



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Identification Placement and Review Committee Parent Guide

Learning Support Services



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Section A

What is the purpose of the Identification, Placement and Review Committee Guide (IPRC)?

The purpose of the guide is to provide information about the Identification, Placement and Review Committee (IPRC). It also sets out the procedures involved in identifying a pupil as exceptional, deciding the pupil's placement or appealing such decisions if the parent does not agree with the IPRC decision.

What is an IPRC?

Ontario Regulation 181/98 defines the committee as a Special Education Identification, Placement and Review Committee. The Regulation outlines the requirements and procedures under which such Board-appointed committees must operate. The committee consists of at least three people one of whom must be a school principal or a supervisory officer employed by the Ottawa-Carleton District School Board (OCDSB).

The main purpose of the committee is:

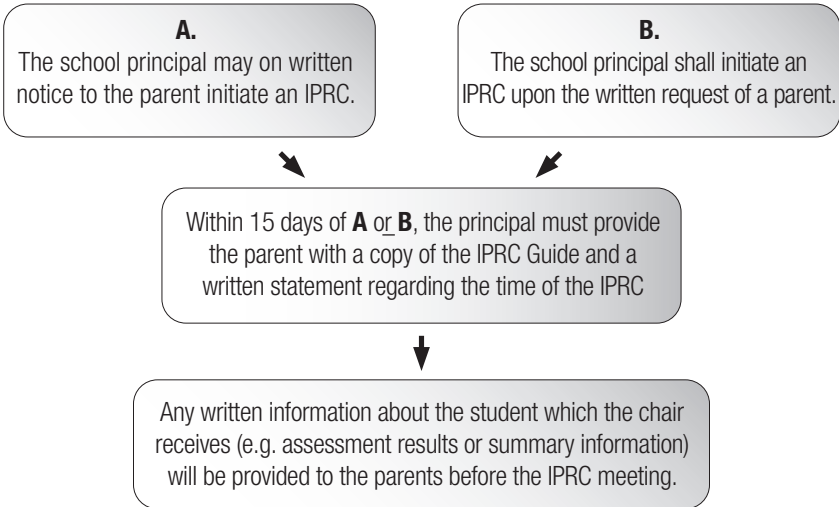
- to determine whether the student is exceptional
- to identify strengths and needs
- to identify areas of exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- to recommend placement for a student deemed as exceptional along the continuum from regular program within the community school to more specialized placements
- to review the identification and placement of the student at least once in each school year

What is an exceptional student?

The *Education Act* defines an exceptional pupil as one:

“Whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that he/she is considered to need placement in a special education program by a committee.”

How is an IPRC meeting initiated?



Who attends the IPRC meeting?

- the parent/guardian**
- the principal of the child's school
- staff such as the child's teacher, learning support services personnel, or other qualified professionals who may provide further information or clarification
- a parent's representative (a person who speaks on behalf of the parent or child)
- an interpreter, if one is required (a request should be made to the principal of the child's school)
- the child (if appropriate or if 16 years of age or over)

Not all individuals listed above will be in attendance at all IPRC meetings.

****Please note:** throughout this guide any reference to parent also includes the child's guardian

What if the parent is unable to attend the IPRC meeting?

Parents are encouraged to attend the IPRC meeting and confirm attendance with the principal.

Date inconvenient for parent	The principal will try to arrange an alternate date and time.
Parents elect not to attend	The IPRC’s written statement of decision and any recommendations regarding special education programs and services will be forwarded to parents as soon as possible following the IPRC meeting for consideration and signature.

What happens at an IPRC meeting?

The chair:

- Introduces everyone in attendance
- Explains the purpose of the meeting



The IPRC will review all available information about the child which may include:

- Educational assessment of the child
- Medical, psychological, speech and language, and/or social work assessment conducted by a qualified and registered practitioner
- Interview the child (with parental consent if the child is under 16 years of age)
- Consider any information that a parent submits about their child, preferably prior to the IPRC meeting (or that the child submits if he/she is 16 years of age or older)



Discuss programs and services being considered



Make recommendations regarding exceptionality, special education programs, placement, and services for the student. Committee members will discuss any such proposal at the parent’s request (or at the request of a student who is 16 years of age or older).

What will an IPRC consider in making its placement decision?

