



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

133 Greenbank Road
Nepean, ON K2H 6L3
(613) 721-1820
Fax (613) 820-6968
24-Hour Information Line: (613) 596-8222
Document Fax-Back Service: (613) 596-8204
www.ocdsb.ca

Published by:
Special Education, Learning Support Services Department
Updated and printed: October 2006

This Parent Guide can be made available in braille, large print or on audio-cassette format by contacting the Special Education Department at 613-596-8713. If translation is required, please bring it to the attention of the school principal.

Special Education/Student Services Parent Guide

Contents

Purpose of Guide	Page
How do I know if my child has a special need?	4
How do I get assistance for my child?.....	4
Assessment	
What are the different types of assessments?	4-5
What do assessments involve?	6
Case Conference	
What is a case conference?	6-7
Identification, Placement and Review Committee (IPRC)	
What is an exceptional student?	7
What is an IPRC?	7-8
How is an IPRC meeting initiated?	8
What information will I receive about the IPRC meeting?	8
Who can attend the IPRC meeting?.....	8-9
What if I am unable to attend the IPRC meeting?	9
What happens 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?.....	10
What if I disagree with the IPRC decision?	10-11
What is an Individual Education Plan (IEP)?.....	11
What does a review IPRC consider and decide?	11
Programs	
What is a special education program?	12
What kinds of special education placements are available?.....	12-16
What other services are available?	16
Once my child has been placed in a special education program, can the placement be reviewed?	16
The Identification, Placement and Review Committee (IPRC) Appeal Process	
How do I appeal an IPRC decision?	16-17
What happens in the appeal process?	17
Additional information	17-18
Organizations	18
Provincial and Demonstration Schools	19
What you should know about the Identification, Placement and Review Committee (IPRC) process - Appendix A	20-22

PURPOSE OF THIS GUIDE

Please note, throughout this guide, parent also includes the child's guardian.

A student's educational success and welfare are enhanced by active parent involvement. Working together in a partnership, parents and school personnel can ensure that all the learning needs of the child are met through ongoing communication, cooperation, active participation, and sharing responsibility. The purpose of this guide is to provide information about the Identification, Placement and Review Committee (IPRC). It also sets out 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. More information is available from our web site, specifically the individual school profiles, or from the principal of your child's school. The Ottawa-Carleton District School Board (OCDSB) provides a broad spectrum of special education programs and services for its students.

How do I know if my child has a special need?

- your child is experiencing difficulties with school work or social-emotional adjustment to school
- your child's school work does not match his/her ability level
- your child's educational needs cannot be met within the regular curriculum

How do I get assistance for my child?

- ask for assistance directly from school personnel (e.g. the classroom teacher, the school principal, or the learning support teacher (LST). The LST is qualified to teach special education in accordance with Regulation 298
- school staff (e.g. the classroom teacher, LST, principal and vice-principal), in consultation with the parent, may initiate a referral to the appropriate Student Services personnel (includes psychologists, social workers, and speech and language pathologists).
- arrange assessment outside the OCDSB through private practitioners or other institutions. If shared with OCDSB personnel, assessments will be considered equally, assuming that they are completed by an appropriately qualified professional.

ASSESSMENTS

What are the different types of assessments?

In addition to informal school assessments, one or more of the following assessments may be used in order to identify special needs once a student has been referred for assistance:

Educational Assessments

- focus on academic skills particularly in language arts and mathematics
- examine the nature of academic strengths, weakness and learning styles
- provides an estimate of the student's current grade-level functioning

These assessments may be carried out by LSTs who have qualifications in special education.

Written consent is required before any of the following assessment procedures may begin:

Itinerant Teacher Assessments for Deaf/Hard of Hearing (ITD/HH) and Blind/Low Vision (ITB/LV)

- determine areas of strength and weakness, where required
- may be done in conjunction with an educational audiologist

Psychological Assessments

- seek to determine intellectual capabilities, specific strengths and weaknesses in intellectual/cognitive abilities, as well as learning and problem-solving approaches
- may examine social and emotional development and adaptive functioning

These assessments are conducted by psychologists, psychoeducational consultants and psychological associates registered in Ontario.

