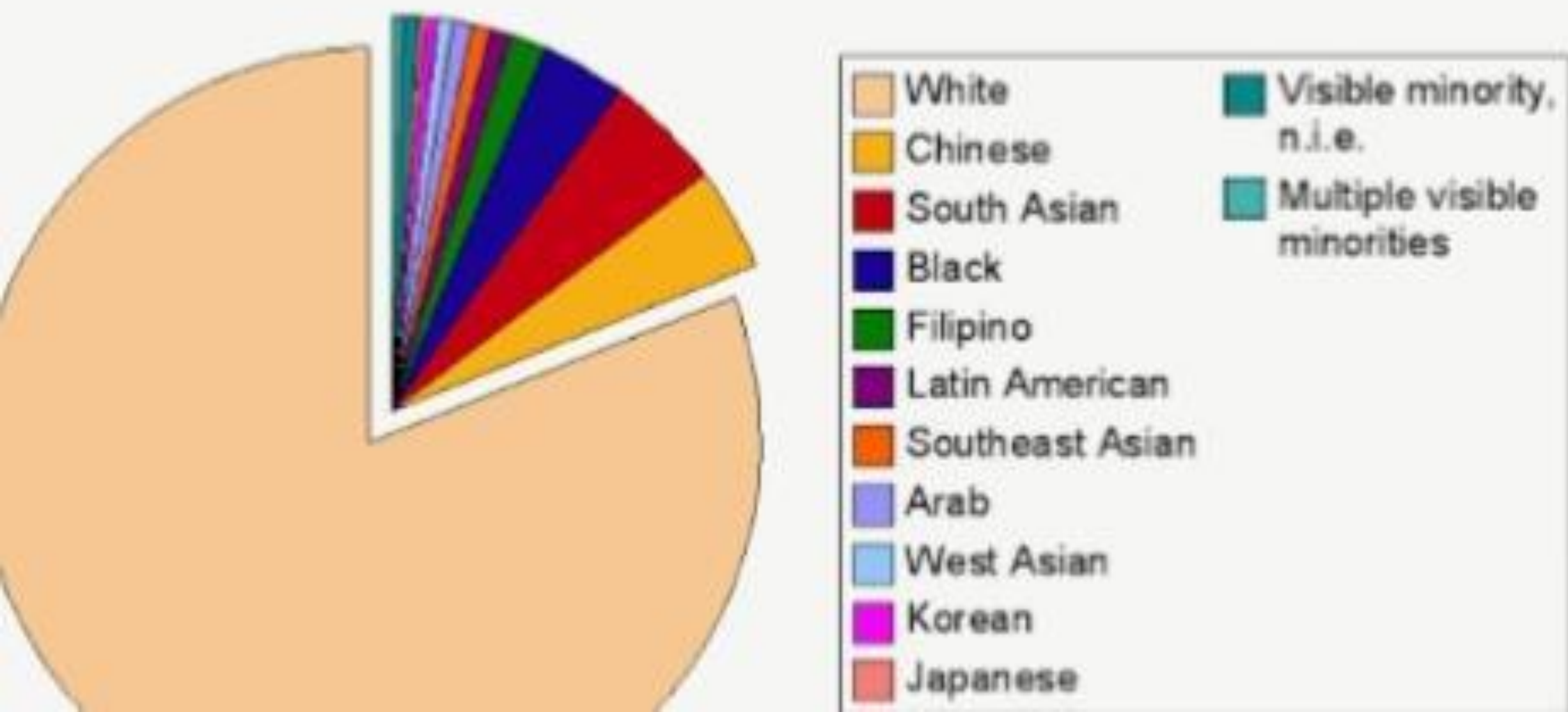
25.2%
of those who were employed consider themselves to be disadvantaged in employment because of their condition



32.4%
of employees said their work does not give them the opportunity to use all their education, skills or work experience

¹ Work potential describes non-employed persons with disabilities aged 25 to 64 years, not currently working who might be able to enter paid employment, given inclusive labour market without discrimination, with full accessibility and accommodation.
 Source: The Canadian Survey on Disability covers Canadians aged 15 years and older who experience limitations in their daily activities because of a long-term condition or health-related problem.
 The Employment Equity Act defines visible minorities as "persons, other than Aboriginal peoples, who are non-Canadian or have a non-white or colour."
 Source: Statistics Canada, Canadian Survey on Disability, 2007

Visible Minorities of Ontario



Human Rights First:

A plan for belonging in Ontario



Strengthen collaborative relationships and partnerships



Vision

An inclusive society where human rights are a lived reality and where all people are valued and treated with dignity and respect, feel a sense of belonging, and take responsibility for promoting and protecting human rights

