



Parents' Guide to Special Education

IPRCs at a Glance

What is an IPRC?

An IPRC is an Identification, Placement and Review Committee. It is a meeting that takes place annually at the student's home school. The purpose is to decide whether or not your child should be identified as exceptional and decide an appropriate placement for your child.

How is an IPRC requested?

An IPRC is requested either by the parent or by the school principal. Please see the *Parent's Guide* for more information.

Who comes to the meeting?

We strongly recommend that parents attend IPRC meetings. Students in grade 8 through 12 are also encouraged to attend. Committee members include the principal, the Special Education Resource Teacher and the Supervisory Officer designate (area Special Education Special Assignment teacher). Other support personnel may be in attendance and the parent may wish to invite any additional people to act as support or resource (for example, a family member).

What happens at an IPRC?

The IPRC will review relevant information about your child including his/her strengths and needs as determined through various assessment reports. Parents, teachers and support personnel will be given an opportunity to discuss the need for identification and the appropriate placement. A decision regarding identification and placement will be made taking into consideration the needs of the child and your preference as the parent.

Most IPRC meetings require about 20 minutes of your time.

Please refer to the *Parent's Guide to Special Education* for greater detail. The *Parent's Guide to Special Education* is available from your school principal or can be found on the internet at [http://www.kpdsb.on.ca/assets/uploads/special%20education/Parents%20Guide%202013-14%20\(2\).pdf](http://www.kpdsb.on.ca/assets/uploads/special%20education/Parents%20Guide%202013-14%20(2).pdf)

Abbreviations

KPDSB	Keewatin-Patricia District School Board
ISN	Integrated Services Northwest
North Words	Kenora-Rainy River Districts Preschool Speech and Language Service System
CCAC	Community Care Access Centre
FIREFLY Special	formerly Patricia Centre for Children and Youth (PCCY) and Child Development Centre (CDC)
Education SAT	Special Education Special Assignment Teacher
DSM V	Diagnostic and Statistical Manual of Mental Disorders (5 th Edition) American Psychiatric Association
LD	Learning Disability
PDD	Pervasive Developmental Disorder
ASD	Autism Spectrum Disorder
CAP	Central Auditory Processing Disorder
OT	Occupational Therapy/Therapist
PT	Physical Therapy/Therapist
CNIB	Canadian National Institute for the Blind
WJ-R	Woodcock Johnson Revised
WJ-3	Woodcock Johnson 3
WISC-V	Weschler Intelligence Scale for Children
WIAT-III	Weschler Individual Achievement Test (3 rd Edition)
IPRC	Identification Placement Review Committee
IEP	Individual Education Program
EA	Education Assistant
SERTs	Special Education Resource Teachers
K-SEALS	Kaufman Survey of Early Academic and Language Skills
ABAS	Adaptive Behaviour Assessment System
BASC	Behaviour Assessment System for Children
CCPT	Conners Continuous Performance Test
SLP	Speech–Language Pathologist
NWHU	Northwestern Health Unit

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parents' guide¹ is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the board contact list at the end of this document.

What is an IPRC?

Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

What is the role of the IPRC?

The IPRC will:

- decide whether or not your child should be identified as exceptional;
- identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- decide an appropriate placement for your child;

PLACEMENT OPTIONS OFFERED BY THE BOARD

- REGULAR CLASSROOM WITH INDIRECT SUPPORT
- REGULAR CLASSROOM WITH RESOURCE ASSISTANCE
- REGULAR CLASSROOM WITH WITHDRAWAL ASSISTANCE
- SPECIAL EDUCATION CLASS WITH PARTIAL INTEGRATION
 - SPECIAL EDUCATION CLASS FULL-TIME

and,

- review the identification and placement at least once in each school year.

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities

are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

What is a special education program?

A special education program is defined in *The Education Act* as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What are special education services?

Special education services are defined in *The Education Act* as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is an IEP?

The IEP must be developed for your child, in consultation with you. It must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which your child's progress will be reviewed; and
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

How is an IPRC meeting requested?

The principal of your child's school:

- must request an IPRC meeting for your child, upon receiving your written request;
- may, with written notice to you, refer your child to an IPRC when the principal and child's teacher or teachers believe that your

¹ If you wish to receive this Parents' Guide in Braille, a large print, or an audio-cassette format, please contact the Board at the address or

telephone number shown on the last page of this guide. When used in this guide, the word "parent" includes guardian.

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 IPRC will meet.

May parents attend the IPRC 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 decision is made.

Who else may attend an IPRC 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; and
- an interpreter, if one is required. (You can request the services of an interpreter through the principal of your child's school.)

