



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE

Parent Guide



Contents

What is the purpose of the Identification, Placement and Review Committee Parent Guide?	1
What is an IPRC?	1
Who is a part of the IPRC?	1
Who can request an IPRC meeting?	2
What is the role of the IPRC?	3
Who is identified as an exceptional pupil?	4
What are the possible placements in the Ottawa-Carleton District School Board?	5
What information will parent(s), and/or students (16 years of age or older) receive about the IPRC meeting?	8
What if you are unable to make the scheduled meeting?	9
What can I expect at an IPRC meeting?	9
What will the IPRC consider in making its placement decision?	10
What will the IPRC's written statement of decision include?	10
What happens after the IPRC has made its decision?	11
What is an IEP?	11
Once a student has been placed in a special education program, can the placement be reviewed?	12
How do I appeal an IPRC decision?	13
What other services are available?	15
What organizations are available to assist parents?	15
What are the Ministry of Educations' Provincial and Demonstration Schools?	16



What is the purpose of the Identification, Placement and Review Committee Parent Guide?

The purpose of this guide is to provide students and families with information about the Identification, Placement, and Review Committee (IPRC), and to provide an overview of the procedures involved in identifying a student as exceptional, deciding the student's placement, or appealing such decisions, if required.

What is an IPRC?

In Ontario, the *Ontario Education Regulation 181/98* requires that all school boards establish Identification, Placement, and Review Committees (IPRC). The IPRC has a legal responsibility to make decisions about the identification of students as exceptional and to determine the placement of students into special education programs and services.

As key partners in this work, parent(s) and /or students 16 years of age or older are invited to:

- Initiate a request for an IPRC;
- Be present at, and participate in, all committee discussions pertaining to the student;
- Have a representative present at an IPRC if so desired;
- Be present when the committee's identification and placement decision is made.

Who is a part of the IPRC?

The IPRC is composed of at least three people, one of whom must be the school principal, or designate, or supervisory officer of the Board. The other members of the committee can be any other staff including principals, professional services staff, or teachers (learning support teacher, learning resource teacher, specialized program class teacher, or classroom teachers and/or other appropriate staff). Parents and students (16 years of age or



older) are invited and encouraged to attend the IPRC meeting.

May parent(s), and/or students (16 years of age or older) attend the IPRC meeting?

Regulation 181/98 entitles parents and students, 16 years of age or older:

- to be present at and participate in all committee discussions about the student; and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the principal of the school or designate (required);
- other staff or professionals such as the student's teacher, special education staff, central district staff, or a representative of an agency, who may provide further information or clarification;
- a selected representative or advocate for the parent(s), that is, a person who may support conversation or represent the parent(s), and/or student; and
- an interpreter and/or translator if one is required. (A request for the services of an interpreter may be made through the school principal).

Who can request an IPRC meeting?

There are two ways to refer a student to an IPRC meeting:

A. Request for referral to an IPRC by the principal (in collaboration with school staff)

If the request is made by the principal, they must provide written notice to the student's parent(s), or where appropriate student of the referral to an IPRC. Within 15 days of the date on which the principal gave written notice of the referral to the parent, and/or student (16



years of age or older), the principal must provide a written statement setting out approximately when the IPRC is expected to meet to discuss the student. It is also required that the *OCDSB IPRC Parent Guide* accompany this written communication.

B. Request for referral to an IPRC by the parent, and/or student

A parent, and/or student (16 years of age or older) may ask a principal for a referral to an IPRC. This request must be made in writing and, on receipt, the principal must refer the student to an IPRC. Within 15 days of receiving the request for referral, the principal must provide a written statement acknowledging the receipt of the request and advise approximately when the principal expects the IPRC will meet to discuss the student. A copy of *OCDSB IPRC Parent Guide* must be provided to the referring parent(s), and/or student (16 years of age or older).

What is the role of the IPRC?

The purpose of the IPRC is:

- to identify the areas of strength and areas of need of the student;
- to determine whether the student is exceptional;
- to identify a specific exceptionality, or exceptionalities, if applicable (as outlined by the Ministry of Education definitions);
- to recommend an appropriate placement in a program designed to meet the identified needs of the student;
- to serve as an annual review for students who have been previously identified by an IPRC;

While IPRCs may discuss and make recommendations to programs and services, it is important to note that IPRCs do



not make decisions about placement in a specialized program class. If it is determined that a referral to a specialized program class is to be made, the principal, with the consent of the parent(s) must submit the required referral documents and wait for the central referral committee’s review. If a specialized program class is recommended by the central referral committee, only then can an IPRC be convened to review the change in placement (see *IPRC Statement of Decision* form at the end of this section).