Values

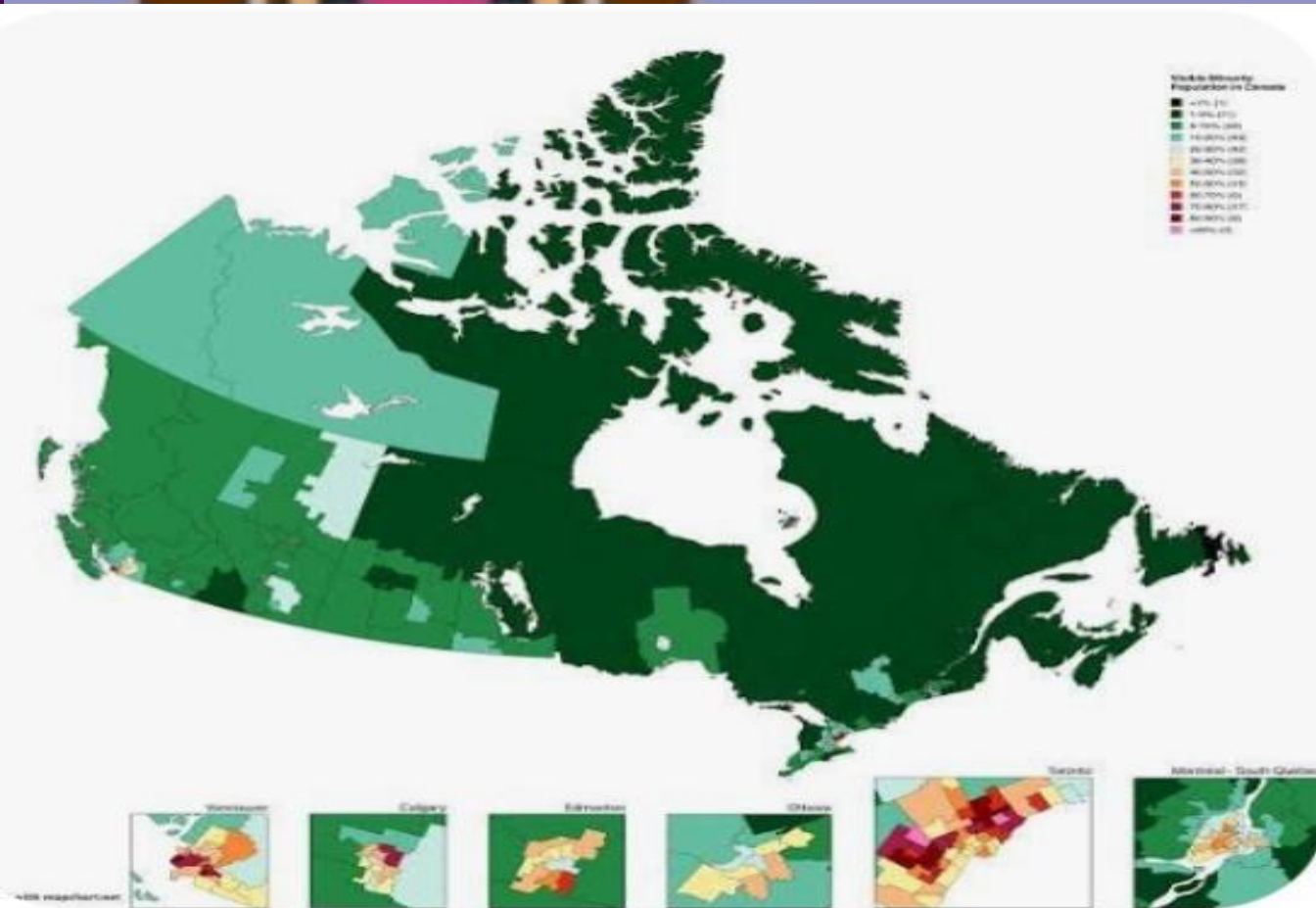
- Social justice
- Relationships
- Collaboration
- Integrity
- Accountability