Who may request that others attend?

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting.

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time and place of the meeting, and it will ask you to indicate whether you will attend.

Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information. You will also receive a copy of the "Parents' Guide to Special Education".

What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- contact the school principal to arrange an alternative date or time; or
- let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

What happens at an IPRC meeting?

- The chair introduces everyone and explains the purpose of the meeting.
- The IPRC will review all available information about your child. They will:
 - consider an educational assessment of your child;
 - consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
 - interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
 - consider any information that you submit about your child or that your child submits if he or she is 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 child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.
- 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 decision.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

What will the IPRCs written statement of decision include?

The IPRCs written statement of decision will state:

- whether the IPRC has identified your child as exceptional;
- where the IPRC has identified your child as exceptional,
 - the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
 - the IPRCs description of your child's strengths and needs;
 - the IPRCs placement decision; and
 - the IPRCs recommendations regarding a special education program and special education services;
- where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

- If you agree with the IPRC decision, you will be asked to indicate, by signing your name that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC 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 (IEP) for your child.

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

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.
- 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 do if they disagree with the IPRC decision?

- If you do not agree with either the identification or placement decision made by the IPRC, you may:
 - within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
 - within 30 days of receipt of the decision, file a notice of appeal with,

<p style="text-align: center;">Director of Education and Secretary to the Board Keewatin-Patricia District School Board 240 Veterans' Drive Kenora, Ontario P9N 3Y5</p>

- 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 IPRC decision and you do not appeal it, the board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRCs identification of your child as exceptional or with the placement

decision of the IPRC, 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,

Director of Education and Secretary to the Board
Keewatin-Patricia District School Board
240 Veterans' Drive
Kenora, Ontario
P9N 3Y5

The notice of appeal must:

- indicate the decision with which you disagree; and
- include a statement that sets out your reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.
- 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 board both provide written consent to arrange a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if he or she is 16 years old or over, 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 the board about your child's identification, placement, or both.
- The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.

- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

What special education programs and services are provided by the board?

PLACEMENT OPTIONS OFFERED BY THE BOARD

- **REGULAR CLASSROOM WITH INDIRECT SUPPORT**
THE STUDENT IS PLACED IN A REGULAR CLASS FOR THE ENTIRE DAY, AND THE TEACHER RECEIVES SPECIALIZED CONSULTATIVE SERVICES
- **REGULAR CLASSROOM WITH RESOURCE ASSISTANCE**
THE STUDENT IS PLACED IN A REGULAR CLASS FOR MOST OF THE DAY AND RECEIVES SPECIALIZED INSTRUCTION, INDIVIDUALLY OR IN A SMALL GROUP, WITHIN THE REGULAR CLASSROOM FROM A QUALIFIED SPECIAL EDUCATION TEACHER.
- **REGULAR CLASSROOM 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.
- **SPECIAL EDUCATION CLASS WITH PARTIAL INTEGRATION**
THE STUDENT IS PLACED BY THE IPRC IN A SPECIAL EDUCATION CLASS WHERE THE STUDENT-TEACHER RATIO CONFORMS TO REGULATION 298, SECTION 31, FOR AT LEAST 50 PER CENT OF THE SCHOOL DAY, BUT IS INTEGRATED WITH REGULAR CLASS FOR AT LEAST ONE INSTRUCTIONAL PERIOD DAILY.
 - **SPECIAL EDUCATION CLASS FULL-TIME**
THE STUDENT IS PLACED BY THE IPRC IN A SPECIAL EDUCATION CLASS, WHERE THE STUDENT-TEACHER RATIO CONFORMS TO REGULATION 298, SECTION 31, FOR THE ENTIRE SCHOOL DAY.

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children.

Autism Society of Ontario (Toronto)	416-246-9592
Lakehead Regional Family Centre (Thunder Bay)	807-343-5000

Easter Seals 1-800-267-3778
211.ontarionorth.ca

Dryden

Association for Community Living 223-3364
Services for developmentally delayed adults
Community Care Access Centre 223-5948
Speech language services
Occupational therapy
Physiotherapy
Community Counselling Services 223-6678
Child and Family Services 223-5325
Child protection and counselling
Dryden Aboriginal Women's Resource Centre 223-6100
Drop-in centre
Literacy skills
Dryden Literacy Association 223-6486 Dryden Regional
Mental Health and Addictions 223-6678
FIREFLY 223-8550
Counselling/children services
behaviour, Autism, Psychological/academic/
speech /occupational therapy/physio therapy, etc
Hoshizaki House 223-3226
Crisis centre for abused women
and children

