

The Identification, Placement and Review Committee (IPRC) Process and Appeals

Purpose of the Standard

To provide details of the Board's IPRC process to the Ministry and the public

Parental Involvement

The Ottawa-Carleton District School Board is committed to ongoing communication with parent(s)/ guardian(s) to work together in a partnership to fulfill the requirements of the IPRC process. Ongoing communication and parental involvement are key components of the IPRC process. An IPRC meeting may be initiated by the school principal upon written notice to the parent of the pupil. The school principal shall initiate an IPRC upon the written request of a parent of the pupil attending the school. Where formal assessments are required, the principal will ensure written consent has been obtained from the parent(s)/guardian(s). As legislation 181/98 of the Education Act prescribes for the IPRC process, parent(s)/guardian(s) are notified of the IPRC meeting, in writing, 10 school days prior to the date of the IPRC meeting and are consulted throughout this process. An IEP is developed in consultation with all partners including the student's parent(s)/guardian(s). Ongoing dialogue with parent(s)/guardian(s), regarding their child occurs during case conferences, regular report card interviews, and as deemed appropriate.

In-School Team Meeting / Multi-Disciplinary Team Meeting

A meeting of school personnel may include the principal, the LST, members of Learning Support Services (as required), and parent(s)/guardian(s) and/or student as required. Its purpose is to discuss a student's learning and social-emotional profiles and to determine, in a solution-focused manner, the most appropriate placement and level of service at the community school.

Tiered intervention strategies are implemented to support students prior to a referral to an IPRC meeting. Such strategies include but are not limited to adaptations to instructions, activities and assignments as well as modifications to assessment and evaluation.

Schools are expected to maintain case conference/team meeting documentation. School-based record keeping includes up-to-date maintenance of student information for the Ontario Student Record (OSR). Conference meeting data and related recommendations follow the student via the OSR to other schools in the event of a transfer, according to the OSR Guidelines.



The IPRC

At an IPRC, the identification of exceptionality is the result of an extensive and varied compilation of data on the student's academic, physical and/or social/emotional development over an extended period of time. This data collection process involves not only the gathering of information on a student's background, learning profile, and level of achievement, but also involves information about all efforts to assist the student.

The IPRC considers both formal and informal assessment results completed at the school level (e.g. educational assessments) and from outside professionals (e.g. medical doctors, psychologists, psychological associates or psychiatrists), plus information from parent(s)/guardian(s), their advocates and the student and the summary of attempted intervention strategies, in establishing the exceptionality and placement of the student. An IPRC meeting may result in placement in a special education program along the continuum of regular program to more specialized placements within the community school and, in some instances, another setting outside the community school. If deemed exceptional, the exceptionality and definition will appear on the IPRC Statement of Decision.

The IPRC meeting is coordinated and chaired by a principal. Member(s) may include the LST, the classroom teacher(s), and members of LSS, as required for a minimum total of three persons. The IPRC meeting may place students in special school-based programs (regular class, regular class with specialized support, regular class with LST and/or LRT monitoring, regular class with support from the LST and/or the LRT). When an application for a specialized program placement is made, the principal must wait for the referral committee direction before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section). Each parent/guardian is encouraged to participate in the IPRC meeting and may bring other resources/supports with them.

The purpose of the IPRC meeting is

- to identify the areas of strength and areas of need of the student
- to determine whether the student is, or is not, exceptional
- to identify a specific exceptionality, or exceptionalities, if applicable
- to recommend an appropriate placement in a program designed to meet the identified needs of the student, or to serve as an annual review for students with special education needs

Regulation 181/98

- subsection 6 (8) states "*Within 30 days after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to the parent of the pupil and, where the pupil is 16 years of age or older, the pupil*"
- section 21 states
 1. *The principal of the school at which a pupil's special education program is being provided,*
 - (a) *may on written notice to a parent of the pupil;*



- (b) shall at the written request of a parent of the pupil; and*
(c) shall, at the written request of the designated representative of the board that is providing the special education program to the pupil; refer the pupil to a committee established by the board that is providing the special education program to the pupil, for a review of the identification or placement of the pupil.
2. *A request by a parent under the clause (1) (b) may be made at any time after a placement has been in effect for three months but may not be made more often than once every three month period.*
 3. *Subject to subsection (4), the designated representative shall make a request under clause (1) (c) when in his or her opinion it is necessary to do so in order to ensure that a review in respect of the pupil is held under this Part at least once in each school year.*
 4. *Subsection (3) does not apply where,*
 - (a) a committee proceeding with respect to the pupil was held under Part IV during the school year; or*
 - (b) a parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.*
 5. *Within 15 days of giving a notice under clause (1) (a) or receiving a request under clause (1) (b) or (c), the principal shall provide the parent with a written statement of the approximate time when the review meeting will take place."*

Documentation Required for IPRC Meetings

Learning Support Services has 5, 818 IPRC records to date for the 2017-2018 academic year.