Speech and Language Assessments

- assess speech and language development to determine specific areas of strength and weakness

These assessments are conducted by speech and language pathologists registered in Ontario.

Social Work Assessments

- focus on social, family and developmental history

These assessments are carried out by social workers registered in Ontario.

Occupational Therapy/Physiotherapy Assessments

- focus on fine and gross motor abilities and adaptations to the learning environment which enable students to access the curriculum. Examples of adaptations include the use of relevant equipment and materials required to access the curriculum (including computers, writing aids, augmentative devices, etc.).

The OCDSB occupational therapist/physiotherapist staff conduct assessments on students who are placed in the OCDSB's Physical Support Units (PSUs).

Physiotherapy Assessments

These assessments are carried out by physiotherapists, usually from an outside agency such as Community Care Access Centre (CCAC). The school staff initiates the CCAC referral.

Health Assessments

- you may be asked to have your child assessed by your family doctor or other medical specialist to determine whether any health-related issues are affecting your child's learning

What do assessments involve?

Assessments may include the following:

- gathering relevant information about the student from the parent/guardian/student and school personnel
- gathering information from community professionals (e.g. doctor, public health nurse or social agencies, where appropriate) with written permission from the parent/guardian/student
- observing the student in the school or classroom setting (please note: observations may only be conducted by OCDSB staff and not by outside/private professionals)
- examining samples of the student's school work
- talking to the student about school, interests and educational or vocational goals
- conducting formal standardized tests and/or informal tests

School and Student Services personnel discuss findings and recommendations with the parent or guardian and with the student (if over 16 years of age or older).

CASE CONFERENCE

What is a Case Conference?

Once assessments are completed, the case conference is an opportunity for all parties involved to discuss the results. At, or prior to a case conference, the parent may be provided with copies of the assessment report(s) prepared by school personnel and/or Special Education/Student Services staff. These reports summarize findings and recommendations. Parents are encouraged to provide the school with all relevant documentation which they wish to be considered. It is very important that the reports and recommendations about the student are clearly understood. Should there be any questions upon the completion of the case conference, during which all assessment report(s) have been studied, another meeting with school staff and Special Services personnel (and the student, if appropriate) is encouraged.

A wide range of recommendations may be made, including:

- minor program changes within the regular classroom
- withdrawal programs for additional support
- individual/group counselling
- support from community resources outside the school

Some assessments may indicate that the student's learning needs require consideration by an IPRC to determine whether the student is an exceptional pupil. An exceptional student, as defined by the Education Act, is one "whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by a committee", and where exceptional, the appropriate special education placement is recommended. If an IPRC is not recommended and you believe that an IPRC is necessary, as the parent, you have the right to make this request in writing to the school principal.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

What is an exceptional student?

The Education Act defines an exceptional student as one "whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee."

The OCDSB offers a variety of placements including system programs. System programs are located in specific schools. These programs have a higher student/teacher ratio and are specifically designed for students with similar learning needs. Access to these special education programs and services may be provided by the school board by means of an IPRC. However, it is important to note that a student may receive a program suitable to his/her educational needs without having to be formally identified through the IPRC process.

What is an IPRC?

Ontario Regulation 181/98 defines the committee as a "Special Education Identification, Placement and Review Committee" and outlines the requirements and procedures under which such board-appointed committees must operate. The committee consists of at least three people, one of whom must be a school principal or supervisory officer employed by the OCDSB.

The main purpose of the committee is:

- to determine whether the student is exceptional
- to identify area(s) of exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- if the student is exceptional, to recommend placement along the continuum from the regular program to more specialized placements within the community school; in some instances, another setting outside the community school may be recommended; and
- to review the identification and placement of the student at least once in each school year

How is an IPRC meeting initiated?