Who is identified as an exceptional pupil?

The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program.”

Students are identified in an IPRC according to the categories and definitions of exceptionalities provided by the Ministry of Education.

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



What are the possible placements in the Ottawa-Carleton District School Board?

Placement	Description
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 with 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.



What is a special education program?

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 (an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What are special education services?

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.

What special education programs and services are provided by the board?

The Ottawa-Carleton District School Board provides a continuum of programs and services with placement options ranging from regular class with special education resource support and services, to specialized program classes and special education schools. The goal of the District is to strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. In partnership with parent and district staff, schools strive to ensure the placement that best meets the student's needs. The OCDSB places a strong emphasis on the inclusion of our students with special needs. Our ongoing commitment is to provide the structures and support that each student needs to foster their growth and development in programs which foster integration and independence as defined for each student based on their strengths and needs.



The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school's learning support teacher (LST) or learning resource teacher (LRT) (only in elementary schools), and/or central district staff, are able to provide programming support that allows the student to meet required expectations with success. The regular classroom is the first option that the parent can consider regardless of the student's needs. A regular classroom allows the student to be surrounded by peers, in their school community, while receiving personalized programming that is outlined in the student's Individual Education Plan. The regular class is considered the most inclusive of placements.

Specialized Program Classes

Access to a specialized program class is provided when a parent and school team determine that a student's special education needs would be best served in this learning environment. A referral is completed at the school level and submitted to a central review committee. The central referral committee reviews the referral, determines if the student's profile meets criteria for the placement, and recommends if the placement sought is appropriate. If the student's profile meets the criteria, the student will be offered a spot in the designated specialized program class, if space is available. Each specialized program class has different criteria and ratios and are staffed by educators with additional qualifications in special education. The district offers the following 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 (D/HH)



- 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)

Special Education Schools

The OCDSB also has special education schools and programs, which may be appropriate for some students. Information about these special education schools and programs are available on their respected websites: [Crystal Bay Centre for Special Education](#) and [Clifford Bowey Public School](#)

What information will parents, and/or students (16 years of age or older) receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide written notification of the meeting and an invitation to attend, as an important partner in considering and/or reviewing the student's identification and placement. This letter will include specific details related to the date, time and location of the meeting. The letter will also request confirmation of attendance. Before the IPRC meeting occurs, parent(s) can expect to receive a written copy of any information about the student that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

What if you are unable to make the scheduled meeting?

If the date and time are not suitable for the meeting, please contact the school principal to arrange an alternative date or time. If a parent does not wish to participate in the annual



review of the IPRC, they may inform the principal that they wish to dispense and/or waive the review. The IPRC will convene in the absence of the parent and as soon as possible after the meeting, the principal will forward the statement of decision of the IPRC for review and confirmation.

What can I expect at an IPRC meeting?

The IPRC meeting typically takes place at the school the student attends. The meetings are typically 15 to 20 minutes in length. To start the meeting, the chair of the IPRC (typically the principal or designate) introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about the student and consider the following information:

- consider the results of assessments to make an accurate recommendation for student identification or placement;
- consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of the student conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
- interview the student, with the required consent if the student is less than 16 years of age, and if deemed useful to do so; and
- consider any information about the student submitted by the parent, or by the student (16 years of age or older);
- consider any other information that may be relevant to the IPRC decision;
- discuss any proposal that has been made about a special education program or special education service for the student;

Parent 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.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing a student in a special education placement, it must first consider whether placement in a regular class, with appropriate special education services, will:

- meet the student's needs; and
- be consistent with parent preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with the parent preferences, the committee will decide in favour of placement in a regular class with appropriate special education services. If the IPRC recommends a specialized program class, it is required that a referral be made to a central referral committee. In addition, in the case of a placement in a special education class, the reason for this decision must be included on the statement of decision.

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

The IPRC's written statement of decision will state whether the committee has identified the student as exceptional and if so, it will include the appropriate placement. If the student has been identified as exceptional, the appropriate categories and definitions of exceptionalities identified, as defined by the Ministry of Education will be included. Within the document, there will also be a list of the student's strengths and needs and any recommendations for the special education program and services. If the IPRC has



determined that the student should be placed in a special education class then a rationale for that decision will also be included.

