

# AVON MAITLAND DISTRICT SCHOOL BOARD

## ADMINISTRATIVE PROCEDURE

### NO. 227

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## **SUBJECT: IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**

Legal References: *Education Act: Section 170 Duties of Boards: Special Education Programs and Services; Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils; Ontario Regulation 298 Section 31: Special Education Programs and Services; Ontario Regulation 306 Special Education Programs and Services*

Related References: *Administrative Procedure 228 Identification, Placement and Review Committee Appeals; AP 230 Self-Contained Classes (Regional); AP 235 Gifted: Criteria for*

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### **1. Role of Committee**

- 1.1 The role of the Identification, Placement and Review Committee (I.P.R.C.) is to:
- a) Invite the parent(s)/guardian(s) and the student (if 16 years of age or older) to attend the meeting;
  - b) Review relevant information about the student;
  - c) Describe the student's strengths and needs;
  - d) Decide whether or not the student should be identified as an exceptional pupil;
  - e) Identify the area(s) of the student's exceptionality(ies), according to the categories and definitions of exceptionality provided by the ministry of education;
  - f) Determine whether a pupil should be identified as exceptional;
  - g) Identify the areas of exceptionality according to the Ministry of Education categories and definitions;
  - h) Decide on the appropriate placement for the student;
  - i) Provide reasons for placement if deciding for placement in a special class;
  - j) Discuss proposals for special education programs and services if the parent(s)/guardian(s) or the student age 16 or over requests it;
  - k) Review the identification and placement at least once in each school year, unless the parent(s)/guardian(s) give(s) written notice dispensing with the review.
- 1.2 The director of education and the staff of Avon Maitland District School Board acknowledge and value the integral role of parent(s)/guardian(s) in all matters pertaining to the education of pupils with special needs.
- 1.3 It is the responsibility of the principal to meet the requirements of *Ontario Regulation 181 The Identification and Placement of Exceptional Pupils*.

### **2. I.P.R.C. Procedures**

- 2.1 Requesting an I.P.R.C. Meeting:
- 2.1.1 The principal of the student's school must refer the student to an I.P.R.C., upon written request from the parent(s)/guardian(s).
  - 2.1.2 The principal may, with written notice to the parent(s)/guardian(s), refer the student to an I.P.R.C. (for example, if the principal and the student's teacher or teacher[s] believe that the student may have needs that require the provision of a special education program and/or services).

- 2.1.3 The principal must follow the Avon Maitland District School Board's procedure in arranging for the I.P.R.C. meeting. Neither the board nor the principal can deny this request.
- 2.1.4 Within 15 days of receiving a written request, or giving the parent(s)/guardian(s) notice, of an I.P.R.C., the principal must provide to the parent(s)/guardian(s):
- An acknowledgement of the parent's request (if the I.P.R.C. is being convened at parental request);
  - A copy of "*Parent's Guide to Special Education: The Identification, Placement and Review Process*";
  - A written statement indicating approximately when the I.P.R.C. will meet.
- 2.1.5 If the parent(s)/guardian(s) request(s) the Guide in Braille, large print or audiocassette format, the principal shall notify the Superintendent of Education (Special Education Lead) immediately.
- 2.2 Notice of the I.P.R.C. Meeting:
- 2.2.1 At least 10 days before the meeting, the chair of the I.P.R.C. must send the parent(s)/guardian(s) written notification of the meeting. This letter will provide information about date, time, and place of the meeting and asks the parent(s)/guardian(s) to indicate whether he/she/they will attend.
- 2.2.2 Parent(s)/guardian(s) should be informed that they have a right to:
- be present at and participate in all committee discussions about the pupil;
  - be present when the committee makes its decision about identification and placement;
  - have a representative present to speak on their behalf and otherwise support them.
- 2.2.3 Every effort should be made to accommodate the schedule of the parent(s)/guardian(s).
- 2.2.4 The parent(s)/guardian(s) (or student 16 years or older) must receive the same information about the student that the chair of the I.P.R.C. has received. This is to be provided as soon as possible after the chair has received it.
- 2.3 Attending the I.P.R.C. Meeting:
- 2.3.1 The Committee will consist of at least three persons, one of whom must be a principal or a supervisory official of the board. For most pupils, the Committee will consist of the principal (chairperson), SERT(s), and the teacher(s) of the pupil referred for consideration.
- 2.3.2 The Superintendent of Education (Special Education) or designate will attend the I.P.R.C.
- 2.3.3 Additional resource people may be invited to attend the I.P.R.C. meeting. These may include:
- a) Board support staff;
  - b) Special Education support staff;
  - c) Other professionals;
  - d) Agency contact persons;
  - e) An interpreter (including a sign-language interpreter), if one is required;
  - f) A representative of the parent(s)/guardian(s) or the student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent(s)/guardian(s) or student;
  - g) A Supervisory official or designate from the Huron Perth Catholic District School Board where the referred pupil is a pupil of that board; or
  - h) A representative of a receiving school.