An IPRC meeting may be initiated by:

- the principal of the student's school, following assessment procedures or upon receipt of sufficient documentation; or
- the parent/guardian may, at any time, make a written request to the principal

Within 15 days of receiving a written request from the parent for an IPRC or of giving notice of an IPRC, the principal must provide the parent/guardian with a copy of this guide and a written statement of approximately when the IPRC will meet.

Any written information about the student which the chair receives (e.g. assessment results or summary information) will be provided to the parents before the IPRC meeting.

What information will I receive about the IPRC meeting?

At least 10 days in advance of the IPRC meeting, the chair of the IPRC will notify you in writing of the date, time and place of the meeting (or the student if 16 years of age or over, as per Ontario Regulation 181/98).

Who can attend the IPRC meeting?

- you, as the parent/guardian
- the principal of your child's school
- other resource people such as your child's teacher, special education staff, support staff, or other outside professionals who may provide further information or clarification
- your representative (a person who speaks on behalf of you or your child)
- an interpreter, if one is required (a request should be made to the principal of your child's school)
- your child (if appropriate or if 16 years of age or over)

Not all of the above people will be in attendance at all IPRC meetings. Either you or the principal of your child's school may make a request for others to attend the IPRC meeting.

What if I am unable to attend the IPRC meeting?

You are encouraged to attend the IPRC meeting and confirm your attendance with the principal. Should the date be inconvenient, the principal will try to arrange an alternate date and time. If parental attendance is not possible, the IPRC's written statement of decision and any recommendations regarding special education programs and services will be forwarded to you as soon as possible following the IPRC meeting for your consideration and signature.

What happens at an IPRC meeting?

- 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 an identification and placement decision. Other assessments may include Speech and Language, Social Work assessments, etc.
- interview your child (with your consent if your child is under 16 years of age), should they feel it would be useful to do so
- consider any information that you submit about your child, preferably prior to the IPRC meeting (or that your child submits if he or she is 16 years of age or older)
- discuss programs and services being considered

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

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

The Committee may discuss and make recommendations regarding special education programs and services for the student. Committee members will discuss any such proposal at the parent's request (or at the request of a student who is 16 years of age or older).

- encourage open discussion and questions

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must first 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 the IPRC is satisfied that placement in a regular class will meet your child's needs and you are in agreement, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee recommends that your child be placed in a special education program, it must state the reasons for that decision in its written statement of decision.

Should the IPRC recommend an application for placement in a special education congregated program, you will be asked to sign the application form.

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

It will state:

- whether the IPRC has identified your child as exceptional
- if the IPRC has identified your child as exceptional,
 - the categories and definitions of any identified exceptionalities, as defined by the Ministry of Education
 - the IPRC's description of your child's strengths and needs
 - the IPRC's placement decision
 - the IPRC's recommendations regarding a special education program and special education services
- the reasons for the decision to place your child in a special education class

What happens after the IPRC has made its decision?

- if you agree with the IPRC decision, you will be asked to sign the Determination Record indicating that you agree with the identification and placement decisions that have been made
- if the IPRC has identified your child as an exceptional pupil and you agree with the IPRC identification and placement decision, an Individual Education Plan (IEP) will be developed for your child

What if I disagree with the IPRC decision?

If you do not agree with either the identification and/or the placement decision made by the IPRC, you may:

- within 30 days of receiving the initial decision, file a notice of appeal with the Secretary of the Board
- within 15 days of receiving the initial decision, request that the principal hold a second IPRC meeting to discuss your concerns

- if you do not agree with the decision after the second meeting, file a notice of appeal with the Secretary of the Board within 15 days of receiving the decision from the second IPRC meeting; or
- if you do not consent to the IPRC decision, but you do not appeal it in writing within the timelines noted above, the Board will instruct the principal to implement the IPRC decision

Please note that school days include school calendar days only (e.g. holidays are not included).

What is an Individual Education Plan (IEP)?

