

Special Education

Resource Guide



**The Identification,
Placement and
Review Process
(IPRC)**



June 2003

Special Education Programs and Services

Resource Guide

The Thames Valley District School Board believes that most exceptional children can and should have their needs met, using a variety of strategies, techniques and resource support, in regular classes in their home schools. The application of appropriate programs, services, and placements (which may include regular class, resource assistance, congregated class, or attendance at a provincial school) are determined through the Program Development Team (PDT) and/or the Identification, Placement, and Review Committee (IPRC) processes, in consultation with parent(s)/legal guardian(s).

Our primary goal is to meet pupils' needs in their own classrooms and their home school. Parents' input is always very important in making decisions concerning their children's special education program. We work together to help your child succeed.

Specialized support for pupils identified as exceptional includes some of the following:

- Your child's learning needs are thoroughly assessed on an individual basis.
- An Individual Educational Plan is developed which emphasizes your child's strengths and addresses areas of need.
- The plan is continuously reviewed and revised by the school Program Development Team to ensure your child's continued progress.
- Classroom teachers may consult with other professionals to enhance the learning environment.
- Classroom teachers may consult with specially trained teachers to assist your child.
- Specially trained staff may at times work with your child.
- Special materials and equipment and/or small group instruction may be provided.
- A variety of evaluation strategies may be implemented.
- A range of placement options will be made available.



Notes

If you wish to receive this resource guide in Braille, large print, or 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.

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 guide 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 contact your child’s Learning Support Teacher (LST).

Q *What is an IPRC?*

A An IPRC is composed of at least 3 people. One member must be either a supervisory officer or designate or a school principal who acts as chairperson, and

Two or more members could include another principal, a vice-principal, a learning support teacher (**LST**), a classroom teacher or a Learning Coordinator - Special Education.

Q *May parents attend the IPRC meeting?*

A 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.

Q&A



Q *Who may request that they attend?*

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

Q *Who else may attend an IPRC meeting?*

A

- 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, any person who may support you or speak on behalf of you or your child; or an interpreter, if one is required. (You may request the services of an interpreter through the principal of your child's school.)

Q *What is the role of the IPRC?*

A 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;
- decide an appropriate placement for your child; and
- review the identification and placement at least once in each school year. **Note - parents should ask the school principal for information concerning placement options.*

Q *Who is identified as an exceptional pupil?*

A The Education Act defines an exceptional pupil as "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.

Q & A



Q *What is a special education program?*

A 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 based on your child's strengths and needs and an outline of special education services that address the strengths and needs of the exceptional pupil.

Q *What are special education services?*

A 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.

Q *What is an Individual Education Plan (IEP)?*

A **If your child is identified as exceptional through the IPRC process, then an IEP must be developed for your child. You will be invited to provide input to this process. The IEP** must include:

- specific educational expectations;
- an outline of the special education programs 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 postsecondary school activities, such as work, further education, and community living.

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

Please refer to the IEP Resource Guide for more information on the IEP. (available from the school)

Q

How is an IPRC meeting requested?

A

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 the child's teacher or teachers believe that your 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 resource guide and a written statement of approximately when the IPRC will meet.

Q

What information will parents receive about the IPRC meeting?

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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 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 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.

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What if Parents are unable to make the scheduled meeting?

A

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. 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.

Q & A



Q *What happens at an IPRC meeting?*

- A**
- The Chair introduces everyone and explains the purpose of the meeting.
 - 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 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.

Q *What will the IPRC consider in making its placement decision?*

A 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.

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

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The IPRC's 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 IPRC's description of your child's strengths and needs;
 - the IPRC's placement decision; and
 - the IPRC's 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.

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What happens after the IPRC has made its decision?

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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.

If the IPRC has identified your child as an exceptional pupil and if you **agree** with the IPRC identification and placement decisions, 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.

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

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- 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.

Q&A



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What does a review IPRC consider and decide?

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- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- 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.

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What can parents do if they disagree with the IPRC decision?

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- If you **do not agree** with either the identification or the placement decision made by the IPRC, you may:
 - within 15 days of receipt of the Statement of Decision, request that the IPRC hold a second meeting to discuss your concerns; or
 - within 30 days of receipt of the Statement of Decision, file a notice of appeal with the Secretary, Thames Valley District School Board, 1250 Dundas Street, London, Ontario N6A 5L1.
- 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 Statement of Decision.

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.

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How do I appeal an IPRC decision?

A

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original Statement of Decision or within 15 days of receipt of the Statement of Decision from the second meeting described above, give written notification of your intention to appeal the Statement of Decision to: Secretary, Thames Valley District School Board, 1250 Dundas Street, London, Ontario N6A 5L1.

The notice of appeal must:

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

Q & A



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What happens in the appeal process?

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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 who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- 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 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, 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 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 or 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 recommendations).
- 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.

Q & A



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What Special Education programs and services are offered by the Board?