The IPRC makes its decision about the exceptionality on the basis of relevant assessments. These may include educational assessments or assessments from outside professionals such as medical doctors, psychologists, psychological associates or psychiatrists. These assessments may have an impact on the final determination, particularly for students with physical problems and vision/hearing deficits. The IPRC makes all placement recommendations according to Ministry placement options.

It is the right of every parent/guardian to request an IPRC meeting, and it is the duty of the Board to convene an IPRC meeting when so requested in writing. For initial IPRCs the OCDSB [Learning Support Services Identification, Placement and Review Parent Guide will be provided to the parent\(s\)/guardian\(s\)](#). Copies are available at each school and on the OCDSB website [Ottawa-Carleton District School Board Website](#). Principals send out this guide with the notification of the initial IPRC Meeting Form (OCDSB 373). For IPRC reviews the OCDSB is committed to sharing a one-page fact sheet entitled *What You Should Know About the Identification, Placement and Review Committee (IPRC) Process* (see the end of Standard 5). If deemed exceptional, the exceptionality and definition will appear on the IPRC Statement of Decision.

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 the child
- the chair encourages open discussion and questions
- discussion of programs and services being considered
- consideration of any information that parent(s)/guardian(s) submit (preferably prior to the IPRC meeting) about the child or that the child submits if he or she is 16 years of age or older

The members may

- review an educational assessment of the child
- review, subject to the provisions of the *Health Care Consent Act, 1996*, a health or psychological assessment of the child conducted by a qualified practitioner
- interview the child, with parent(s)/guardian(s) consent if the child is under 16 years of age

What will the IPRC consider in making its placement recommendation?

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the child's needs and parent(s)/guardian(s) agree, the committee will decide in favour of placement in a regular class with appropriate special education services. The committee may decide that the child's needs would best be met through placement in a specialized program.

What will the IPRC's Statement of Decision include?

- whether the IPRC has identified the child as exceptional
- the categories and definitions of any exceptionalities identified, as defined by the Ministry of Education
- the description of the child's areas of strength and areas of need
- the placement
- the recommendations regarding a special education program and special education services
- the reasons to place the child in a special education class

What happens after the committee meeting?

- if parent(s)/guardian(s) agree with the identification and placement, they will be asked to do so by signing their name(s) on the Statement of Decision
- if the IPRC has identified the student with special education needs and if parent(s)/guardian(s) agree with the IPRC identification and placement, an IEP must be developed for the child within 30 days of placement date

Statement of Strengths and Needs

The IPRC must include a *Statement of Strengths* and a *Statement of Needs* for each student with special education needs. The areas of strength and areas of need are identified through assessment. These must be recorded on both the IPRC Statement of Decision and the IEP.



When describing a student's areas of strength, it is appropriate to include information such as the following: a student's preferred learning styles/modalities, previously acquired learning skills, strength in areas such as cognitive processing and communication. The description of the student's areas of need should make evident the reasons that the student requires a special education program and/or services.

It is not appropriate to include information about the following: the need for a type or level of human support, the need for a specific program or service or the need for improvement in a particular subject.

For most exceptionalities, the areas of need do not change significantly over time.

The following list of needs statements is not exhaustive and should be treated as a guideline when completing the IPRC:



Needs Statements

Attention Skills
Auditory Perceptual Skills
Auditory Skills
Braille Skills
Communication Skills
Creative Thinking Skills
Critical Thinking Skills
Decoding Skills
Emotional Regulation
Expressive Language
Fine Motor Skills
Gross Motor Skills
Impulse Control Skills
Information Processing Skills
Leadership Skills
Memory Skills
Mobility Skills
Non-verbal Communication Skills
Numeration
Organizational Skills
Orientation and Mobility Skills

Receptive/expressive Language
Residual Hearing and Auditory Skills
Self-advocacy Skills
Self-regulation Skills
Sign Language Skills
Social Skills
Spatial Skills
Speech/articulation Skills
Tactile Perceptual Skills
Task Persistence Skills
Time Management Skills
Visual efficiency
Visual motor integration
Visual Perception Skills
Visual Perceptual Processing
Written Expression

Orientation Skills
Personal Care Skills
Personal Safety Skills
Problem Solving Skills
Reading Comprehension
Receptive Language



IPRC Review Procedures

An annual IPRC must be held for all identified students. However, an IPRC review may be held as directed by the parent(s)/guardian(s) or the principal, following a 90-day placement in a special education program. A written request by parent(s)/guardian(s) may be made at any time after a placement has been in effect for three months. An IPRC review may not occur more often than once in every three month period (*Reg. 181/98, s.21 (2) The Education Act*). IPRC reviews can be waived with written direction by the parent(s)/guardian(s).