An IEP must be developed for your child, with your consultation, if he or she has been identified as an exceptional student. It must include:

- an outline of the special education program and services that will be provided
- specific educational expectations
- specific teaching strategies and assessment methods
- 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 may be developed

The IEP must be completed within 30 school days after your child has been placed in the program and the principal must ensure that you receive a copy. In the event that you have questions or concerns about the content of the IEP, discussion with the principal is encouraged. The IEP will be included in your child's Ontario Student Record (OSR) unless you object to the school principal in writing.

Principals are legally required to ensure that parents are consulted in the development of the IEP.

The IEP will be reviewed and updated once every reporting period, or as necessary, and a copy will be sent home.

What does an IPRC review consider and decide?

The IPRC conducts a yearly review. This review will consider the progress your child has made in relation to his or her 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 current placement and identification decisions and decide whether they should continue or be revised.

PROGRAMS

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

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 and includes a plan (called 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 kinds of special education placements are available?

The first level of support for students experiencing difficulty in school is at the classroom level. The classroom teacher makes every effort to accommodate and/or modify program, teaching strategies and assessment methods. These in-class efforts by the classroom teacher are the initial and most important steps to meet the needs of students.

When a student transfers to an OCDSB school from another board of education or enters the school system from a pre-school program, the community school principal will register the student and review all available relevant documentation (e.g. individual assessments). If required, additional data will be gathered and the student will be placed in the most appropriate school program as per regular procedures. If special needs are indicated, the principal will facilitate the collection of pertinent documentation which may be reviewed at an IPRC meeting or for an application to a special education program. It is the school principal's responsibility to ensure that students are admitted successfully and/or transferred from one program to another.

Regular Program

This program is provided by the classroom teacher; there is no involvement from the special education teacher. This designation is used for an exceptional student who is receiving accommodations and/or modifications from the classroom teacher.

Accommodations are as follows:

- *instructional accommodations* refer to changes in teaching strategies that allow the student to access the curriculum
- *environmental accommodations* refer to changes that are required to the classroom and/or school environment
- *assessment accommodations* refer to changes that are required in order for the student to demonstrate learning

IEP's should reflect teaching strategies, accommodations, and modifications that are different from those used with other students in the class.

Modifications are defined as:

- any changes made to the appropriate grade-level expectations for a subject or course in order to meet the needs of the student

They include:

- expectations from a different grade level
- significant changes to the number and/or complexity of the learning expectations

The regular program designation is also used when a student is no longer exceptional and will be in a regular program the following year. There is no exceptionality identified.

Regular Classroom with Specialized Support

This placement is designed for exceptional students who require support for their physical/medical needs. Support is provided by an itinerant teacher of students blind and/or low vision (ITB/LV) or an itinerant teacher of students deaf and/or hard of hearing (ITD/HH).

The next level of support is the LST. These teachers are in every school and they support students within the school in consultation with classroom teachers.

There are a number of roles the LST may have depending on the school and student population. LST responsibilities may include:

- liaising with principals, support personnel, central Special Education/Student Services staff and outside agencies as well as gathering documentation for non-exceptional and exceptional students
- assisting with early identification
- providing in-class support to classroom teachers
- assisting the classroom teacher by means of a withdrawal program for exceptional and non-exceptional students (including gifted)
- administering educational assessments and assisting in the implementation of accommodations as well as the development and implementation of modified programs
- facilitating the IPRC process, including the development and implementation of IEPs
- administering/coordinating group testing; and
- completing other duties which may be assigned by the principal

Regular Classroom with Monitoring from the Learning Support Teacher (LST)

This placement involves monitoring of an exceptional student by the LST. Monitoring will include ongoing consultation with the classroom teacher and other school personnel, observations, and the development of the IEP in collaboration with the classroom teacher and parents.

Regular Classroom with Support from the Learning Support Teacher (LST)

As the requirement for support increases, the classroom teacher may enlist the assistance of the LST for in-class programming support and/or withdrawal support. Support by the LST can be accessed through the school-based special education team. This support may be provided to identified students as well as to those not formally identified.

There is a general guideline for students who may be eligible for LST support.