What happens after the IPRC has made its decision?

Once the IPRC has confirmed its decision in writing, via the statement of decision, and the parent, and/or student (16 years of age or older) agree with the decision, they will be invited to sign and agree to the identification and placement decision. If an IEP has not already been developed for the student, then it will be created soon after the IPRC decision.

What is an IEP?

An IEP is a written plan describing the special education program and/or services required by a particular student on an ongoing basis. The IEP outlines the student's areas of strengths and needs as well as the program a student requires for instruction and assessment. The IEP is a working document that contains a transition plan and any record of required accommodations, modifications, or alternative programs needed to help a student achieve the learning expectations identified in their IEP.

The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating the information about the student's progress to parent(s) and student.



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

Yes, a placement decision may be reviewed any time after the student has been in the placement for 3 months. To request an IPRC review, a request must be provided to the school principal. It is required that at least one review IPRC meeting be held within each school year.

What does a review IPRC consider and decide?

A review IPRC, with the permission of the parent, and/or student (16 years of age or older), will review and consider the student's progress related to the goals outlined in the IEP. It will endeavour to review all information, similar to the initial IPRC that may support the student, as any new information relevant and appropriate to the student. At a review IPRC meeting, the identification and placement decision will be reviewed and will either be determined to continue or a different decision may be made, based on new information and evidence.

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

If parents, and/or students (16 years of age or older) do not agree with either the identification and/or the placement outlined in the statement of decision made by the IPRC, after this time, they may:

- ✧ within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss any concerns; or
- ✧ within 30 days of receipt of the decision, file a notice of appeal with the Director of Education, Secretary of the Board.

It should be noted that if a parent, and/or student (16 years of age or older) do not consent to the IPRC decision and do



not appeal it, the Board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If a parent, and/or student (16 years of age or older) disagree with the IPRC's identification of the student as exceptional or with the placement decision of the IPRC they may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of their intention to appeal the decision to the Director of Education, Secretary of the Board at the following address:

Camille Williams-Taylor
Director of Education / Secretary of the Board
133 Greenbank Road,
Nepean, Ontario
K2H 6L3

director@ocdsb.ca

The notice of appeal must include information pertaining to the decision that is in disagreement and it must also include a statement outlining the reason for this disagreement.

What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear the 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 the parent, and/or student (16 years of age or older);
- 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 they have 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;
- The parent and the student (16 years old or older), 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 the student's identification and/or placement.
- The appeal board will report its recommendations in writing, to the parent, and or student (16 years of age or older) and to the Board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the Board will decide what action it will take with respect to the recommendations (Boards are not required to follow the appeal board recommendation).
- The parent and/or student (16 years of age or older) may accept the decision of the Board or may appeal to a Special Education Tribunal. T parent and/or student (16 years of age or older) 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.

What other services are available?

In any placement within the OCDSB, additional services and supports may be provided to students with special needs, where appropriate. These may include, but are not limited to:

- Providing transportation (as per OCDSB policies/procedures);
- Providing/monitoring specialized equipment;
- Meeting medical needs (as per regulatory requirements, where staff are appropriately trained);
- The Children's Hospital of Eastern Ontario (CHEO) provides health services (nursing, occupational and/or physiotherapy, nutrition, and/or speech therapy) to students attending school and requiring such services. In collaboration with parent, schools apply for these services through the school principal using the appropriate referral form provided by the professional team.

What organizations are available to assist parents?

Each school district is required to have a Special Education Advisory Committee (SEAC). The members of this committee are representatives from local associations. Currently, there are members that represent the following associations:

Autism Ontario, Ottawa Chapter

Association for Bright Children of Ontario (ABC)

Down Syndrome Association

Learning Disabilities Association of Ottawa-Carleton (LDAO)

Ottawa-Carleton Assembly of School Councils (OCASC)

VOICE for Deaf and Hard of Hearing Children

VIEWS for the Visually Impaired



What are the Ministry of Educations' Provincial and Demonstration Schools?

The Ministry operates Provincial and Demonstration Schools throughout Ontario for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, and/or who have severe learning disabilities, 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. For more information, please visit the following website: <https://pdsbnet.ca/en/schools>

When using this guide, the word “parent(s)” refers to both parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the student.



**Published by Communications and Information Services
in collaboration with Learning Support Services**



**OTTAWA-CARLETON
DISTRICT SCHOOL BOARD**