Before placement in a specialized program class, the IPRC must first consider placement in a regular class with appropriate special education services.

- Will the child's needs be met a regular class setting with appropriate special education services?
- Is this consistent with parental preferences?
- If the answer to these questions is yes, then the committee will decide in favour of placement in regular class with appropriate special education services.
- If the committee recommends that the child be placed in a specialized program, the reasons shall be recorded as a written statement on the Determination Record.

What will the IPRC's written statement of decision include?

- State whether the IPRC has identified the child as exceptional.
- A list the child's strengths and needs
- Recommendations regarding a special education placement and program
- The reason(s) for the decision to place the child in a special education class

What happens when parents agree with the recommendations from the IPRC?

- Parents sign the Determination Record indicating their agreement with the identification and placement decisions that have been made
- Staff begin the development of an Individual Education Plan (IEP) and ensures there is parental consultation

What if parents disagree with the IPRC recommendations?

Parent does not agree with either the identification and/or placement decision made by the IPRC

The parent should not sign the statement of decision. The parent may:

Within 15 days of the receiving the statement of decision, request a second meeting with the committee by providing a written notice to the chair of the IPRC

A second meeting is held following the same steps as outlined on Page 3 of this guide.

If after the second meeting there is agreement, the parent should sign the statement of decision. No further meetings are required until the annual review of the statement of decision

OR

Within 30 days of receiving the decision from the first meeting, the parent may file a written notice of appeal with the Secretary of the Board (see Page 6 for a description of a notice of appeal)

If a parent does not agree with the IPRC decision, and there is no written notice of appeal filed within the timelines, the principal will implement the IPRC decision

If after the second meeting there is disagreement, the parent may file a notice of appeal with the Secretary of the Board within 15 days of receiving the decision from the IPRC meeting

A notice of appeal must:

- Indicate the decision with which the parent disagrees.
- Include a statement which details the reasons for disagreeing.

In matters regarding appeals, days are calendar days.

What happens in preparation for the special education appeal?

1	<p>The Board establishes a Special Education Appeal Board (SEAB) to hear the appeal. Members of the Appeal Board will be composed of three persons who have no prior knowledge of the matter under appeal:</p> <ul style="list-style-type: none"> • One member is selected by parents • One member is selected by the Board • The chair is jointly selected by these two representatives <p>Members of SEAB shall be named within 15 days receipt of the parent's written notice of appeal to the Secretary of the Board.</p>
2	<p>The chair of the SEAB arranges meeting at a convenient time and place, to occur no later than 30 school days after he/she has been appointed chair. Parents and Board staff can consent in writing for the meeting to be held at a later date.</p>
3	<p>The SEAB receives and reviews material from the IPRC meeting (i.e. record of committee proceeding, statement of decision, any reports, assessments, or other documents considered by the committee) and may interview individuals who may be able to contribute information about the matter under appeal.</p>
4	<p>Parent and child (if 16 years of age or older) are entitled to be present and participate in all discussions.</p>
5	<p>Any person who, in the opinion of the chair, may contribute to matters under appeal shall be invited to the meeting.</p>
6	<p>The SEAB must make its recommendations within three days of the meeting. It may:</p> <ul style="list-style-type: none"> • Agree with the IPRC and recommend that the decision be implemented • Disagree with the IPRC and make a recommendation to the Board about the child's identification and/or placement
7	<p>The SEAB will report its recommendations in writing to the parent, the IPRC chair, the principal of the school where the child is placed, and the Board. The report will state the reasons for its recommendations.</p>
8	<p>The chair of the SEAB will present the recommendations to an in camera meeting of the Board. Parents will have the opportunity to hear the deliberations of the Board.</p>
9	<p>Within 30 days of receiving the SEAB's written statement, the Board will decide what action it will take regarding the recommendations.</p>
10	<p>A parent may accept the decision of the Board or request a hearing by the Ontario Special Education Tribunal in writing to the Secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the Board's decision.</p>

What does an IPRC yearly review consider and decide?

- Progress of the child in relation to his/her IEP
- Same type of information originally considered by the IPRC and any new information.
- Review current placement and identification decisions and decide whether to continue or revise
- If parent informs principal in writing that he/she will waive attendance at the IPRC, then both parties agree to the exceptionality and placement

Note: A parent may request a review IPRC meeting after a child has been in a special education program for 90 days.

