



A Parent/Guardian Guide To Identification, Placement and Review Committee (IPRC)

DURHAM DISTRICT SCHOOL BOARD

400 Taunton Road East
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SERVING OUR STUDENTS

The Durham District School Board is committed to providing students with high quality, responsive programming which fosters their achievement and well-being

The mission of Special Education is to provide a range of programs, placements and services for students with special needs in supportive environments which enables them to develop to their full potential

The DDSB recognizes that all children learn and develop at different rates and that within the student population, a wide spectrum of educational needs may exist. Addressing these needs involves using a range of approaches

The Purpose of the Guide

We have created this guide to help answer questions you may have about the process we follow in the Durham District School Board when considering if a child should be identified as an exceptional student. It is important that parents/guardians understand each of the steps in this process as we strongly believe that you are a valuable member of the school team when making decisions about your child. If you have questions after reading this guide, we encourage you to contact your child's school for additional assistance.



The IPRC Committee

WHAT IS AN IPRC?

An Identification, Placement and Review Committee (IPRC) is a committee of the Durham District School Board which undertakes a formal process that is mandated under Regulation 181 of the Education Act for students who require additional supports to be successful in meeting curriculum expectations.

An IPRC is composed of at least three staff members, one of whom must be a principal or a supervisory officer of the Board. Parents/Guardians are key players in any decision that are made regarding your child and are highly encouraged to attend and participate in the meeting as your input is valued.

The committee 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 exceptionality provided by the Ministry of Education;
- after considering the options available, the committee will also decide an appropriate placement for your child based on individual needs and strengths;
- review the identification and placement at least once in each school year.

Identification is based on parent/guardian or school's realization that the student has needs that require additional and appropriate support. The process includes assessment by school board professionals and the results are shared at school team meetings (or case conferences) with the parent/guardians. If appropriate, then an IPRC may be requested.

An IPRC Committee has three main goals:

1. to identify each student who needs special education support;
2. to place an identified student in a program that will meet his or her needs; and
3. to review how the student is progressing

Before the IPRC

If a student experiences difficulty meeting expectations, school staff will communicate concerns, in-class assessments, planning and strategies to parents/guardians on a regular basis. The teacher may request support from the school team comprised of the Special Education Resource Teacher (SERT) and school administrator(s) for programming ideas.

If difficulties continue, the school team will host a **Case Conference** which is an informal, problem-solving team meeting where all those who have been working to support your child meet with you, (and your child if he/she is over 16 years of age), to determine further interventions, the need for outside supports, and whether the student would benefit from a formal identification. A summary of all information will be presented which may include:

- strengths and needs of the student
- assessment results conducted by school staff
- assessments completed by other professionals that you have given permission to be involved with your child
- any additional information you have as the parent/guardian
- potential programming options

If identification is being considered, the team can describe what placement options are available to meet your child's needs: the self-contained class or mainstream option to you.

Options may also include provincial or demonstration schools run by the Ministry of Education and Training

EXCEPTIONAL PUPIL AND THE PROGRAM ACCORDING TO THE EDUCATION ACT

An exceptional pupil is “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...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

A special education program is 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 (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

<http://www.edu.gov.on.ca/eng/parent/guardians/speced.html>

Requesting an IPRC

The school team may request an IPRC based on their assessment(s) of your child's progress. The principal will inform you in writing.

You, as a parent/guardian, have the right to request an IPRC. The request must be written and sent to your child's school principal. The principal shall organize the IPRC and inform you in writing of the process and timelines.

Within 15 calendar days of receiving your request, the principal must provide you with a copy of the Parent/Guardian Guide.

At least 10 days before the IPRC will be held, the principal or chair will provide you with a written notice of when the IPRC shall meet (location, date and time). If the date is not convenient you may request an alternate date or time and the principal or chair will try and accommodate your request.

If you cannot attend the IPRC, inform the principal of the school as soon as possible and they will attempt to provide you with an alternate date or time. If you do not want to attend then the principal will forward to you a copy of the IPRC form and a written statement of the decision of identification and the recommendations of placement after considering the options available.

The Parent/Guardian Role in the IPRC

Parent(s)/guardian(s) are an essential part of the IPRC and an equal participant in the discussion that will lead to making a decision for your child. We encourage you to become as involved and informed as possible. As a result, we highly encourage you to attend the IPRC. If you do not feel comfortable speaking to the committee in English, ask your child's principal to arrange for an interpreter at the IPRC. Services are also available for parents with vision or hearing impairments, and arrangements will be made to accommodate other accessibility concerns that you may have.