Students may:

- be identified by an educational assessment and/or determined, by a school-based team, as not meeting grade-level expectations
- have organizational difficulties
- be identified by Student Services personnel

Regular Program with Gifted Program Support

This placement is for exceptional students who receive a gifted withdrawal or gifted clustered program by the special education teacher. This placement is offered at the primary/junior/intermediate and senior (secondary) levels.

Students are identified through a process outlined in the booklet entitled *Gifted Screening and Identification Procedures*.

Special Education Learning Centre (SELC)

This is the most intensive level of support offered in a community school which is usually referred to as your home school. This placement is generally used for exceptional students who require modifications to the regular curriculum. Curriculum modifications are defined on page 13 of this guide.

The SELC is available to primary, junior, intermediate and senior (secondary) students. A SELC program may have up to 16 full-time equivalent students with a variety of needs and is staffed with a teacher who holds special education qualifications.

Students who require support in a SELC may:

- be unable to achieve curriculum expectations with LST support and/or classroom accommodations/modifications; or
- demonstrate significant weaknesses in academic achievement, as determined by an educational assessment

Specialized Special Education Programs

These programs are for students whose needs can best be met in a class comprised of students with similar identified exceptionalities. Classes have a lower pupil-teacher ratio than regular classes. Students may be integrated into regular classes in order to prepare for the possibility of returning to a regular classroom. These special education programs may also include support from Student Services personnel.

The location of these programs may or may not be in your child's community school. There is a central application process which requires parental consent to authorize the application. Should your child's application be accepted by the central committee and he or she is offered a placement, your consent in acceptance of the placement is required. Please note that placements are subject to space availability. Transportation will be provided in accordance with board policies and procedures.

These programs are staffed by special education teachers and have appropriate materials and equipment at both the elementary and secondary levels.

The following is a list of OCDSB special education programs:

- Asperger's Syndrome Program (at the secondary level)
- Autism Program
- Deaf and Hard of Hearing
- Developmental Disabilities
- Dual Diagnosis
- General Learning Program
- Gifted
- Language Learning Disability
- Learning Disability
- Physical Support Unit
- Primary Assessment Centre
- Special Support Unit - Behaviour

Specialized Schools

A number of other highly specialized schools and programs are available in cooperation with other school boards. Transportation will be provided in accordance with board policies and procedures.

Provincial and Demonstration Schools

The Ministry operates provincial schools for deaf, blind, and deaf-blind students as well as demonstration schools for students with severe learning disabilities. There are also specialized programs for students who present with severe learning disabilities and Attention Deficit Hyperactivity Disorder (ADHD). Residential programs are available to students for whom distance precludes daily travel (see guide page 19). Transportation will be provided in accordance with board policies and procedures.

What other services are available?

Regardless of the type of placement being considered, the Board may also provide additional services to students with special needs. These may include:

- providing transportation due to program location or physical needs
- provision and monitoring of specialized equipment
- meeting medical needs in accordance with regulatory requirements, where staff are appropriately trained
- Community Care Access Centre (CCAC) provides professional health services (nursing, occupational therapy, physiotherapy, nutrition and/or speech therapy) to students attending school and requiring such services. In collaboration with parents, schools apply for these services through the principal using a School Services Application Form, provided by CCAC.

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

An IPRC review meeting will be held at least once each school year, unless the principal of the school at which the special education program is being provided receives written notice from you dispensing the annual review. If this occurs, both parties are agreeing that the placement, including its supports and services, will remain the same for the next school year.

You may request a review IPRC meeting after your child has been in a special education program for 90 days.

THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) APPEAL PROCESS**How do I appeal an IPRC decision?**

If you disagree with the IPRC's identification of your child and/or with the placement decision of the IPRC, you may give written notification of your intention to appeal the decision to the Secretary of the Board (within 30 school days of receiving the original decision or within 15 school days of receiving the decision from the second IPRC meeting).

