



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# Identification Placement and Review Committee Parent Guide

Learning Support Services





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## Section A — The IPRC Meeting

School Boards are required to establish Identification, Placement and Review Committees (IPRCs) in order to identify those students who need special education programs and services. IPRCs follow a formal process governed by provincial law (Regulation 181/98).

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

The purpose of the guide is to provide information about the Identification, Placement and Review Committee (IPRC). This guide 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 or not the student should be identified as exceptional
- to identify student's strengths and needs
- to identify area(s) of exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- to recommend a 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

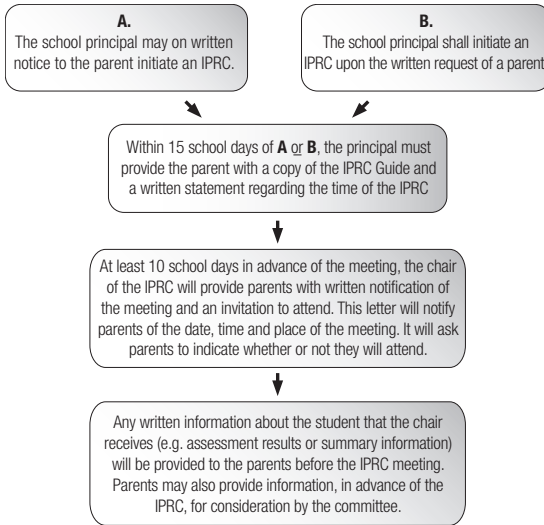
### **What is an exceptional student?**

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

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

## Prior to the IPRC Meeting

### How is an IPRC meeting initiated?



### 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.

<b>Date inconvenient for parent</b>	The principal will try to arrange an alternate date and time.
<b>Parents elect to not attend</b>	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.

### Who attends the IPRC meeting?

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 parent/guardian\*\*
- the principal of the student's school
- staff such as the student's teacher, learning support services personnel, or other qualified professionals who may provide further information or clarification
- a parent's representative (a person who may support or speak on behalf of the parent or student)

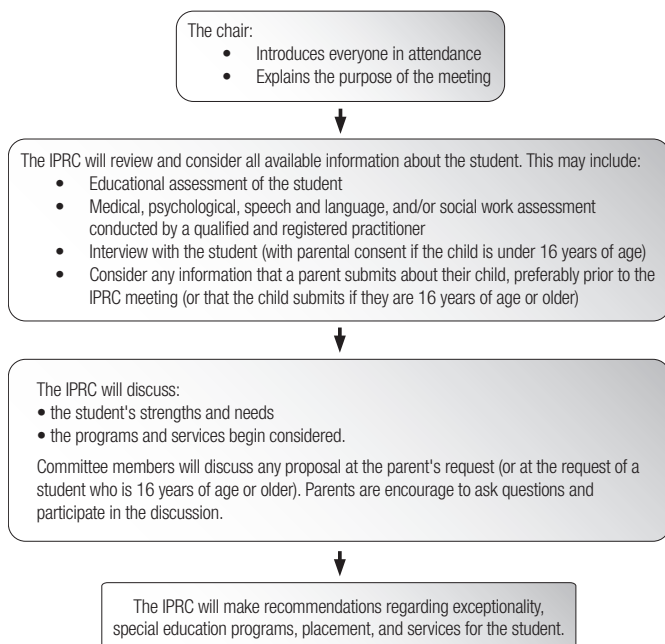
- an interpreter, (if one is required a request should be made to the principal of the student's school)
- the student (if appropriate or if 16 years of age or over)

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

**\*\*Please note:** throughout this guide the use of the word parent (s) refers to both parents and guardians. It may also be taken to include caregivers or close family members who are responsible for raising the child

## During the IPRC meeting

### What happens at an IPRC meeting?



**What will an IPRC consider when making the placement decision?**

When making the placement decision, the IPRC will first consider placement in a regular program class with appropriate special education services.

- Will the student's needs be met in 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 a regular class with appropriate special education services. If the committee recommends that the student be placed in a specialized program, then, the IPRC must cite the reasons in a written statement on the Statement of Decision.

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

- A statement indicating if the IPRC has identified the student as exceptional
- Where the IPRC committee has identified the student as exceptional,
  - » The categories and definitions of identified exceptionalities as defined by the Ontario Ministry of Education
  - » A list describing the student's strengths and needs
  - » Recommendation regarding a special education placement
  - » Recommendation regarding special education program and services
- Where the IPRC has recommended that the student be placed in a specialized program, the reasons for that decision.

