



## Special Education Plan

### Standard 5: The Identification, Placement and Review Committee (IPRC) Process and Appeals

The purpose of the standard is to provide details of the Board's IPRC process.

#### Identification, Placement and Review Committee (IPRC)

It is essential that the parent(s)/guardian(s) are involved in the process

Identification, Placement and Review Committee (IPRC)				
Preparation for the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/ <del>Legal</del> Guardian(s)
<ul style="list-style-type: none"> <li>Establishes a date for the meeting;</li> <li>Informs school and support personnel of the date;</li> <li>Communicates with parent(s)/guardian(s) regarding the upcoming meeting; and</li> <li>Provides the Special Education Resource Guide to the parent(s)/<del>legal</del> guardian(s) ten (10) days prior to the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Assists in gathering information for the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Assists in gathering information for the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>May be invited to attend, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Is invited to attend;</li> <li>Read/review the Special Education Resource Guide</li> <li>Share any available reports;</li> <li>May arrange for a representative to attend the meeting to speak on their behalf or support them; and</li> <li>Provide any further information.</li> </ul>
At the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/ <del>Legal</del> Guardian(s)
<ul style="list-style-type: none"> <li>Chairs the meeting;</li> <li>Explains the role of the Committee;</li> <li>Invites each person present with knowledge of the student to present information; and</li> <li>Considers information relevant to the student's needs and strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Presents all relevant information that supports identification (or not).</li> </ul>	<ul style="list-style-type: none"> <li>Presents all relevant information that supports identification (or not).</li> </ul>	<ul style="list-style-type: none"> <li>May be invited to attend to review any recent assessments; and</li> <li>Act as a resource to assist in the interpretation of reports from other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Shares any available reports with Principal;</li> <li>May arrange for a representative to attend the meeting to speak on their behalf or support them;</li> <li>Provides any further information; and</li> <li>Asks questions.</li> </ul>

At the IPRC Meeting, the Committee May Choose				
<ul style="list-style-type: none"> <li>To recommend identification (or not);</li> <li>To recommend initial placement in regular class on an IEP;</li> <li>To recommend continued placement in a regular class on an IEP;</li> <li>To demit a student no longer in need of Special Education services; or</li> <li>To defer decision if the Committee requires more information.</li> </ul>				
After the IPRC Meeting				
Principal/Designate				
<ul style="list-style-type: none"> <li>Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is 16 years or older;</li> <li>Places one copy of the letter of invitation and the Statement of Decision in the OSR;</li> <li>Provides one copy of the IEP to the parent(s)/ guardian(s) and the student who is 16 years or older within thirty days of the IPRC; and</li> <li>Places one copy of the IEP in the OSR.</li> </ul>				
OR				
System IPRC				
At the request of the parent(s) and/or as recommended by the Principal, a placement beyond the regular class is being considered. Therefore the System IPRC process begins.				
Preparation for the System IPRC Meeting				
Principal/Designate	Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/ <del>Legal</del> Guardian(s)
<ul style="list-style-type: none"> <li>Submits the Application to System IPRC to the Learning Coordinator-Special Education;</li> <li>Informs the parent(s) /guardian(s) of the date, time and location of the meeting;</li> <li>Discusses the process with the parent(s) /guardian(s);</li> <li>Provides the Special Education Resource Guide to the parent(s) ten (10) days prior to the meeting; and</li> <li>Determines who will present the information at the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with LST to prepare for IPRC meeting; and</li> <li>Gathers student information for the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Collates any relevant reports from outside agencies;</li> <li>Collaborates with referring teacher(s) to prepare for IPRC;</li> <li>Prepares the Application to System IPRC; and</li> <li>Gathers student information for the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>May be invited to attend, as required.</li> </ul>	<ul style="list-style-type: none"> <li>Is invited to attend;</li> <li>Reads/reviews the Special Education Resource Guide;</li> <li>Shares any available reports with Principal;</li> <li>May arrange for a representative to attend the meeting to speak on their behalf or support them; and</li> <li>Provides any further information.</li> </ul>