Ignace

FIREFLY 1-800-465-7203
Counselling/children services
behaviour, Autism, speech therapy,
occupational therapy, physio therapy,
etc.
Home Care – Community Care Access Centre 934-2954
Speech language services
Occupational therapy
Physiotherapy
Mary Berglund Community Health Centre 934-2251
Sunset Country Counselling 934-2834

Kenora

Anishinaabe Abinoojii Family Services 468-6224
Child Protection
Community Care Access Centre 467-4757
Speech language services
Occupational therapy
Physiotherapy
FIREFLY 467-5437
Speech language services
Occupational therapy
Physiotherapy
Counselling services
Kenora Association for Community Living 467-5225
Services for developmentally delayed children and adults
Kenora-Rainy River Districts Child and Family Services 467-5437
Child protection and counseling

Red Lake

Child and Family Services 727-2165
Community Care Access Centre 727-3455
Speech language services
Occupational therapy
Physiotherapy
Family Futures/Kenora-Rainy River Districts Child and Family Services 727-2165

Harmony Centre for Community Living 727-2828

Sioux Lookout

Aboriginal Family Support Program
Friendship Centre 737-1903
Association for Community Living 737-1447
Services for developmentally delayed adults
Best Start HUB 737-3253
Family Resource Centre
Community Counselling and Addictions Services 737-1275
FIREFLY 737-2086
Counselling/children services
behaviour, autism, speech therapy,
occupational therapy, physio therapy, etc.
First Step Women's Shelter 737-1438
Health Generations Family Support Program 737-1447
Ext. 224
The Hugh Allen Medical Clinic 737-3803
Kenora-Rainy River Districts Child and Family Services 737-3250
Meno Ya Win Health Centre 737-3030
Nodin Counselling Services 737-4646
Northwestern Health Unit 737-2292
Sioux-Hudson Literacy Council 737-8022
Sioux Lookout & Hudson Association Of Community Living 737-1447
Tikinagan Child and Family Services 737-3466

Upsala

North West CCAC Head Office 807-345-6677
1-800-626-5406
Community Care Access Centre 807-583-2213
1-877-895-6677
ISNC (Integrated Services for Northern Children 807-583-2565

What are the Ministry's provincial and 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 hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration schools for English-speaking students with ADHD and severe learning disabilities:

Sagonaska Demonstration School
350 Dundas Street West
Belleville ON K8P 1B2
Telephone: (613) 967-2830

Trillium Demonstration School
347 Ontario Street South
Milton ON L9T 3X9
Telephone: (905) 878-2851
TTY: (905) 878-7195

Amethyst Demonstration School
1515 Cheapside Street
London ON N5V 3N9
Telephone: (519) 453-4400

Schools for the deaf:

Ernest C. Drury School
255 Ontario Street South
Milton ON L9T 2M5
Telephone: (905) 878-2851
TTY: (905) 878-7195

Robarts School for the Deaf
1515 Cheapside Street
London ON N5V 3N9
Telephone and TTY: (519) 453-4400

Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville ON K8P 1B2
Telephone and TTY: (613) 967-2823

School for the blind and deaf-blind

W. Ross Macdonald School for the Blind
350 Brant Avenue
Brantford On N3T 3J9
Telephone: (519) 759-0730
Toll Free: 1-866-618-9092

Francophone school for the deaf and for those with learning disabilities:

Centre Jules-Leger
281 Avenue Lanark
Ottawa ON K1Z 6R8
Telephone: (613) 761-9300
TTY: (613) 761-9302

Where can parents obtain additional information?

Additional information can be obtained from the school principal. See attached list.

Keewatin-Patricia District School Board

Dryden Office
79 Casimir Avenue
Dryden, Ontario
P8N 2Z6
Telephone: 807-223-5311
Fax: 807-223-4703

Kenora Office
240 Veterans' Drive
Kenora, ON
P9N 3Y5
Telephone: 807-468-5571
Fax: 807-468-385

