



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Identification, Placement, Review Committee Parent Guide

The OCDSB has a strong commitment to human rights, equity and inclusion. We value, respect and leverage the strength of each student's individual and intersecting identities. We recognize that students develop and learn in different ways, and that some students require special education services to meet their needs.

What is an IPRC?

An IPRC is a committee of the OCDSB which undertakes a formal process that is mandated under [Regulation 181 of the Education Act](#), to make decisions about the identification of students as exceptional and to determine the placement of students into special education programs and services. IPRC stands for:

Identification A decision made about the student's education needs.

Placement The level of support the student will receive.

Review A process that happens at least once per year to confirm or make changes to the decisions at the previous IPRC.

Committee The school staff that attends the meeting.

An IPRC has four main goals:

1 Decide if the student should be identified as exceptional;

3 Decide an appropriate placement for the student; and

2 Identify the student's exceptionality(ies);

4 Review a student's identification and placement at least once during each school year.

What Role do Parents/Caregivers and Students Play?

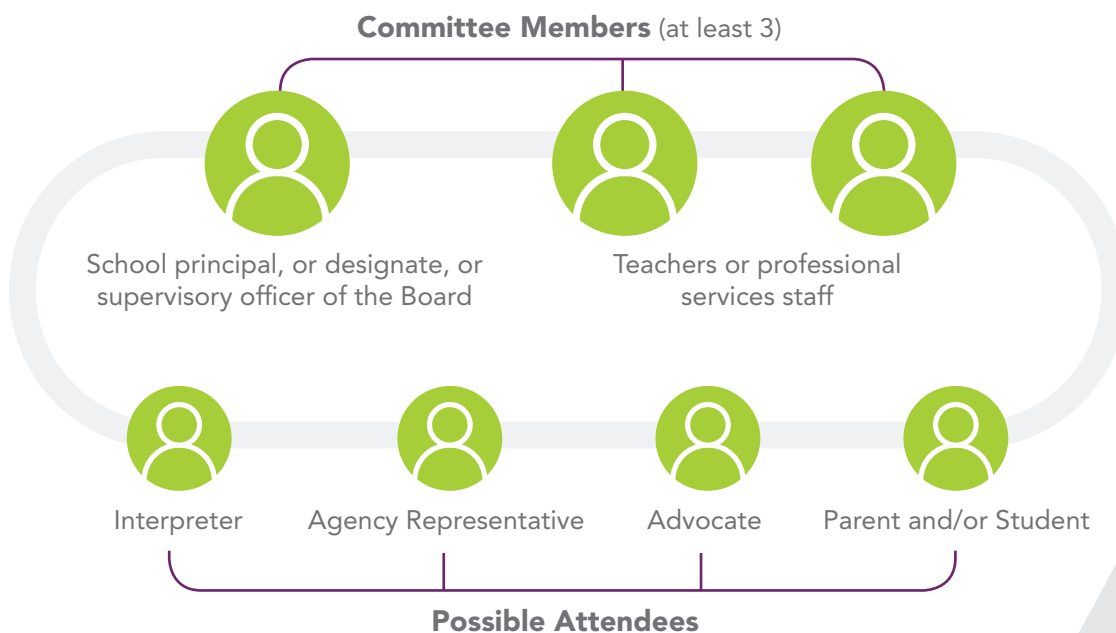
Parents and students aged 16 or over are invited and encouraged to attend IPRC meetings. Your voice is essential as you know your child's strengths, needs, dreams and goals. It is important that you are involved in the planning process around their education. Your child's voice is valued as well. At the age of 16, students are encouraged to take an active part in the planning of educational supports like the IPRC.



Who Are the Committee Members?

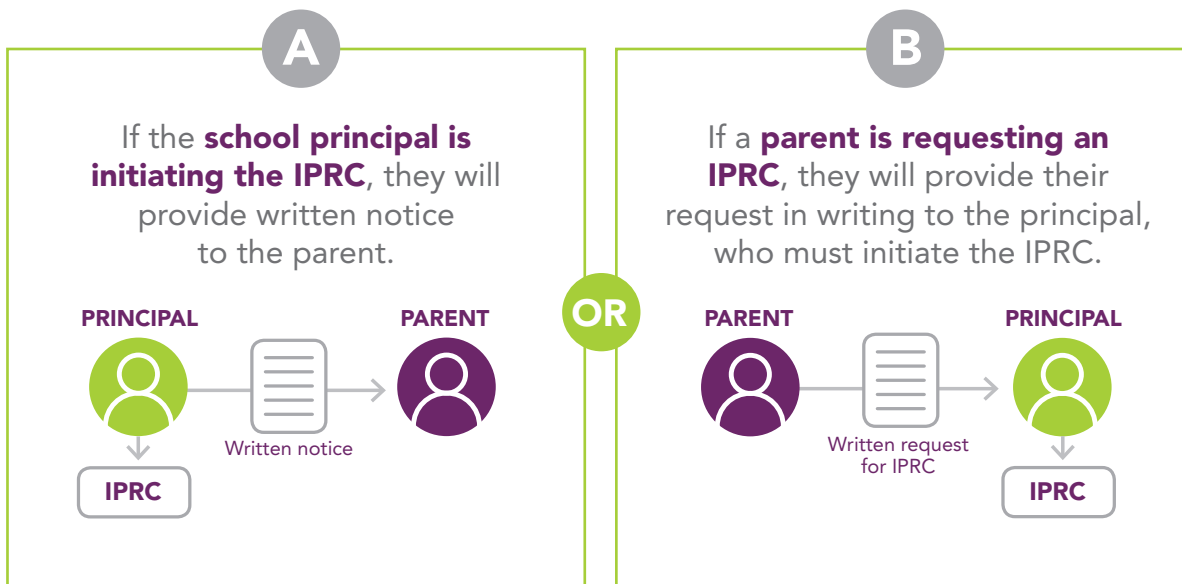
The IPRC contains at least three people, one of whom must be the school principal, or designate, or supervisory officer of the Board. The other members of the committee can be any other staff including teachers (learning support teacher, learning resource teacher, specialized program class teacher, or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