At the System IPRC Meeting				
Chair	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/ <del>Legal</del> Guardian(s)
<ul style="list-style-type: none"> <li>Explains the role of the Committee;</li> <li>Invites each person present with knowledge of the student to present information; and</li> <li>Considers information relevant to the student's needs.</li> </ul>	<ul style="list-style-type: none"> <li>Presents information gathered.</li> </ul>	<ul style="list-style-type: none"> <li>Presents information gathered.</li> </ul>	<ul style="list-style-type: none"> <li>May be invited to attend to review any recent assessments;</li> <li>Act as a resource; and</li> <li>Assist in the interpretation of reports from other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Shares any available reports with Principal;</li> <li>May arrange for an advocate to attend the meeting to speak on their behalf or support them;</li> <li>Provide any further information; and</li> <li>Ask questions as they arise.</li> </ul>
At the IPRC Meeting, the Committee May Choose to				
<ul style="list-style-type: none"> <li>Recommend initial placement in regular class or self-contained class on an IEP;</li> <li>Continue placement in regular class or self-contained class on an IEP;</li> <li>Demit a student no longer in need of Special Education services; or</li> <li>Defer decision if the Committee requires more information.</li> </ul>				
After the System IPRC Meeting				
Chair				
<ul style="list-style-type: none"> <li>Provides a copy of the Statement of Decision to the parent(s) and the student who is 16 years or older;</li> <li>Places one copy of the letter of invitation and the Statement of Decision in the OSR;</li> <li>Provides one copy of the IEP to the parent(s) and the student who is 16 years or older within thirty (30) days of the IPRC; and</li> <li>Places one copy of the IEP in the OSR.</li> </ul>				

## Referrals

Regulation 181/98 requires that each board establish one or more Committee(s) for the identification, placement and review of exceptional students. The following procedures are based on Regulation 181/98 and outline the process school Principals are to follow.

A Principal refers the student to an IPRC:

- Upon written notification to the parent(s)/guardian(s); and
- Upon written request of a parent(s)/guardian(s);.

In 20178-20189, a total of (TBD) initial referrals were made to the IPRC during the school year.

**A School-Based IPRC**

- Makes initial identifications and placements or conducts the reviews of previously identified students ONLY when the placement will be in a regular class on an IEP. For new identifications, it is imperative that the Learning Coordinator-Special Education review the documentation and provide input to the school Principal.

**A System-Based IPRC**

- Makes initial identification and placements or conducts the reviews of previously identified students when the placement is anticipated to be in a self-contained class. It is imperative that the Learning Coordinator-Special Education is involved in the preliminary discussions with the school PDT before placement in a self-contained class is considered.

**Exceptionality**

The IPRC determines whether a student is or is not exceptional, according to criteria established by the Ministry of Education.

The Committee shall:

- Consider an educational assessment;
- Interview the parent(s)/guardian(s), unless waived or refused;
- Interview the student where practical and permitted by the parent(s)/guardian(s). The parent(s) has the right to be present during the interview;
- Obtain and consider a health assessment and/or achievement assessment and/or a psychological assessment if required by the IPRC and with permission of the parent(s)/guardian(s) and
- Examine the description of the student's strengths and needs.

**Placement**

- The IPRC will determine whether placement will be in a regular class or in a self-contained class. When making a placement decision, the Committee shall consider whether placement in a regular class, with appropriate Special Education services would meet the student's needs and is consistent with parental preferences (Reg. 181/98, Part IV, Sec. 17(1)) before considering the option of placement in a self-contained class.
- The Committee may discuss and make recommendations on any proposal for Special Education services or Special Education programs and shall do so at the request of the parent(s), or the student who is 16 years of age or older. However, the Committee shall not make decisions about Special Education services or Special Education programs (Reg. 181/98, Part IV, Sec. 16(6)).

## **After the IPRC Decision**

- The IPRC shall send a Statement of Decision which includes the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (16 years and over), and the Principal who made the referral. **This must be done as soon as possible after the completion of the IPRC meeting.**
- A parent(s) /guardian(s) who has questions about the IPRC's decision or is not sure whether he or she agrees with it may, within fifteen days, make a written request to the Principal to meet with the IPRC before the school Board is notified of the decision. The IPRC will meet to discuss the decision. The IPRC may amend its decision after meeting with the parent(s) /guardian(s) but it is not required to do so.
- As soon as possible following the meeting to discuss the Statement of Decision, the chair of the Committee shall send a written notice to the parent(s) /guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of a parent(s) /guardian(s). If a parent(s) /guardian(s) fails to respond to the notice of the IPRC's decision within thirty days, the Board may direct the Principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s).
- The Principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s) /guardian(s) for the exceptional student within thirty(30) school days.

## **Reviews**

- An IPRC must review the identification and placement of an exceptional student at least once every school year unless a parent(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)).
- Where no changes to the identification or placement of a student are being considered, the school may choose to send home a Waiver Form to the parent(s) for signature.
- A parent(s) /guardian(s) or the Principal may apply in writing for a review of the identification and placement by an IPRC after the placement has been in effect for three(3) months, but no more often than once every three months (Reg. 181/98, Part V, Section 21 (2)).
- The IPRC shall review and/or consider a health assessment and/or an academic assessment and/or a psychological assessment if required and with permission of the parent(s). The IPRC shall also consider any information about the student submitted by the parent(s) /guardian(s) or the student.