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A range of programs and services are offered to pupils depending upon their identified exceptionality, strengths and needs. The IPRC will always consider, as the first option a regular class placement with appropriate special education support services which are designed to address the pupil's needs.

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What organizations are available to assist parents?

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Many parent organizations are available to provide information and support to parents of exceptional children. Some examples are listed below:

- Autism Society Ontario London & District Chapter
- Community Living Organization
- **Integration Action For Inclusion London and Area (IAI)**
- Thames Valley District Alliance of Home & School Councils
- London & Middlesex Association for Bright Children
- The Learning Disabilities Association of London & Area
- Parent-to-Parent for Down Syndrome
- Epilepsy London & Area
- VOICE for the Hearing-Impaired Children
- VIEWS for the Visually Impaired, London Chapter
- Thames Valley Childrens' Centre
- Easter Seal Society
- Ontario Association for Families of Children with Communication Disorders
- Chippewas of the Thames
- Oneida First Nation (O.K.T.)
- Munsee-Delaware Nation
- Child and Parent Resource Institute
- Madame Vanier Children's Services
- Southwestern Regional Autism Program
- Bluewater Family Support Services
- District School Council

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What are the Ministry's Provincial and Demonstration Schools?

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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.

Demonstration Schools for English-speaking students with severe learning disabilities, including learning disabilities associated with ADHD.

Amethyst School
1090 Highbury Avenue
London, ON N5Y 4V9
(519) 453-4408

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

Trillium School
347 Ontario Street South
Milton, ON L9T 3X9
(905) 878-8428

Schools for the deaf

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

Robarts School
1090 Highbury Avenue
P.O. Box 7360, Station "E"
London, ON N5Y 4V9
(519) 453-4400

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

School for the blind and deaf-blind

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

Q & A



French-language school for the deaf and Demonstration School for French-speaking students with severe learning disabilities, including learning disabilities associated with ADHD.

Centre Jules-Leger
281 rue Lanark
Ottawa, ON K1Z 6R8
(613) 761-9300

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Where can parents obtain additional information?

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Additional information concerning procedures for early identification, educational assessments, school health support programs, the range of special education programs and services is available in Thames Valley District School Board's Special Education Plan. A copy of this plan is available for review by contacting your school principal or on the Thames Valley District School Board web site at www.tvdsb.on.ca under Special Education.

*Thames Valley District School Board
1250 Dundas Street
P.O. Box 5888
London, ON N6A 5L1
(519) 452-2000*

Program Services (519) 452-2033

Q&A



Definitions

ACCOMMODATION

An accommodation is a change in the way a program or course is delivered to a student so that he/she can gain better access to the program. Accommodations may include changing the length of time needed to complete an assignment/test, using assistive technology, altering the instructions to match a student's style of learning, or photocopying notes. Most students receiving accommodations are working on grade level expectations of The Ontario Curriculum.

MODIFICATION

A modification refers to a change in the curriculum because the grade level curriculum is inappropriate to the level of the student's abilities. For example, a student whose language program (reading, writing) is significantly lower than that expected for the grade level will have modifications made to his/her program.

IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC)

A committee of school personnel who in consultation with parents and the student determine whether the student is exceptional and which educational placement is most appropriate to address the student's needs.

INDIVIDUAL EDUCATION PLAN (IEP)

Thirty school days after the determination by an IPRC that a student is exceptional an IEP is developed by school personnel in consultation with the parents that outlines the educational plan that is in place to address the student's needs.

Information regarding the necessary accommodations, modifications to grade level expectations, and resources required is included in the IEP. A transition plan for a student who is fourteen years of age or older for all students except those identified solely as gifted) is outlined in the student's IEP.

Acronyms Related to Special Education

ADD	-	Attention Deficit Disorder
ADHD	-	Attention Deficit Hyperactive Disorder
CCAC	-	Community Care Access Centre
CPRI	-	Child Parent Resource Institute
DC	-	Developmentally Challenged
EA	-	Educational Assistant
HI	-	Hearing Impaired
IEP	-	Individual Education Plan
IPRC	-	Identification, Placement and Review Committee
ISA	-	Intensive Support Amount
ISC	-	Intensive Support Class
LC	-	Learning Coordinator
LD	-	Learning Disability
LST	-	Learning Support Teacher
MID	-	Mild Intellectual Disorder
OT	-	Occupational Therapist
PDD/ASD	-	Pervasive Developmental Disorder/ Autism Spectrum Disorder
PDT	-	Program Development Team
PT	-	Physiotherapist
S/LP	-	Speech/Language Pathologist
SEAC	-	Special Education Advisory Committee
SEPPA	-	Special Education Per Pupil Amount
TVCC	-	Thames Valley Children's Centre
TVDSB	-	Thames Valley District School Board

The participation and involvement of members of the Special Education Advisory Committee (SEAC) has been appreciated in the development of the IPRC Resource Guide.