Mission

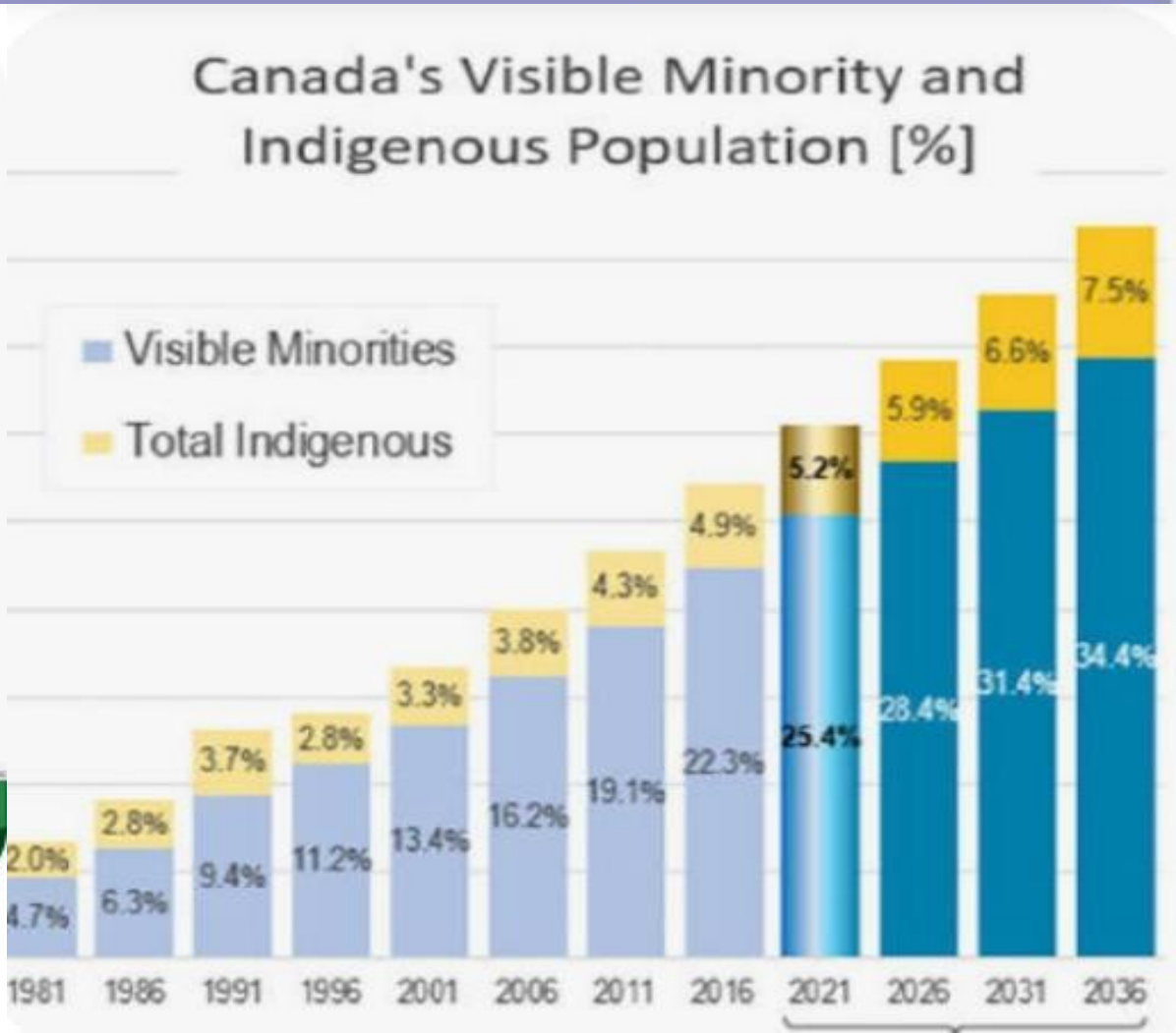
To create a climate of understanding and mutual respect for the dignity of all people by promoting and protecting human rights in Ontario and addressing systemic discrimination



Ontario Human Rights Commission
Commission des droits de la personne
Ontario



Visible Minority Population in...







APPEALS AFTER THE IPRC MEETING

If you disagree with an IPRC decision

Within 15 days, make a written (email, typed, or handwritten) request to the principal to ask for a second IPRC meeting to review your concerns; or

Within 30 days, write to the secretary of the school board explaining why you disagree with the decision and to ask for an appeal to the Special Education Appeal Board (SEAB)



START

Second IPRC Meeting (Review)

After the meeting, the second IPRC will either agree with the first IPRC decision or change the decision. If you disagree with the second decision, you can appeal to the SEAB.

IPRCs are reviewed regularly; you can also ask for a review after the student has been in a special education program for at least three months

Special Education Appeal Board (SEAB)

This is a formal review process with a three person panel organized by the school board; parents choose one of the panel members.

The SEAB will review the documents related to the IPRC decision (including the decision).

If you have new and/or more complete expert information, you can ask the SEAB to consider it. The SEAB will host a meeting, also called a hearing, to consider the appeal.

School staff, parents, students 16+, and their representatives (if any) are usually at the SEAB hearing.



Special Education Tribunal (SET)

This is a formal process.

SET may dismiss the appeal, grant the appeal and set aside the identification and/or placement, or make changes to the identification and/or placement.

The school board usually has a lawyer and parents can also have a lawyer.

The SET decision will be made in writing, and is final.



SEAB Decision

Parents, students 16+, and the school board will receive a written statement of the recommendations.

The school board must decide whether to accept some, all, or none of the recommendations within 30 days.

If you disagree with the outcome, you can appeal to the SET within 30 days of receiving the school board's decisions.



IPRC appeals are about the identification and Placement only.

Disagreements about the Individual Education Plan (IEP) cannot be appealed. But if you have serious concerns about the IEP not meeting a student's needs you might be able to use human rights law options- e.g. complaint to the Human Rights Tribunal of Ontario.

See IEP pamphlet for further information.

See the complete guide

See the complete guide for students and caregivers- Special Education in Ontario: A guide for students and caregivers available at www.jfcy.org/specialeducation

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COMPONENTS

of an Individualized Education Plan



PRESENT LEVELS OF PERFORMANCE (PLAAFP Statement)

Reflects a student's current academic and functional performance based on objective data from assessments and progress monitoring

Statement of GOALS

Measurable annual academic and functional goals that flow from the PLAAFP statement; students taking alternate assessments require benchmarks or short-term objectives

EDUCATIONAL PROGRESS

Explains how and when progress toward achieving these goals will be reported

Statement of RELATED SERVICES

Describes services provided by persons other than the Intervention Specialist (Speech and Language, OT, PT, etc.)