- As soon as possible after the IPRC decides that it is satisfied with the identification and placement of the student, the chair of the Committee shall send the Statement of Decision to:
  - The parent(s) /guardian(s);
  - The student, where the student is 16 years of age or older; and
  - The Principal of the school at which the student's Special Education program is being provided.
- As soon as possible after a Committee decides the identification or placement or both should be changed, the chair of the Committee shall send the Statement of Decision to the persons described above. The Statement of Decision shall state:
  - Whether or not the Committee considers that the student should continue to be identified as an exceptional student and the reasons for that decision; and
  - Whether the Committee considers that the student should be placed in a regular or self-contained class, and the reasons for that decision.
- Within fifteen (15) days of receiving the Statement of Decision, the parent(s)/guardian(s) may request in writing a meeting with the IPRC to discuss the Statement of Decision. As soon as possible following the meeting, the chair of the Committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting. If changes were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the change.
- A placement decision will not be implemented until either the parent(s) /guardian(s) of the student consents in writing to the placement or the time period for filing a notice of appeal has expired.
- The Principal shall ensure a copy of the reviewed and updated IEP is sent to the parent(s) /guardian(s) and to the student who is 16 years of age or older. This is to be done within thirty(30) days of the notice to the Board of the IPRC decision.

During the 2017~~8~~ - 2018~~9~~ school year a total of (TBD) IPRC Reviews were conducted by the TVDSB.

### Principal's Checklist for School-Based IPRC

The Principal, in consultation with the school PDT or at the written request of the parent(s) /guardian(s) determines that a student should be referred to an IPRC.

- The Principal or designate communicates with parent(s)/guardian(s) outlining the process.
- The Principal or designate provides an IPRC information package to parent(s) /guardian(s) and students who are 16 years of age or older, ten (10) days prior to the meeting. The package includes:



For Initial IPRC	For Reviews
<ul style="list-style-type: none"> <li>➤ The Letter of Invitation;</li> <li>➤ Special Education Resource Guide (available from the Warehouse); and</li> <li>➤ Any other written information that the Committee will consider.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Letter of Invitation OR the Waiver Form if no changes are being proposed;</li> <li>➤ Special Education Resource Guide (available from the Warehouse); and</li> <li>➤ Any other written information that the committee will consider.</li> </ul>

- The school-based Committee will include members who have been approved by the Board. Each Committee must include a Principal or supervisory officer as one of its members.
- At the meeting, the chairperson will explain the role of the Committee, and what it can and **cannot** do. The chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The chairperson must inform parent(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by Thames Valley District School Board (TVDSB) and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
  - Place a student in a regular class;
  - Continue placement in a regular class; or
  - Defer decision if the Committee requires more information.
- Following the IPRC meeting, one copy of the Letter of Invitation and the Statement of Decision is placed in the student's OSR.
- A copy of the Statement of Decision is given to the parent(s) and the student who is 16 years of age or older.
- A copy of the IEP must be sent to the parent(s)/**guardian(s)** and the student who is 16 years of age or older by the Principal of the school where the student is attending within thirty **(30)** days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

### Principal's Checklist for System-Based IPRC

- If placement beyond a regular class (including Provincial Demonstration Schools) is being considered, the Principal will confer with the Learning Coordinator-Special Education to ensure that the criteria for self-contained class placement has been met.
- If a placement beyond a regular class (including Provincial Demonstration Schools) is being considered the Principal will submit the Application to System IPRC to the Learning Coordinator-Special Education for signature.
- After consultation with the Learning Coordinator-Special Education, the Principal will inform the parent(s) /guardian(s) by Letter of Invitation of the date, time and location of the meeting.
- The Principal or designate communicates with the parent(s) /guardian(s) outlining the process.
- The Principal or designate provides the information package to parent(s) /guardian(s), ten (10) days prior to the initial meeting. The package includes:

For Initial IPRC	For Reviews
<ul style="list-style-type: none"> <li>➤ The Letter of Invitation;</li> <li>➤ Special Education Resource Guide (available from the Warehouse); and</li> <li>➤ Any other written information that the Committee will consider.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Letter of Invitation OR the Waiver Form if no changes are being proposed;</li> <li>➤ Special Education Resource Guide (available from the Warehouse); and</li> <li>➤ Any other written information that the Committee will consider.</li> </ul>

- Learning Support Services will forward a notice of the approved application to the Principal.
- At the meeting, the chairperson will explain the role of the Committee, and what it can and cannot do. The chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The chairperson must inform parent(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by TVDSB and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
  - Place a student in a regular or self-contained class with an IEP in place;
  - Continue placement in a regular or self-contained class with an IEP in place; or
  - Defer the decision if the Committee requires more information.