Additional support people, if needed, may be arranged by the school principal or parents. These may include an interpreter, an agency representative, or an advocate, if invited by the parents, to provide support or speak on their behalf.



How is an IPRC Meeting Requested?

An IPRC can be initiated based on the decision of the school principal or at the request of a parent.



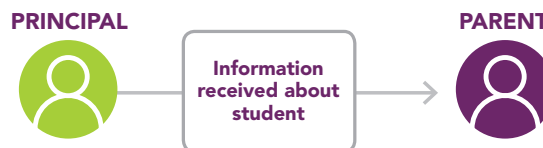
Within 15 days of A or B, the principal must respond to the parent with a meeting date and a copy of the iPRC Guide.



At least 10 days prior to the meeting, a written invitation will be sent to the parent containing the date, time and location of the IPRC meeting.



Before the IPRC meeting occurs, the parent/caregiver will receive, in writing, any information about the student that the Principal has received and will be used to support the determination. This will be reviewed during the IPRC meeting.



What Happens at an IPRC Meeting

- The Chair introduces everyone and explains the purpose of the meeting. The parent/caregiver is encouraged to ask questions and join in the discussion.
- The committee reviews all available information about the student that has been collected and shared.
- The committee determines if a student has an exceptionality and recommends special education services and placement for the student.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

Identification of Exceptional Students

The *Education Act* defines an exceptional student as “a student 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	2 or more exceptionalities
Physical	Blind/Low Vision Physical

Placement Options

The IPRC can choose from the following five placement options, as defined by the Ministry of Education:

- 1 Regular class with indirect support:** The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- 2 Regular class with resource assistance:** 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.
- 3 Regular class with withdrawal assistance:** 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.
- 4 Special education class with partial integration:** The student is placed 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.
- 5 Full-time special education class:** The student is placed in a class where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day. Please note that for Special Education Class placements, a separate referral process needs to be completed before the IPRC.

Statement of Decision

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. It includes:

- The appropriate categories and definitions of exceptionalities identified, as defined by the Ministry of Education, if applicable
- A list of the student's strengths and needs
- Any recommendations for the special education program and services
- A rationale for the decision to place a student in a special education class, if applicable

Agreeing with an IPRC Decision

If you agree with the IPRC decision:

- Sign the IPRC form to indicate your agreement. You can sign at the end of the meeting or take the form home to consider and sign within 30 working days.
- If the form is not returned signed within 30 days, the IPRC decision is assumed and the next steps in the process will be initiated.
- An IEP will be developed within 30 school days of starting the recommended program.



Sign within
30 working days

Disagreeing with an IPRC Decision

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

Option 1

Within 15 days of receipt of the decision, you may request that the IPRC hold a second meeting to discuss any concerns. The principal must hold the meeting as soon as possible. Any new or additional information related to the previous decisions can be shared at this time.

Following the meeting, the Chair of the IPRC must advise the parent/caregiver of any changes to the decision of the IPRC. You may choose to sign the decision to indicate your agreement, or proceed to Option 2 to appeal the decision.

OR

Option 2

Within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting, give written notification of your intention to appeal the decision to the Director of Education. 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.

Appeal Process

The appeal process involves the following steps:

- 1** The Board establishes a Special Education Appeal Board composed of three people who have no prior knowledge of the matter under appeal. The parent selects one of the members of the appeal board.
- 2** The Chair of the appeal board arranges a meeting at a convenient time and place. The meeting should take place within 30 days after the board has been selected (unless parents and board provide written consent to a later date). The appeal board receives the material reviewed by the IPRC.
- 3** The appeal meeting takes place. The parent, and the student (if they are 16 years old or over), can be present at and participate in all discussions. The appeal board may interview anyone who may be able to contribute information about the matter under appeal.
- 4** Within three days of the meeting, the appeal board must make its recommendations in writing and provide the reasons for its recommendations. 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 child's identification and/or placement.
- 5** Within 30 days of receiving the appeal board's written statement, the school board decides what action it will take with respect to the recommendation. Boards are not required to follow the appeal board recommendation.
- 6** The parent may accept the decision of the school board or may appeal to the Secretary of the provincial Special Education Tribunal. Information about making an application to the tribunal is included with the appeal board's decision.

Individual Education Plan

The Ministry of Education requires that every student who has been identified by an IPRC as exceptional must have an individual education plan (IEP). An IEP is a written plan which describes the special education program and/or services required by a student. It is based on thorough assessment of the student's strengths and needs and developed following thorough consultation with parents/caregivers. The IEP can be updated at any time. For more information, refer to the [OCDSB IEP Parent Guide](#).



Resources

Our approach to special education is aligned with the **OCDSB Strategic Plan**.

The OCDSB Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, Accessibility for Ontarians with Disabilities Act, and regulations made under the Act and any other relevant legislation.