SUPPLEMENTARY AIDS AND SERVICES

Indicates special aids a student requires in both academic and extracurricular settings

Statement of SPECIAL EDUCATION NEEDS

Refers to any instructional strategies a student receives outside of typical classroom instruction



MODIFICATIONS

Changes to the curriculum a student requires to access and demonstrate learning and function throughout the school environment



ACCOMMODATIONS

Special supports a student needs to learn new material, demonstrate learning and function in all aspects of school life

Description of SERVICE DELIVERY

Explains how and when services included in the learner's IEP will be delivered



Statement of LEAST RESTRICTIVE ENVIRONMENT

Describes the extent to which the student will or will not participate in regular classes and in extracurricular activities

TESTING PLACEMENT

Determines whether a student takes state and districtwide tests, with or without accommodations, or takes an alternate assessment

Statement of TRANSITION

Beginning at age 14, mandatory inclusion of a student's transition service needs in the IEP; beginning at age 16, measurable transition goals based on an assessment of the learner's interests and training/support needs

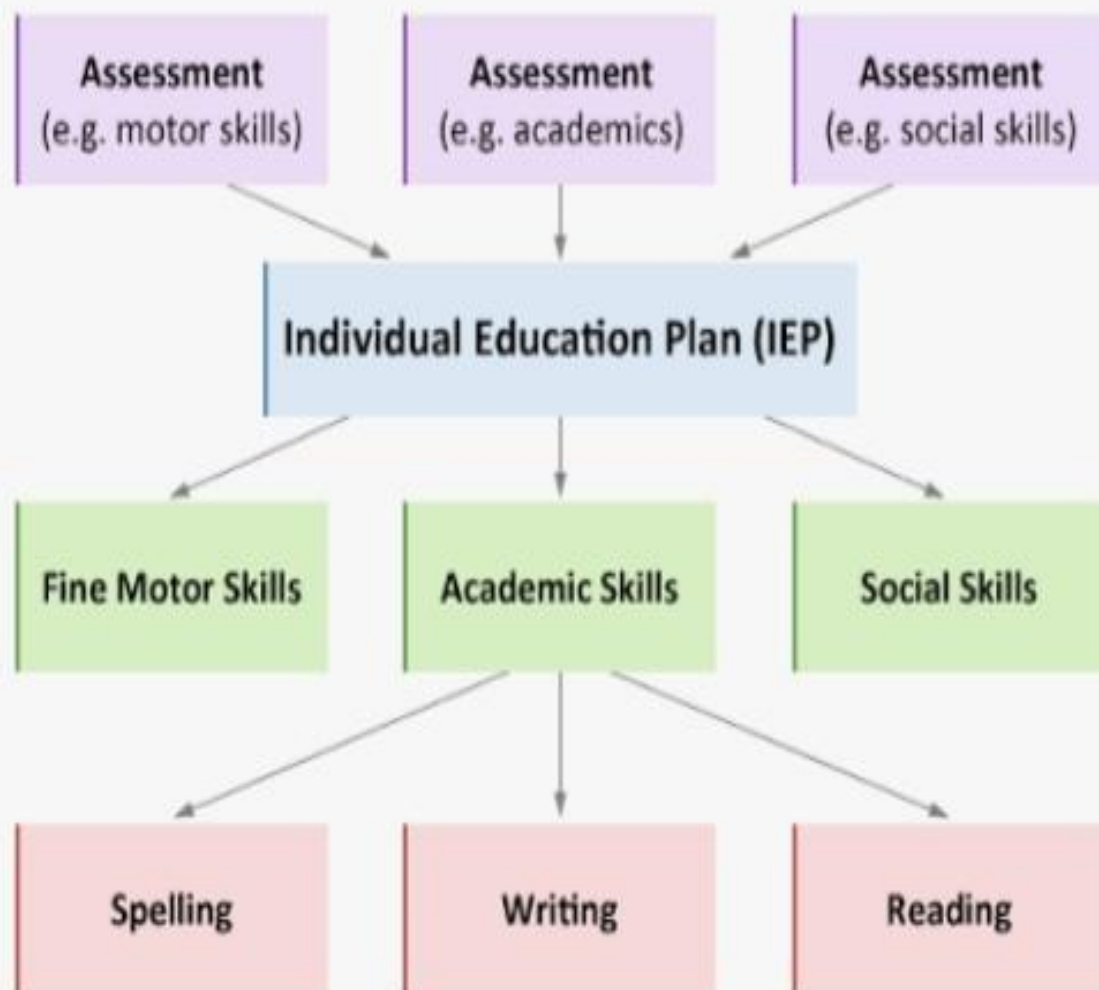
RIGHTS TRANSITION

A mandatory statement one year before age of majority, informing the student that their rights are transferring to them





IEP is broken down into different categories



Individual Education Plans (IEP)