An annual IPRC reviews the following: the student's progress, current statements of strengths and needs, exceptionality and placement.

Student Exceptionalities

Please refer to the section of the *Special Education Plan - Categories and Definitions of Exceptionalities*

Superintendency Based (SB) IPRC for placement into specialized class programs

Since 2014 the SB IPRC has been available for placement into specialized program classes for specific exceptionalities. The SB IPRC committee is comprised of a principal chair, an OCDSB psychologist/psychological associate and another member of LSS staff (e.g., Learning Support Consultant (LSC), speech-language pathologist etc.). Parents/guardians are invited to the SB IPRC and are valued participants in the process.

Based on feedback from stakeholders a shift for the spring specialized program class placement process was implemented. The SB IPRC is available for any specialized program class exceptionality when the circumstances of the referral warrant this level of central involvement (e.g., Complex student profile, exceptional situations etc.).

For most referrals to specialized program classes:

- A school based case conference with relevant members of the multidisciplinary team and parent(s)/Guardian(s) will be completed and reflected in the referral form;
- In most cases, referral review will provide school teams with specific site offers for consideration by parent(s)/guardian(s). A school based IPRC would then be completed;
- In the case that an offer was not made for the specialized program class requested a school based case conference with central LSS support would be offered to the parent(s)/guardian(s). The goal of the case conference would be to establish shared solutions personalized for the student incorporating all stakeholders.



The IPRC Appeal Process

It is important that parent(s)/guardian(s) participate in the IPRC process. Should the parent(s)/guardian(s) disagree with the identification and/or the placement statements from the Committee, the system principal of Learning Support Services and/or the superintendent with responsibility for schools should be invited to a follow-up meeting with the parent(s)/guardian(s) and the Committee members. Every attempt will be made to resolve the concerns at this level.

Should this follow-up discussion not resolve matters, the parent(s)/guardian(s) have the right to appeal the recommendations of the IPRC. The appeal can only be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included. The request for an appeal must be made in writing within 15 days of the follow-up meeting or within 30 days of receipt of the statement from the IPRC. (In regards to all matters pertaining to appeals, days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday). This request will be directed to:

Director of Education/Secretary of the Board
Ottawa-Carleton District School Board
133 Greenbank Road, Nepean, Ontario K2H 6L3
FAX: (613) 820-6968

Appeal Board Membership

The Appeal Board shall be comprised of three members selected within 15 days of receipt of the notice of appeal by the Secretary of the Board. These members will include:

- a) one member selected by the OCDSB
- b) one member selected by parent(s)/guardian(s), and
- c) a Chair, selected jointly by the above members. Please note: if agreement cannot be reached, the Chair shall be selected by the District Manager at the Ministry of Education.

The members shall not be employees of the Ministry of Education nor the OCDSB. Nor shall the members have prior knowledge of that matter under appeal.

Appeal Board Meeting

The Appeal Board will meet with the parent(s)/guardian(s) and other persons who may contribute relevant information, no later than 30 calendar days following the selection of the Chair of the Appeal Board. The Appeal Board must make its recommendations within 3 days of the meeting's completion. A written report of its recommendations must be provided to the parent(s)/guardian(s)/student (if 16 years of age or older), and the OCDSB. The Chair of the Appeal Board will present recommendations to the Board



within 30 calendar days. All documents submitted to the Appeal Board will remain confidential to the members of the Appeal Board.

Parents have the right to request mediation, as indicated in the *Education Act* and the Board policy on this issue.

Within 30 calendar days of the Appeal Board's decision, the OCDSB notifies the parent(s)/guardian(s)/ student (if 16 years of age or older) whether it accepts or rejects the Appeal Board's decision.

If the parent(s)/guardian(s) disagree with the decision of the Appeal Board, the parent(s)/guardian(s) may further appeal to a Special Education Tribunal under Section 57 of *The Education Act*. Information about making an application to the tribunal will be included with the Appeal Board's decision.

While appeals may be submitted, various interventions end the process.

In 2017-2018 there were 0 complete appeals.

In 2016–2017 there were 0 complete appeals.



Identification, Placement and Review of Students with Special Education