Section B

What special education programs are available?

The Ottawa-Carleton District School Board (OCDSB) provides a broad spectrum of special education programs and services for its students.

When a student transfers to an OCDSB school from another board of education or enters the school system from a pre-school program, the community school principal will register the student. He/she and the school's special education team will review all available, relevant documentation (e.g. individual assessments). If special education needs are indicated a program will be determined for the student. This may or may not result in an IPRC meeting.

Definitions of Terms

Accommodations

There are three categories of accommodations:

- **Instructional:** Changes in the teaching strategies that allow the student to access the curriculum
- **Environmental:** Changes that are required to the classroom/school environment for the student to be successful
- **Assessment:** Changes required for the student to demonstrate learning

Modifications

- Refers to any changes made to the appropriate grade-level expectations for a subject or course in order to meet the student's needs
- Reduction in the number and/or complexity of the expectations and may include expectations from a different grade level

Special Education Program

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.

Special Education Services

The facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program 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.

Types of Programs and Placements

Regular Classroom with Monitoring from the Learning Support Teacher (LST)

- Monitoring of a student requiring special education programs and services by the LST
- Monitoring will include ongoing consultation with the classroom teacher, other school personnel, observations, and the development of the IEP in collaboration with the classroom teacher and parents

Regular Classroom with Specialized Support

- For students who require support for their physical/medical needs
- Support may be provided by an itinerant teacher of students who are blind and/or have low vision (ITB/LV) or an itinerant teacher of students who are deaf and/or hard of hearing (ITD/HH)
- Ongoing consultation with the classroom teacher, other school personnel, observations, and the development of the IEP in collaboration with the classroom teacher and parents

Regular Classroom with Support from the Learning Support Teacher (LST) or Learning Resource Teacher (LRT)

- Classroom teacher may have the assistance of the LST/LRT for in-class programming support and/or withdrawal support should the need for support increase
- Support by the LST/LRT can be accessed through the school-based special education team

Specialized Program Classes

- For students whose needs can be best met in a class comprised of students with similar identified exceptionalities

- Classes have a lower pupil-teacher ratio
- Students may be integrated into regular classes to prepare for the possibility of returning to a regular classroom. Specialized classes are staffed by special education teachers
- Access to specialized programs requires an application to the OCDSB Learning Support Services department with signed parental consent
- Applications are reviewed by central committees comprised of staff from Learning Support Services

The following is a list of OCDSB specialized program classes:

- Asperger's Syndrome Program (ASP) at the
- secondary level
- Autism Program (AUT)
- Behaviour Intervention Program (BIP)
- Deaf and Hard of Hearing Program (DHH)
- Developmental Disabilities Program (DDP)
- Dual Support Program (DSP)
- General Learning Program (GLP)
- Gifted Program (GIF)
- Language Learning Disabilities Program (LLD)
- Learning Disabilities Program (LDP)
- Learning Foundations Program (LFP)
- Physical Support Program (PSP)
- Primary Special Needs Program (PSN)

Specialized Schools

A number of highly specialized schools and programs are available in cooperation with other school boards. Information is available through Learning Support Services. Transportation will be provided in accordance with Board policies and procedures.

What other services are available?

Regardless of the type of placement being considered, the District may also provide additional services to students with special needs. These may include:

- Providing transportation (as per OCDSB policies/procedures)
- Providing/monitoring specialized equipment
- Meeting medical needs (as per regulatory requirements, where staff are appropriately trained)
- Champlain Community Care Access Centre (CCAC) provides health services (nursing, occupational and/or physiotherapy, nutrition, and/or speech therapy) to students attending school and requiring such services. In collaboration with parents, schools apply for these services through the principal using a School Services Application Form, provided by CCAC

Provincial and Demonstration Schools

The Ministry operates provincial schools for the deaf, blind, and deaf-blind students as well as demonstration schools for students with severe learning disabilities. There are also specialized programs for students who present with severe learning disabilities and Attention Deficit Hyperactivity Disorder (ADHD). Residential programs are available to students for whom distance precludes daily travel. Transportation will be provided in accordance with Board policies and procedures.