Broken Down Letter Recognition Programme

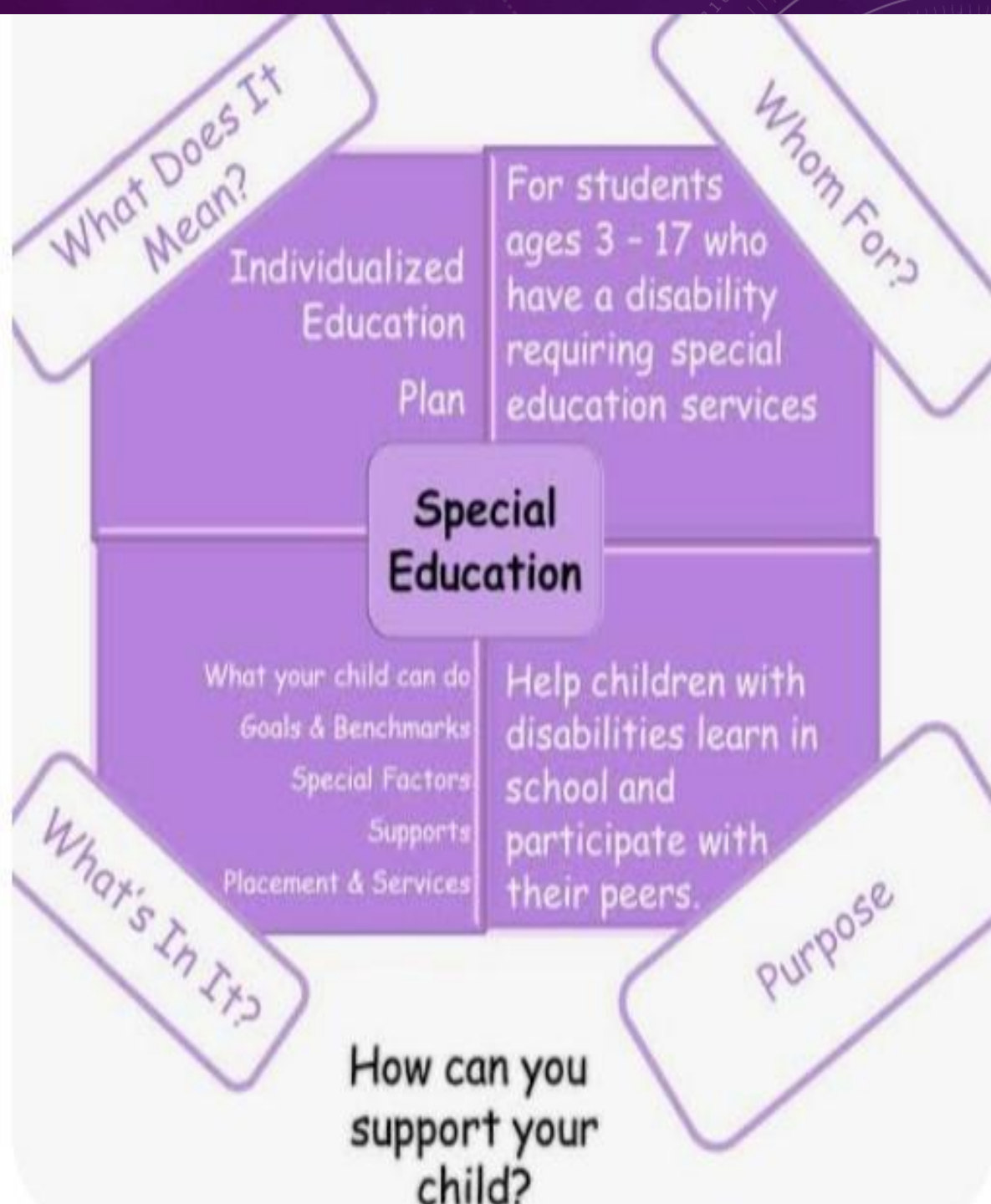


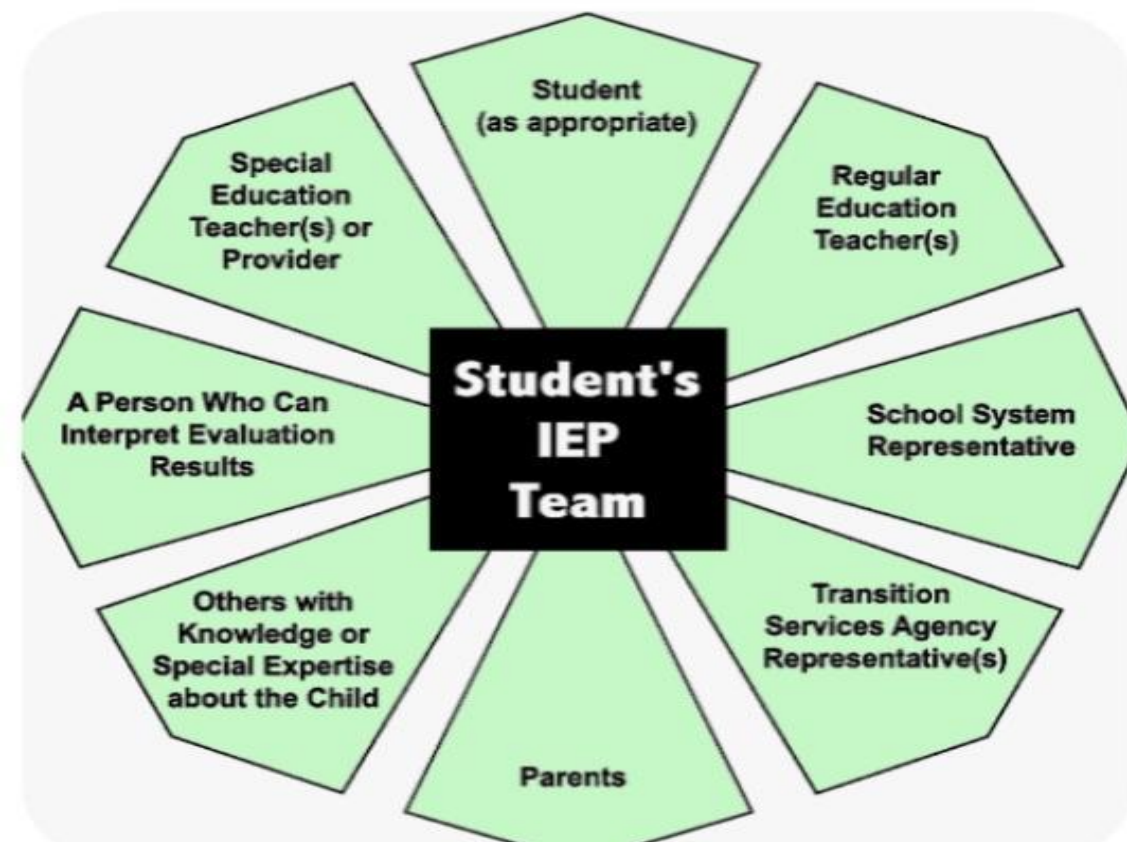
Who makes an IEP?