- Following the IPRC meeting, one copy of the Letter of Invitation and the Statement of Decision is placed in the student's OSR.
- A copy of the Statement of Decision is given to the parent(s)/guardian(s) and the student who is 16 years of age or older.
- A copy of the IEP must be sent to the parent(s) /guardian(s) and the student who is 16 years of age or older by the Principal of the school where the student is placed within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

### IPRC Structure

<b>Committee</b>	<b>Responsibility</b>	<b>Members</b>
School-Based IPRC	<ul style="list-style-type: none"> <li>• Initial identification, and placement of a student who will receive service in a regular class.</li> <li>• Review of identified exceptional student who will continue to be placed in a regular class.</li> </ul>	<p>A supervisory officer or Principal, AND two (2) additional members which may include another Principal, Vice-Principal, Coordinator, Teacher.</p> <p>Note:</p> <ul style="list-style-type: none"> <li>• All three members may be staff at the same school.</li> <li>• A supervisory officer may appoint a designate as long as at least one Principal is a member.</li> <li>• No member of the Board may be appointed or designated to sit on a Committee.</li> </ul>

Committee	Responsibility	Members
System-Based IPRC	<ul style="list-style-type: none"> <li>Student requiring initial placement in, review of, or demit from a self-contained class.</li> <li>Student for whom placement with Provincial/Demonstration school is being considered.</li> </ul>	<p>A supervisory officer or Principal, AND two additional members which may include another Principal, Vice-Principal, Coordinator, Teacher.</p> <p>Note:</p> <ul style="list-style-type: none"> <li>All three members may be staff at the same school.</li> <li>A Superintendent may appoint a designate as long as at least one Principal is a member.</li> <li>No member of the Board may be appointed or designated to sit on a Committee.</li> </ul>

### If Parent(s) Disagree with the IPRC Decision

- If the parent/guardian does not agree with either the identification or placement decision made by the IPRC, ~~he or she~~ they may:
  - Within fifteen (15) days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns; or
  - Within thirty (30) days of receipt of the decision, file a notice of appeal with the Secretary of the Board.
- If the parent(s) /guardian(s) does not agree with the decision after the second meeting, he or she may file a notice of appeal within fifteen (15) days of receipt of the decision.
- If the parent/guardian does not consent to the IPRC decision and does not appeal it, the Board will instruct the Principal to implement the IPRC decision.**

### IPRC Appeals

- If the parent/guardian does not agree with the IPRC decision, a written notice of appeal may be filed with the Secretary of the Board within thirty (30) days of the original decision or within fifteen (15) days of receiving the decision of a review meeting. This notice of appeal must indicate the decision with which the parent(s) /guardian(s) disagrees and must include a statement explaining why they disagree.

As of June 2018, TVDSB conducted ~~no~~ TBD IPRC appeals for the 20178 - 20189 school year.

- The appeal process involves the following steps:

- The Board will arrange for a Special Education appeal board to be established to hear the appeal.
- The appeal board will be composed of three people:
  - One member selected by the Board;
  - One member selected by the parent(s) of the student; and
  - A chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair.
  - The first two selections shall be made within fifteen (15) days of the Board receiving notice of appeal. The Chair shall be selected within fifteen (15) days of the first two members being chosen.
- Members of the appeal board may not have any prior knowledge of the matter under appeal.
- The Chair of the appeal board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within thirty days of ~~his/her~~ their selection unless written consent is received from both the parent(s) /guardian(s) and the Board agreeing to a later date.
- The Chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.
- The appeal board shall make its recommendation(s) in writing within three (3) days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, make recommendations about the pupil's identification and/or placement and give reasons for its decision and recommendations.
- The Board shall provide written notice within thirty (30) days indicating what action it will take after considering the appeal board's decision and recommendations.
- Parent(s)/guardian(s) may accept the appeal board's decision, or, if they do not accept the appeal board's decision, they may file a written request for a Special Education Tribunal.

### IPRC Parent Guides

- IPRC Parent Resource Guide

[https://www.tvdsb.ca/en/programs/resources/iprc\\_parent-resource-guide\\_single-pages.pdf](https://www.tvdsb.ca/en/programs/resources/iprc_parent-resource-guide_single-pages.pdf)

- Communication Parent Resource Guide

[https://www.tvdsb.ca/en/programs/resources/communication-guide\\_single-pages-.pdf](https://www.tvdsb.ca/en/programs/resources/communication-guide_single-pages-.pdf)