The notice of appeal must:

- indicate the decision with which you disagree. You may only appeal the identification or placement decision, or both; and
- include a statement which details your reasons for disagreeing

What happens in the 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 who have no prior knowledge of the matter under appeal; one of whom is to be selected by you, the other is a Board representative, and the third is a chair who will be jointly chosen by these two representatives
- the chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 school days after he or she has been selected (unless parents and the Board provide written consent for 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 of age or over) are entitled to be present and participate in all discussions
- parents may have supporters, expert witnesses, or legal counsel with them
- the appeal board must make its recommendations within three 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 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 recommendations)
- you may accept the decision of the board or you may request a hearing by the Ontario Special Education Tribunal in writing to the Secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the board's decision.

Additional Information

Additional information regarding special education and student services can be obtained from the school principal. Specific information regarding special education programs can be requested by calling 613-596-8713; information regarding Psychological Services by calling 613-596-8775; information regarding Social Services by calling 613-596-8265; and information regarding Speech and Language Services by calling 613-596-8211 ext. 8650.

Information about special education (needs statements, reviews, programs and services, special education plan, etc.) may be found on the OCDSB web site: www.ocdsb.ca (click on Special Education)

For information on any of the organizations on the Special Education Advisory Committee, please call Board Services at 613-596-8255.

Organizations which are available to assist parents include:

- Association for Bright Children (Ottawa Region Chapter)
Website: www.abcottawa.cyberus.ca613-860-1398
- Autism Society of Ontario - Ottawa Chapter613-230-6305
- Canadian Dyslexia Association613-722-2699
- Canadian National Institute for the Blind.....613-563-4021
- Down Syndrome Association-National Capital Region.613-737-0658
- Easter Seal Society - Eastern Ontario.....613-226-3051
- Epilepsy: (Ontario) Ottawa-Carleton613-594-9255
- Family Reception Centre613-239-2416
- Head Injury Association (Ottawa Valley)613-233-8303
- Integration Action Group of Ottawa-Carleton613-824-7469
- Learning Disabilities Association of Ottawa-Carleton
Website: www.ncf.ca/ldao-c613-567-5864
- Ministry of Education (Regional office).....613-225-9210
- Ontario Association for Families of Children with
Communication Disorders613-749-7712
Website: www.oafccd.com
- Ontario Ministry of Community & Social Services1-416-325-5666
TTY1-800-387-5559
- Ottawa-Carleton Assembly of School Councils:
contact your school council or e-mail: chair@ocasc.ca
- Ottawa-Carleton Association for Persons with
Developmental Disabilities613-569-8993
- Ottawa Public Health Information.....613-580-6744
- Ottawa Children's Treatment Centre.....613-737-0871
- Ottawa Deaf Centre613-729-1467
- Spina Bifida and Hydrocephalus Association
of Ontario1-800-387-1575
- Tourette Syndrome Foundation (Ottawa).....613-823-1471
- VIEWS for the Visually Impaired.....613-725-2472
- VOICE for the Hearing Impaired613-234-6278

PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial schools for the deaf:

Ernest C. Drury School
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue
PO Box 7360, Station E
London, ON N5Y 4V9
Tel and TTY: (519) 453-4400

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

School for the blind and deaf-blind:

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

Francophone school for the deaf and for those with learning disabilities:

Centre Jules-Leger
281 rue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
TTY: (613) 761-9302, (613) 761-9304

Demonstration schools:

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

Trillium School
347 Ontario Street South
Milton, ON L9T 3X9
Tel: (905) 878-2851

Amethyst School
1090 Highbury Avenue
London, ON N5Y 4V9
Tel: (519) 453-4400

APPENDIX A

You can expect to see this attached to your invitation to the Identification, Placement and Review Committee (IPRC) review.

WHAT YOU SHOULD KNOW ABOUT THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

The following highlights are provided to assist parents/guardians/caregivers in understanding the IPRC process and is based on requirements set out in Ontario Regulation 181/98 of the Education Act. For ease of reading, where the term “parent” is used in this document, it refers to parents and/or guardians of students. All references to “days” means “school days”, not “calendar days”.