*This is a general graphic and not meant to be an exhaustive list of everyone that may be present. IEP requirements can vary from state to state and district to district

5 TIPS FOR REVIEWING THE IEP





IEP		504 Plan
Falls under the Individuals with Disabilities Education Act (IDEA)		Falls under Section 504 of the Rehabilitation Act of 1973
For students aged 3-21. May or may not carry over into accommodations for college or postsecondary programs		For students aged 3-22. May or may not carry over into accommodations for college or postsecondary programs
Provides individualized special education and related services to meet a student's unique needs		Provides a blueprint for how the school will provide support and remove barriers for a student with a disability
Has a narrower definition of a disability		Has a broader definition of a disability
Provides postsecondary transition services		Provides postsecondary transition services

IEP Meaning

IEP, noun.

Individualized Education Program: IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324



IEP MEANING

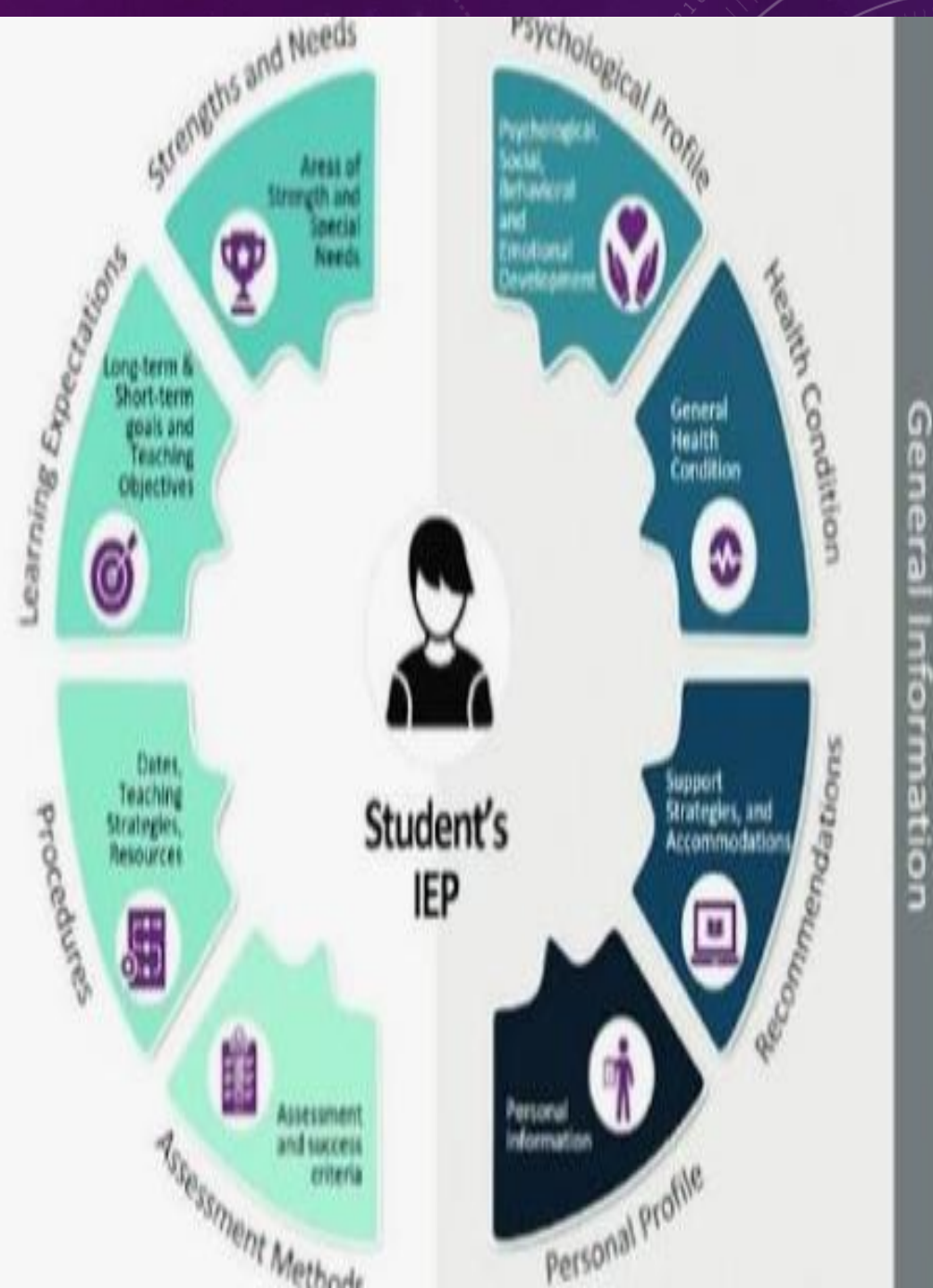


IEP stands for:

INDIVIDUALIZED EDUCATION PROGRAM

- An IEP is a legally binding document assigned to a student with a disability that impacts their ability to learn while at school
- The purpose of an IEP is to provide learning accommodations that empower the student to benefit from their time spent at school

Plan Specific Information



Unlocking the Mystery of IEPs

What You Need to Know!

What is an IEP?

An IEP is an Individualized Education Program. It's a legal document that outlines the educational goals and accommodations for students with disabilities.