Category	Exceptionality
Behaviour	Behaviour
Communication	Autism, Deaf/ Hard of Hearing, Learning Disability, Language Impairment
Intellectual	Developmental Disability, Giftedness, Mild Intellectual Disability
Multiple Exceptionality	
Physical	Blind/Low Vision, Physical Disability



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

- Parents sign the Statement of Decision indicating their agreement with the identification and placement decisions that have been made

## **After the IPRC Meeting**

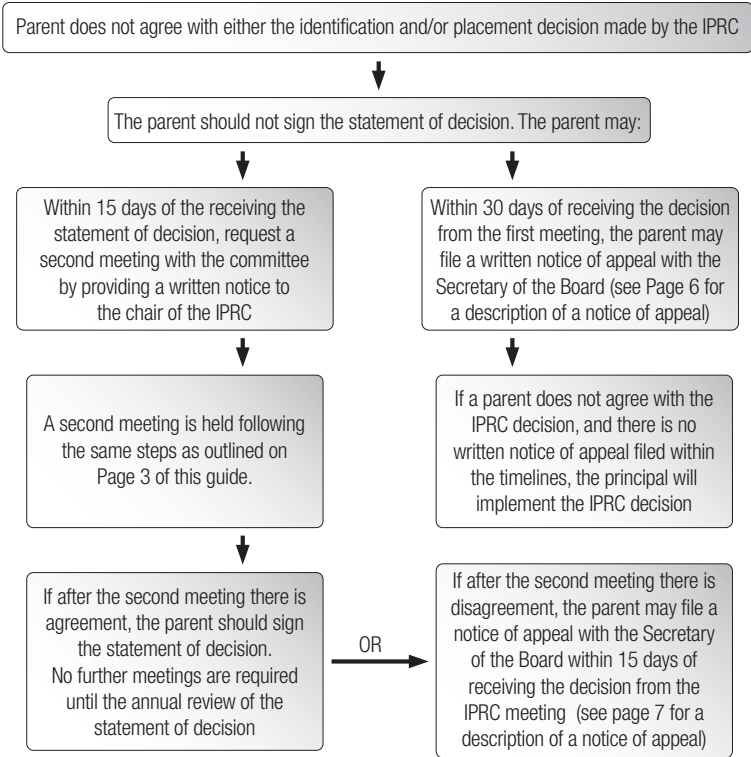
Staff begin the development of an Individual Education Plan (IEP) and ensures there is parental consultation during the development of the IEP.

## **What is an IEP?**

The IEP must be developed for the student in consultation with parents. The IEP must include:

- a description of the students strengths and needs and specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student's progress will be reviewed; and
- a transition plan that includes the specific goals, actions required, person(s) responsible for actions and timelines for each education transition where the student requires support.

## What if parents disagree with the IPRC recommendations?



A notice of appeal must:

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

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"> <li>• One member is selected by parents</li> <li>• One member is selected by the Board</li> <li>• The chair is jointly selected by these two representatives</li> </ul> <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"> <li>• Agree with the IPRC and recommend that the decision be implemented</li> <li>• Disagree with the IPRC and make a recommendation to the Board about the child's identification and/or placement</li> </ul>
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 student in relation to their 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 their child has been in a special education program for 90 days.

## **Section B — Programs, Placements and Services**

### **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. The principal 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.

### **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.

### **Placements and Descriptions of Placements**

#### **A regular class with indirect support**

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

#### **A regular class with resources assistance**

The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

#### **A regular class 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.

#### **A 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 the standards in O. Reg. 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

### **A special education class full time**

The student is placed by the IPRC in a special education class, where the student -teacher ratio conforms to the standards in O. Reg 298, section 31, for the entire school day.

### **Specialized Program Classes**

- For students whose needs can be best met in a class comprised of students with similar identified exceptionalities
- Classes may 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 the school team to put forward a referral to the OCDSB Learning Support Services department with signed parental consent
- Referrals are reviewed by committees comprised of staff from Learning Support Services

### **OCDSB Specialized Program Classes**

- Autism Spectrum Disorder Secondary Credit Support Program (ASDSCSP) at the secondary level
- Autism Spectrum Disorder Program (ASDP)
- 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)
- 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)
- Local Health Integration Network (LHIN) 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 LHIN

## Section C — 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 age-appropriate, grade-level curriculum expectations of a subject or course in order to meet the student's learning 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.



## 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 offered Monday to Friday to students 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  
<https://goo.gl/ymQvBM>

Robarts School  
1515 Cheapsick Street  
London, ON N5V 3N9  
Tel and TTY: 519-453-4408

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  
<https://goo.gl/57DeUL>

Trillium School  
347 Ontario Street South  
Milton, ON L9T 3X9  
Tel: 905-878-2851  
<https://goo.gl/FydkfX>

Amethyst School  
1515 Cheapsick St.  
London, ON N5V 3N9  
Tel: 519-453-4400  
<https://goo.gl/zw5nZY>

## Appendix A

*Parents can expect to see the following as an 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 are school days, not calendar days.

### **The IPRC process:**

- Is the only process by which a student 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 their full potential.
- Students not identified as exceptional may still be able to receive remedial support in the school if they are 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 their 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. Representatives 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 student (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:**

- whether the committee has identified the student as exceptional and,
- if the committee has identified the student as exceptional, then the statement of decision must include:
  - » the committee’s description of the student’s strengths and needs:
 

Key element of the IPRC decision is proper identification of strengths/needs. These strengths and 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, and typically do not exceed four.
  - » the categories and definitions of the identified exceptionality
  - » the committee’s placement decision
  - » 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 calendar days of the original date of the IPRC decision or, if a subsequent meeting was held, within 15 calendar 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:

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OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

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## Learning Support Services



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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.*