Provincial schools for the deaf

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

Robarts School
1090 Highbury Avenue
PO Box 7360, Station E
London, ON N5Y 4V9
Tel & TTY: 519-453-4400

Sir James Whitney School
350 Dundas Street West
Belleville, ON K8P 1B2
Tel and TTY: 613-967-2823

School for the blind and deaf-blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
Tel: 519-759-0730

Francophone school for the deaf and for those with learning disabilities

Centre Jules-Leger
281 rue Lanark
Ottawa, ON K1Z 6R8
Tel: 613-761-9300
TTY: 613-761-9302, 613-761-9304

Demonstration Schools

Sagonaska School
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: 613-967-2830

Trillium School
347 Ontario Street South
Milton, ON L9T 3X9
Tel: 905-878-2851

Amethyst School
1090 Highbury Avenue
London, ON N5Y 4V9
Tel: 519-453-4400

Appendix A

Parents can expect to see this attachment to their invitation to the Identification, Placement, and Review Committee (IPRC) review.

What you should know about the identification, placement, and review committee (iprc) process

The following highlights are provided to assist parents/ guardians/caregivers in understanding the IPRC process and is based on requirements set out in Ontario Regulation 191/98 of the *Education Act*.

Note: Where the term parent is used, it refers to parents and/or guardians of students. All references to days mean school days, not calendar days.

The IPRC process:

- Only process by which a pupil can be identified as exceptional.
- Is a collaborative effort between the school and parents to ensure the student has the support and resources necessary to be successful and to reach his/her full potential.
- Children not identified as exceptional may still be able to receive remedial support in the school if he/she is having some difficulty.

Parents:

- Must be given 10 days written notice of the date, time, and place of an IPRC meeting regarding their child. (Parents may suggest an alternate time if necessary)
- Are entitled to be present and participate in all IPRC discussions about your child.
- Should make every effort to attend IPRC meetings.
- May waive the annual IPRC review if the parent feels changes are not necessary.
- Have the right to have a representative present at an IPRC meeting. He/she may speak on the parent's behalf or be present to support the parent.

The Chair of an IPRC:

- Must consider any information relating to the child (e.g. assessments) and the committee must also consider any information submitted by the parent (e.g. medical documentation, assessments conducted by other professionals, etc.).
- Must, after the IPRC, send a written statement of decision to the parents.

The statement of decision must include:

- a) whether the committee has identified the pupil as exceptional
- b) where the committee has identified the pupil as exceptional, the decision must include:
 - i) the committee's description of the pupil's strengths and needs
 - Key element of the IPRC decision is proper identification of strengths/needs.
 - Identify the areas in which special education support is required.
 - No limit to the number of needs or strengths listed, however the statements should reflect the global nature of the learning needs, which does not typically exceed four.
 - ii) the categories and definitions of the identified exceptionality
 - iii) the committee's placement decision
 - iv) the committee's recommendations, if any, regarding special education programs and services

If parents disagree with the committee's decision, the following can be pursued:

- 1) Request a second meeting with the committee by providing written notice to the chair of the IPRC,
 - The request must be given to the chair of the committee within 15 days of the parent's receipt of the IPRC statement of decision.
 - After the second meeting, the chair of the committee must inform the parent as soon as possible (in writing) if any changes have been made to the IPRC decision.
 - If changes have been made, the letter must include a revised statement of decision together with written reasons for change.

OR

- 2) File an appeal with the Secretary of the Board within 30 days of the original date of the IPRC decision or, if a subsequent meeting was held, within 15 days of the parent's receipt of the notice by the chair of the committee that either a change in the IPRC decision has been made or no change has been made.

The Notice of Appeal must:

- State the decision with which a parent disagrees
- Describe the nature of the disagreement

A board cannot implement a placement decision made by an IPRC unless the parent consents or the time for filing an appeal of the IPRC decision has expired (30 days).

NOTES

Contacts: _____

Teacher: _____

Special Education Teacher: _____

Principal: _____

Others: _____

Things I wish to discuss:



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Identification Placement and Review Committee Parent Guide

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This Identification Placement and Review Committee Parent Guide can be made available in Braille, large print, or on audio-cassette format by contacting Learning Support Services at 613-596-8713. If translation is required, please bring it to the attention of the school principal.