Who needs an IEP?

Students who have been identified as having a disability that affects their ability to learn and participate in school may be eligible for an IEP.



What's included in an IEP?

Students who have been identified as having a disability that affects their ability to learn and participate in school may be eligible for an IEP.

Why is an IEP important?

Students who have been identified as having a disability that affects their ability to learn and participate in school may be eligible for an IEP.

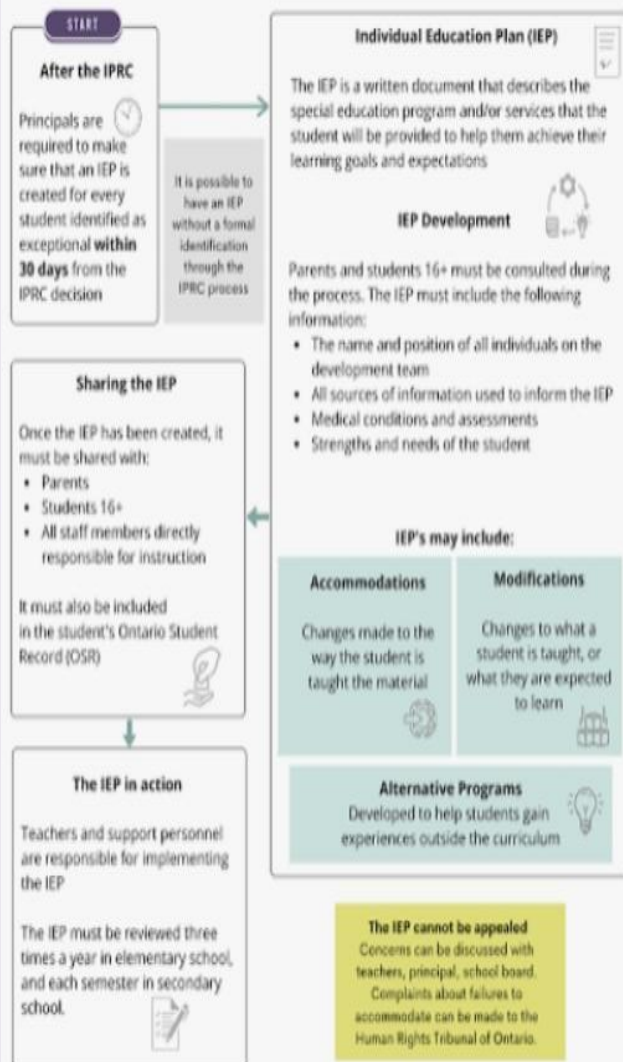


Now you know the IEP meaning!" - Understanding the IEP process can help students and their families advocate for their rights and ensure they receive the education they deserve.



ESL.COM

THE INDIVIDUAL EDUCATION PLAN (IEP) PROCESS



THE INDIVIDUAL EDUCATION PLAN (IEP)

What is an IEP?

'IEP' stands for: Individualized Education Program (IEP) which is a personalized plan that is designed to meet the specific educational needs of students with disabilities as defined by the 13 official categories of IEP disabilities, and are identified as being in need of special education. The purpose of an IEP is to ensure that these students receive appropriate support, services, and accommodations in order to access and participate in their education.



IEP MEANING



IEP stands for:

INDIVIDUALIZED EDUCATION PROGRAM

- An IEP is a legally binding document assigned to a student with a disability that impacts their ability to learn while at school
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Who writes the IEP?