2016-2017

PRINCIPAL / VICE-PRINCIPAL / ADMINISTRATIVE ASSISTANTS LIST

	SCHOOL	P/V/P	NAME	PHONE	FAX	ADDRESS
ELEMENTARY	Beaver Brae SS (Elementary Panel) Pat Grobelny (H), Deanna Dokuchie, Sandra Thorsteinson, Michelle Derouard	P VP VP	Tracey Benoit Dave Tresoor Lisa Achilles-Belanger	468-6401	468-3628	1400 Ninth St. N. Kenora P9N 2T7
	Crolancia PS Leah Oberle (Temp)	P	Darryl Tinney	928-2381	928-2220	PO Box 310, 1 Trudel Drive Pickle Lake P0V 3A0
	Ear Falls PS Shirley Desmarais	P VP	Jen Olsen Barbara van Diest	222-3777	222-2207	Box 760, 40 Spruce St. Ear Falls P0V 1T0
	Evergreen PS Jodi Milne	P VP	Shannon Bailey	468-8607	468-9301	675 Brinkman Rd. Kenora P9N 2R5
	Golden Learning Centre PS Pam Bulawka/Nancy Hay (Temp)	P VP	Deb Geary Grazia Cianci	735-2088	735-3127	16 Mine Road Balmertown P0V 1C0
	Ignace PS Debbie Hart (H), Lisa Ferrara	P VP	Chantal Moore Adele Marth	934-2212	934-6475	Box 418, Davey Lake Road Ignace P0T 1T0
	Keewatin PS Sandie Carlson	P	Heather Mutch	547-2292	547-3202	330 Mill St. Box 621 Keewatin P0X 1C0
	King George VI PS Vanessa Nieminen	P VP	Tim Flynn Gayle Mutrie	468-7570	468-6453	320 Sixth Ave. S. Kenora P9N 2C3
	Lillian Berg PS Sharon Klassen	P	Kelly Schollie	227-2152	227-2243	1 School Ave. Box 247 Vermilion Bay P0V 2V0
	New Prospect PS Michelle May (H), Christel Kamm (.5)	P VP	Tanis Mitani-Oberg Teri Jackson	223-4713	223-5319	289 Wice Rd. Dryden P8N 3H6
	Open Roads PS Holly Bastable (H), Josie Klatt	P VP	Syrena Lalonde Kathy McConnachie	223-4418	223-5346	20 Davis St. Dryden P8N 1R4
	Red Lake-Madsen PS Andrea Wilkins	P	Doris St. Jules	727-2331	727-3019	Box 319, 201 Howey St. Red Lake P0V 2M0
	Savant Lake PS Elisabeth Zawada	P	Andy Schardt	584-2242	584-2272	General Delivery Savant Lake P0V 2S0
	Sioux Mountain PS Michelle Diston (H), Sharon Young (.5)	P VP VP	Michael Boos Andy Schardt Steven Poling	737-3480	737-3486	Box 969, 89 First Ave. Sioux Lookout P8T 1B5
	Sioux Narrows PS Suzanne Hrynczuk (.6)	VP	Gayle Mutrie	226-5254	226-1020	P.O. Box 520 Sioux Narrows P0X 1N0
Upsala PS Christina Harris (.5)	VP	Rachelle Davenport	986-2352	986-1409	General Delivery Upsala P0T 2Y0	
Valleyview PS Jazmin Lynch (H), Crystal Lockwood (.5)	P VP	Jason McDonald Jen Gray	548-4205	548-1937	1529 Valley Drive Kenora P9N 4K3	
SECONDARY	Beaver Brae SS Pat Grobelny (H), Deanna Dokuchie, Sandra Thorsteinson, Michelle Derouard	P VP VP	Tracey Benoit Dave Tresoor Lisa Achilles-Belanger	468-6401	468-3628	1400 Ninth St. N. Kenora P9N 2T7
	Crolancia HS Leah Oberle (Temp)	P	Darryl Tinney	928-2381	928-2220	PO Box 310 Pickle Lake P0V 3A0
	Dryden HS Vicky Forsythe (H), Val Kennedy, Diane Jacobsen, Wendy Smit-Fisher	P VP VP	Deanna Pacheco Brad Bartlett Todd Desautels	223-2316	223-2380	79 Casimir Ave. Dryden P8N 2H4
	Ignace HS Debbie Hart (H), Lisa Ferrara	P VP	Chantal Moore Rachelle Davenport	934-2212	934-6475	Box 418, Davey Lake Road Ignace P0T 1T0
	Queen Elizabeth DHS Joan Cosco (H), Deb Roy, Natasha Beardy	P VP	Wayne Mercer Holly Szumowski	737-3500	737-1979	Box 548, 15 Fair St. Sioux Lookout P8T 1A9
	Red Lake DHS Linda Hunkin (H), Denise Mercer	P VP	Liz Sidor Shawnda Norlock	727-2092	727-3136	Box 310 Red Lake P0V 2M0
Beaver Brae SS/Seven Generations Education Institute Adult Education	VP	Dave Tresoor	468-1487		240 Veterans Drive Kenora P9N 3Y5	

