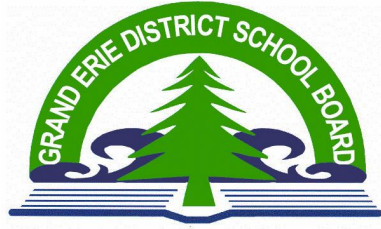


GRAND ERIE DISTRICT SCHOOL BOARD



Parents' Guide To Special Education



Identification, Placement and Review Committee

EXCEPTIONAL PUPILS & SPECIAL PROGRAMS

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil 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”.

Who decides that a pupil is exceptional?

The identification is made by a Board-appointed Identification, Placement and Review Committee. For ease of reference this Committee is known as an I.P.R.C. They will

- identify if your child is an “exceptional pupil” based on the above categories;
- determine the placement or setting in which your child’s special education program will be delivered;
- review that placement each school year;
- identify the areas of your child’s exceptionality.

What is a special education program?

A special education program is a program that

- is based on and modified by the results of continuous assessment and evaluation;
- includes an Individual Education Plan (I.E.P.) containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

What placements are offered?

Grand Erie District School Board offers a range of placement options from least restrictive to the most enabling environment for learning. These programs are designed to focus on the individualized learning needs of the identified exceptional student and may be carried out in the regular classroom. Students may be withdrawn for part of the day. A small percentage of exceptional pupils may require specialized class setting on a full or part-time basis. The board may pursue options outside of the Board such as Provincial Demonstration Schools where required.

How is an I.P.R.C. requested?

The principal of your child’s school

- must request an I.P.R.C. meeting for your child upon receiving your written request;
- may, with written notice to you, refer your child to an I.P.R.C. when the principal and the child’s teacher(s) believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the I.P.R.C. will meet.

May parents attend the I.P.R.C. meeting?

Regulation 181/98 entitles parents and pupils, 16 years of age or older, to be present at and participate in all Committee discussions about your child, and to be present when the Committee’s identification and placement decisions are made.

Who else may attend an I.P.R.C. meeting?

- the principal of your child’s school;
- other resource people such as your child’s teacher, special education staff, board support staff or the representative of an agency who may provide further information or clarification;
- your representative, that is, a person who may support you or speak on behalf of you or your child;
- an interpreter, if one is required. You may request the services of an interpreter through the principal

of your child's school.

What information will parents receive about the I.P.R.C. meeting?

At least 10 days prior to the meeting, the principal of the school will provide you with written notification of the date, time and place of the meeting and an invitation to attend. You are an important partner in considering your child's placement. This letter will also ask you to indicate whether or not you will attend.

Before the I.P.R.C. meeting occurs, you will receive a written copy of any information about your child that the Chair of the I.P.R.C. has received. This may include the results of assessments or a summary of information.

What happens at an I.P.R.C. meeting?

The Chair introduces everyone and explains the purpose of the meeting. The Committee will review all available information about your child and may discuss any proposal that has been made about a special education program or special education services for the child.

You are encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the Committee will make its decisions.

What will the I.P.R.C.'s written statement of decision include?

- whether the I.P.R.C. has identified your child as "exceptional";
- the categories and definitions of any exceptionalities identified ;
- a description of your child's strengths and needs;
- the I.P.R.C. placement decision;
- the I.P.R.C.'s recommendations, if any, regarding a special education program and special education services
- the reasons for the decision that the pupil should be placed in a special education class, if applicable.

What happens after the I.P.R.C. has made its decision?

If you agree with the I.P.R.C. decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions.

If the I.P.R.C. has identified your child as an exceptional pupil and you have agreed with the I.P.R.C. identification and placement decision, the Board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (I.E.P.) for your child.

What about reviewing the I.P.R.C.?

A review meeting will be held within the school year unless the parent notifies the principal in writing that they wish to dispense with the annual review. The parent may request a review meeting at any time after your child has been in a special education program for 3 months.

This review will consider the same types of information that were originally considered. With your written permission (request for review), the I.P.R.C. conducting the review will consider the progress your child has made in relation to the I.E.P. The I.P.R.C. will review the placement and identification decisions and decide whether they should continue or whether a different decision should now be made.

What can parents do if they disagree with the I.P.R.C. decision?

If you do not agree with either the identification or placement decision made by the I.P.R.C., you may

- within 15 days of receipt of the decision, request that the I.P.R.C. hold a second meeting to discuss your concerns; *or*
- within 30 days of receipt of the decision, file a notice of appeal with the Grand Erie District School Board.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision. **If you do not consent to the I.P.R.C. decision and you do not appeal it, the Board**

will instruct the principal to implement the I.P.R.C. decision.

How do I appeal an I.P.R.C. decision?

If you disagree with the I.P.R.C.'s identification of your child as exceptional or with the placement decision of the I.P.R.C., you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Grand Erie District School Board.

The notice of appeal must indicate the decision with which you disagree and include a statement that sets out your reasons for disagreeing.

What organizations are available to assist parents?

- Association for Bright Children of Ontario
- Association for Community Living
- Autism Society of Ontario
- Canadian Hearing Society
- Down Syndrome Association of Ontario
- Easter Seal Society of Canada
- Tourette Syndrome Association of Ontario

Where can parents obtain additional information?

- the school principal
- Superintendent of Special Education Services (519) 756-6301
- Principal Leader for Special Education



Special Education Programs and Services Provided by Grand Erie District School Board

The Grand Erie District School Board provides a range of placement options for exceptional pupils including regular class placements and special education class placements. Special education classes providing a variety of appropriate programs for exceptional pupils are available.

Ministry of Education: Provincial & Demonstration Schools

The ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

School for the Blind and Deaf-Blind

W. Ross Macdonald School

350 Brant Avenue
Brantford, ON N3T 3J9
(519) 759-0730

Schools for the Deaf

Ernest C. Drury School

255 Ontario Street, South
Milton, ON L9T 2M5
(905) 878-2851
TTY: (905) 878-7195

Robarts School

1090 Highbury Avenue
London, ON N5Y 4V9
(519) 453-4400 [TTY same]

Sir James Whitney School

350 Dundas Street, West
Belleville, ON K8P 1B2
(613) 967-2823 [TTY same]

Schools for Students with ADHD and Severe Learning Disabilities

Amethyst School

1090 Highbury Avenue
London, ON N5Y 4V9
(519) 453-4408

Centre Jules-Léger

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

Sagonaska School

350 Dundas Street, West
Belleville, ON K8P 1B2
(613) 967-2830

Trillium School

347 Ontario Street, South
Milton, ON L9T 3X9
(905) 878-8428

*This brochure was approved by the Special Education Advisory Committee of
the Grand Erie District School Board.
of the Grand Erie District School Board.*