- 2.3.4 Where there is consideration for initial placement in a self-contained class in another school, principals of both the sending and receiving schools will be involved. Where movement between schools is anticipated, principals of both sites will be involved.
- 2.3.5 The I.P.R.C. composition is different in all cases involving a student for whom an Alternative Education Program is a consideration (e.g., deaf, blind, deaf-blind); deliberations, which resulted in an impasse, with a potential for appeal; and other situations, which may arise from time to time. In these situations, a supervisory official or designate would act as a chairperson, with other members being the same (principal(s), SERT(s) and the teacher of the pupil referred for consideration).
- 2.4 The I.P.R.C. shall operate as follows:
- 2.4.1 At the initial I.P.R.C. meeting and at subsequent annual reviews:
- the student's strengths and needs will be documented;
  - decisions will be made about identification and placement;
  - categories and definitions of exceptionalities will be identified;
  - recommendations will be made about program and services
  - the statement of decision will be sent, within one month, to relevant parties (i.e. the Director of Education [or designate]).
- 2.4.2 Written consent of the parent(s)/guardian(s)/guardian is required for the recommendations to proceed.
- 2.4.3 Where a parent(s)/guardian(s) refuses such written consent, the I.P.R.C. will be **adjourned** and reconvened at the earliest possible opportunity, with the supervisory official (or designate) as chairperson. This action would normally precede any invoking of Appeal Procedures.
- 2.4.4 Should a parent(s)/guardian(s) waive or refuse to participate in the I.P.R.C., the principal shall send a written statement of the identification of needs and recommendations of placement of the pupil to the parent(s)/guardian(s). After a period of 30 days, in the absence of a request from the parent(s)/guardian(s) to meet with the Committee, the placement decision may be implemented by the board.
- 2.4.5 A copy of the I.P.R.C. statement of decision will be retained in the referred student's O.S.R. along with relevant assessment reports and other documents. A copy shall be provided to the parent(s)/guardian(s) of the referred pupil. A copy shall be forwarded to the Superintendent of Education (Special Education).
- 2.4.6 All I.P.R.C. forms will be accessed electronically, using the "I.E.P. Engine".
- 2.5 After the I.P.R.C. Decision:
- 2.5.1 Within 30 school days of a placement being implemented, an Individual Education Plan (I.E.P.) will be completed for every pupil identified as exceptional by the I.P.R.C. process.
- 2.5.2 The plan will be prepared in consultation with the parent(s)/guardian(s) and a copy provided to them as well as the student if he/she is 16 years of age or older.
- 2.5.3 For all pupils who have attained the age of 14 within the school year, or will attain the age of 14 within the school year, the principal shall ensure that a Transition Plan is developed and included in the Individual Education Plan. Requirements in *Ontario Regulation 181 Identification and Placement of Exceptional Pupils* for completing the plan will be followed.
- 2.5.4 The I.E.P. and the Transition Plan will be kept in the pupil's O.S.R.
- 2.5.5 Parent(s)/guardian(s) who chose not to attend the I.P.R.C. will be given copies of the decision from the I.P.R.C. meeting.

### 3.0 Request for a Review

- 3.1 At any time *after* a placement has been in effect for three months, a request for an I.P.R.C. review may be made by:
  - The school principal with written notice to the parent(s)/guardian(s);
  - The parent(s)/guardian(s) in a written request to the principal; or
  - The director of education of the educating board (in purchase-of-service situations).
- 3.1.1 A request by a person for an I.P.R.C. review cannot be made more than once in every three-month period.
- 3.1.2 An I.P.R.C. review meeting must be held once within each school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent(s)/guardian(s) dispensing with the annual review.
- 3.2 The I.P.R.C. review operates under the same timelines as the original I.P.R.C. process.
- 3.3 The same people may attend the I.P.R.C. review as attended the original I.P.R.C.
- 3.4 The I.P.R.C. will review the placement and identification decisions and decide whether they should be continued or whether a different decision should be made now.
- 3.5 After the review, a written statement confirming or changing the student's placement will be sent by the chair of the committee to:
  - the parent(s)/guardian(s);
  - the student, where the student is 16 years of age or older;
  - the school principal;
  - the director of the school board;
  - the representative of the purchasing board (if applicable).