If your child is 16 years or older he or she attend the IPRC meeting. Given the sensitive nature of some of the information presented, you may want to talk in advance with your child and your school principal about how he or she might be involved in the meeting.



CATEGORIES OF EXCEPTIONALITIES

Behaviour
Communication
Intellectual
Physical
Multiple

During the IPRC

Parents/Guardians and students 16 years of age or older are invited to attend the IPRC and are considered to be important contributors to the discussion. Staff who have come to know and work with your child will attend an IPRC. An interpreter to assist the parents/guardians (where appropriate) can be arranged by the referring school principal.

There will be three people designated from the board. These may include a Superintendent and/or Administrator from the referring school. It may include the Special Education Officer, or other Education Officers from the central office. Others might include:

- Special Education Resource Teacher (SERT), or Head of Special Education from the school
- The classroom teacher and/or other teachers from the school
- Facilitators from the area or central team
- Professional support staff – speech and language or psychological services

An advocate, if invited by the parents/guardians may also be in attendance to provide support or speak on their behalf

What happens at the IPRC Meeting?

The Chair begins the meeting by welcoming all attendees and initiating introductions. The purpose and goals of the IPRC meeting are reviewed and participants, including the parents/guardians, are invited to provide information to assist the committee in understanding the student's progress, strengths and needs.

A regular classroom placement (mainstream placement) should be considered as the first option. Before recommending a placement in a special education class (self-contained class placement) the IPRC must decide whether this placement will meet your child's needs and be consistent with your wishes.

At the IPRC, the chairperson will ask that a summary of strengths and needs be presented to the committee. Parents/guardians will have been offered an opportunity to review this information and provide input.

The IPRC will review all available information about your child. The members 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 your 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.

Parents/guardians will be invited to ask questions and to join in the discussion.

A placement decision will usually be made immediately. In addition, an identification and placement decision will be formalized. The chairperson will explain it carefully.



What decisions can be made by the IPRC?

Parent/guardians will be given a written record of the recommendations of the committee.

The committee:

- Describes and provides a statement of the student's strengths and needs
- Determines the appropriate level of support for the student, including placement options, based on your child's strengths and needs where IPRC has identified your child as exceptional
- Determines the appropriate level of support for the student, based on the placement: and one of five placement options defined by the Ministry of Education
- States the reason for the recommendation if the committee has decided that the student placement is Special Education Class
- Discusses and makes additional written recommendations of specific programs or services deemed by the committee to be important for understanding and meeting the needs of the student

The IPRC may also consider referring the student to a provincial committee for consideration of eligibility for admission to one of the Provincial Schools for blind, deaf or deaf-blind students, or to one of the Provincial Demonstration Schools for students with severe learning disabilities

Five Placement Options as Defined by the Ministry of Education

- *A regular class with indirect support* where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- *A regular class with resource assistance* where the student is placed in a 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* where the student is placed in a regular class and receives instruction outside 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* where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to **Regulation 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 full-time special education class* where the student-teacher ratio conforms to **Regulation 298, section 31**, for the entire school day.

If You Agree with the IPRC Decision

If you agree, then you will be asked to indicate by signing the IPRC form that you agree with the designation of the exceptionality and the placement. You may take the form home to consider or you may sign the form at the conclusion of the IPRC. You have a maximum of 30 working days.

The appropriate staff will then notify the school that you agree with the decision and that an IEP will be developed within 30 school days of formal placement within the recommended program.



If You Disagree with the IPRC Decision

If you disagree with either the identification or the placement, you have 2 options available to you:

1. Within 15 calendar days of receiving the decision, request in writing an additional meeting to re-evaluate the decision of the IPRC. The principal must hold the meeting as soon as possible. Following the meeting, the Chair of the IPRC must advise the parent/guardian of any changes to the decision of the IPRC.

If after the second meeting to re-evaluate the IPRC decision you still disagree, then you have 15 calendar days to appeal the decision in writing to the Director of Education, Durham District School Board, 400 Taunton Road East, Whitby, ON, L1R 2K6

2. Within 30 calendar days of receiving the initial IPRC decision, the parent/guardian may appeal the decision in writing to the Director of Education, Durham District School Board, 400 Taunton Road East, Whitby, ON, L1R 2K6

If you do not consent to the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

If the parent/guardian disagrees with the decision reached at the Review, the parent/guardian may appeal in the same way as described for the original IPRC.