An IPRC is the only process by which a pupil can be identified as “exceptional”. Your child may still be able to receive remedial support in the school if he or she is having some difficulty.

The IPRC process is a cooperative between the school and parents in an effort to ensure that the student has the support and resources necessary to be successful and to reach his or her full potential.

Parents must be given 10 days written notice of the actual date, time and place of an IPRC meeting regarding their child. The decisions of an IPRC are reviewed at least once a year unless parents decide to waive the review. The IPRC meeting should be convenient to you and the school. You may suggest an alternate time if necessary.

A parent is entitled to be present and participate in all IPRC discussions about their child and should make every effort to attend IPRC meetings.

A parent has the right to have a representative present at an IPRC meeting. That representative may speak on the parent’s behalf or be present to support the parent (see resource list at end of document).

The chair of an IPRC must consider any information relating to the child (such as assessments) and the committee must also consider any information submitted by the parent (e.g. doctor’s diagnosis, assessments conducted by other professionals, etc.). All parties should share relevant information in advance of the meeting, whenever possible.

After the IPRC, the chair must send a written statement of decision to the parents. If everyone is in agreement, the statement of the IPRC meeting is signed and a copy is given to the parents. The statement of decision must include:

- a) whether the committee has identified the pupil as exceptional; and
- b) where the committee has identified the pupil as exceptional, the decision must include:
 - i) the committee's description of the pupil's strengths and needs;
 - ii) the categories and definitions of the identified exceptionality;
 - iii) the committee's placement decision; and
 - iv) the committee's recommendations, if any, regarding special education programs and services

The key element of the IPRC decision is the proper identification of the child's learning needs. The Statement of Needs on the IPRC document should accurately reflect the areas in which special education support is required. There is no limit on the number of needs that may be included in the IPRC document (see resource list at end of document).

If a parent does not agree with the decision, the parent should not sign the IPRC statement of decision at the meeting. The parent may, by providing written notice to the chair of the IPRC, request a second meeting with the committee. That request must be given to the chair of the committee within 15 days of the parents' receipt of the IPRC decision.

After the second meeting, the chair committee must inform the parent as soon as possible (in writing) whether any changes have been made to the IPRC decision.

If changes have been made, the letter must include a revised statement of decision together with written reasons for the change.

If the parent still does not agree with the IPRC decision following the second meeting, **they have the right to appeal the decision.**

A parent must file an appeal with the Secretary of the Board **within 30 days of the original date of the IPRC decision**, or if a subsequent meeting was held, **within 15 days of the parents' receipt of the notice by the chair of the committee that either a change in the IPRC decision has been made or no change has been made.**

A notice of appeal must state the decision(s) with which a parent disagrees and describe the nature of the disagreement.

A board of appeal must state the decisions with which a parent disagrees and describe the nature of the disagreement.

A board cannot implement a placement decision made by an IPRC unless the parent consent or the time for filing an appeal of the IPRC decision has expired (30 days).

Resources:

Additional information on the IPRC appeal process can be obtained by requesting a copy of the *Special Education /Student Services Parent Guide* from the school principal or by visiting the OCDSB website: www.ocdsb.ca (click on Special Education).

You may also refer to the Ministry of Education document entitled *Special Education: A Guide for Educators* available online at:

www.edu.gov.on.ca/eng/general/elemsec/speced/guide.html

A copy of this document is also available from your school council.

Another Ministry website to refer to is the *Special Education Advisory Committee (SEAC) e-Learning Information program* at: www.seaclearning.ca

The Statement of Needs list is available on the OCDSB website: www.ocdsb.ca (click on Special Education).

A list of organizations is available on the OCDSB website: www.ocdsb.ca (click on Special Education).

The website for the *Education Quality and Accountability Office (EQAO)* is:
www.eqao.com

You may also obtain more information by contacting a member of the Special Education Advisory Committee (SEAC), c/o the OCDSB at (613)721-1820.