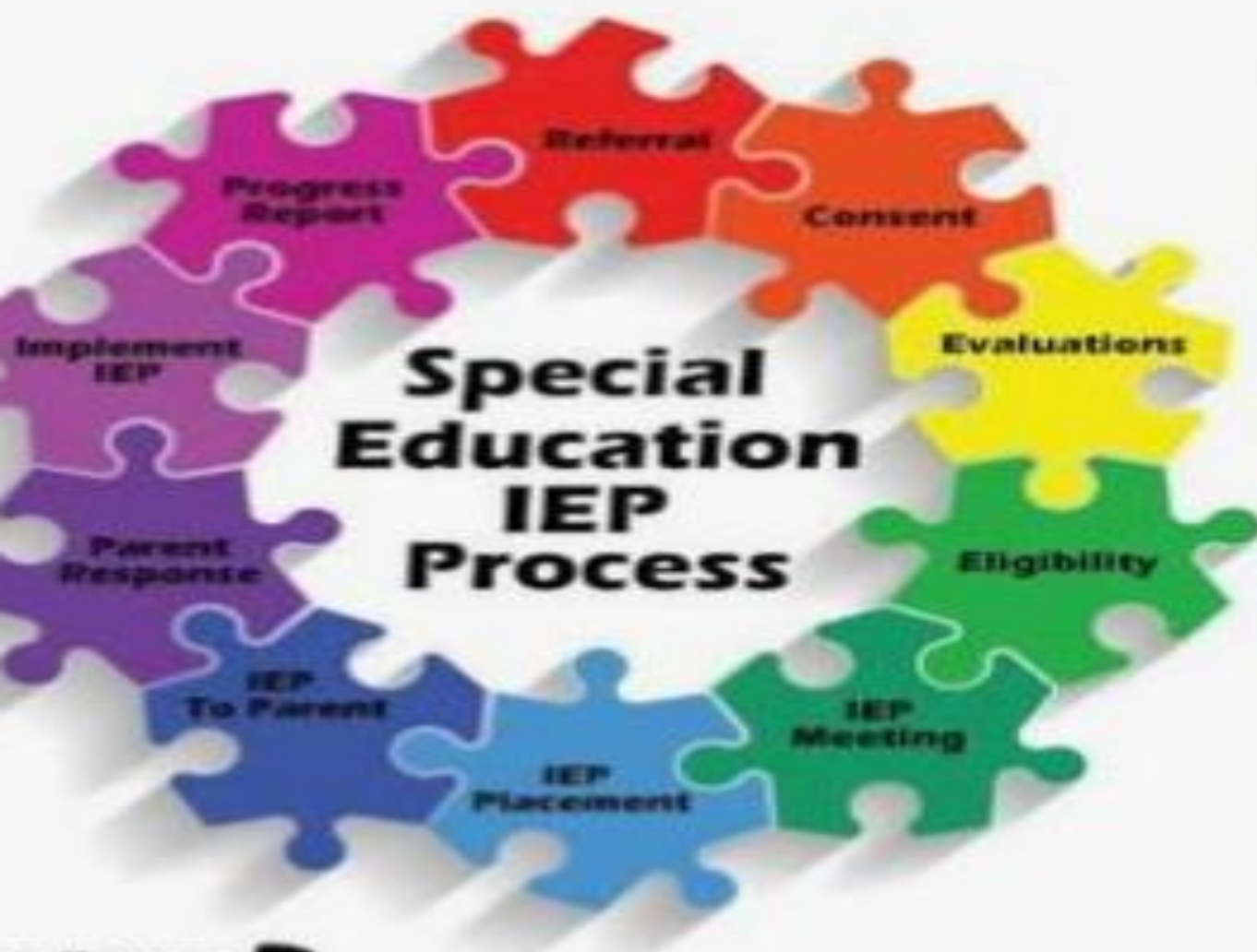
The case manager, typically the special education teacher, with the collaboration of the IEP team

Who Gets an IEP?

Students who have a disability that affects their ability to learn in a classroom setting

Learn more at [modernteacher.ca](https://www.modernteacher.ca)

What Is an IEP Meeting? A...



Referral - May be made by any source, including child study committee, school staff, parent(s), or other individuals. School can't refuse a request.

Consent - School has 5 school days to send written consent form to parent(s) upon referral receipt.

Evaluations - In all areas related to suspected disability. Psych eval is not required unless requested by parent(s). Evaluations must be completed within 30 school days of the parent(s) written consent. Parent(s) have the right to receive all evaluation reports 2 days prior to the TEAM meeting. Parent(s) must request in writing for school for reports in order to receive them in advance of the meeting. Reevaluations are held every 3 years.

Eligibility - 3 Questions - Must be YES to ALL. 1. Does the child have a disability? What type? 2. Is the child NOT making effective progress in school due to the disability? 3. Does the child require specialized instruction to make effective progress? Mass Law only requires related services to qualify for spec. instruction.

IEP Meeting - Within 45 school days of parental consent. TEAM must meet to discuss IEP. Requested to meet annually; any further IEP meeting requests for the TEAM to meet are voluntary.

IEP Placement - The TEAM decides and determines placement.

IEP To Parent - Parent(s) must be provided with service grid and summary at the close of the meeting and report a full IEP report within 2 calendar weeks (unless parent request for 3-5 days).

Parent Response - Parent(s) have 30 calendar days to request if first IEP, accept to get immediate services. Reject accommodations if you feel the IEP is missing any accommodations. Data must drive removal of services. If TEAM decides the child is not eligible parents can reject, "try put" and request evidence or independent eval to prove need no longer exists.

Implement IEP - Immediate implementation upon parent(s) consent.

Progress Report - IEP progress is required to be reported as often as the school report card is issued.



**Which IEP
related services
support your child's
education?**