Following the IPRC

WHAT IS AN IEP?

The Ministry of Education requires that every student who has been identified by an IPRC as exceptional must have an individual education plan (IEP). The IEP is developed by the school with consultation and input from you the parent/guardian, the school team and may include input from the central board staff.

ANNUAL IPRC REVIEW

Your child's special education needs must be reviewed at least once a year at an annual review of placement. You will be notified of this in writing.

What is an Individual Education Plan (IEP)?

An IEP will be developed for the student and will include:

- A statement of the student's strengths and needs;
- Specific education expectations;
- An outline of the special education program and services that will be provided;
- A statement about the methods by which your child's progress will be reviewed; and
- A transition plan to assist with changes to a student's experience at school as part of their school life (such as the transition between grades or schools)

The IEP may also include:

- A safety plan for students whose behaviour poses a risk of injury to themselves and/or others.

Planning may also include:

- A medical plan for students who may experience an emergency as the result of a medical condition as outlined by a physician to describe the necessary interventions required (e.g., seizures, choking, etc.)
- An emergency plan for students who require specialized assistance in the event of a school emergency (e.g., fire drill, lockdown, etc.)

The IEP must be completed within 30 school days after your child has been formally placed in the program by an IPRC, and the **Principal must ensure that you receive a copy of it.** Every student in the fall will receive an updated IEP within 30 working days of the start of school. The IEP is a working document that will be updated for every reporting period, or as the student's needs and strategies change.

What happens in the IPRC 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 selected by you, the parent/guardian, 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 calendar days after the chair has been selected (unless parent/guardian and the board both provide written consent to 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/guardian, 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's conclusion. 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 calendar 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 and may choose to go to the Special Education Tribunal).
- 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.

Provincial and Demonstration Schools

The Ministry of Education and Training 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 School
350 Dundas Street West
Belleville, ON K8P 1B2
Telephone: (613) 967-2830

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

Trillium School
347 Ontario St. South
Milton, ON L9T 3X9
Telephone: (905) 878-8428

Schools for the deaf:

Ernest C. Drury School
255 Ontario Street South
Milton, ON LT9 2M5
Telephone: (905) 878-7195
TTY: (905) 878-7195

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

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

School for the deaf/blind:

W. Ross MacDonald School
350 Brant Avenue
Brantford, ON N3T 3J9
Telephone: (519) 759-0730

Where can parents/guardians obtain additional information?

Additional information can be obtained from:

- Special Education Resource Teacher
- School Principal
- Instructional Facilitator/Special Education, Area Team
The Durham District School Board
(905) 666-5500 or 1-800-265-3968 or TTY: (905) 666-6943
- Special Education Officer
The Durham District School Board
(905) 666-5500 or 1-800-265-3968 or TTY: (905) 666-6943
- Members of
The Special Education Advisory Committee (Refer to list on following page)
c/o The Superintendent of Education/Special Education/Area
The Durham District School Board
(905) 666-5500 or 1-800-265-3968
Ext. 6371 & TTY (905) 666-6943
- Local associations that further the interests of exceptional persons



Special Education Advisory Committee (SEAC)

School boards are required to establish a Special Education Advisory Committee which includes representatives from local parent associations and trustees.

These representatives serve as advocates for children and parents, and the associations have useful parent resources.

Associations Represented:

Association for Bright Children (ABC)	www.abcontario.ca
Autism Ontario - Durham Region	www.autismontario.com/durham
Durham Down Syndrome Association	www.ddsa.ca
Learning Disabilities Association of Durham Region	www.ldadr.on.ca
VOICE for Deaf and Hard of Hearing Children	www.voicefordeafkids.com

Community Resources:

Community Living Ajax-Pickering and Whitby	www.cl-apw.org
Resources for Exceptional Children and Youth - Durham Region	www.rfecydurham.com

Members At Large (2)

DDSB Trustees	Trustee Donna Edwards
	Trustee Linda Stone
Alternates	<i>Appointed annually each December</i>
	<i>Trustee TBD</i>

Helpful Information for Parents/Guardians

Contact Information

Name	Role*	Telephone
	Principal	
	SERT	

Dates to Remember

*You also may wish to have contact information for other Special Education team member.