

Understanding the IPRC Process and the Individual Education Plan

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Getting to Know You

Who is in the Audience?

Goals

- Further Develop our Understanding of Categories of Exceptionalities and Placement options
- Further Develop our Understanding of the Identification, Placement, and Review Committee (IPRC) procedure
- Review what information is included in Individual Education Plans (IEPs) and key look fors
- Learn Tips to Support Home-School Collaboration

The Identification, Placement and Review Committee (IPRC)

What does “IPRC” mean?

It's a noun. IPRC is the group of people – it's the **COMMITTEE** that makes the recommendation regarding identification and placement of a student.

However, you will hear people use IPRC as a verb:

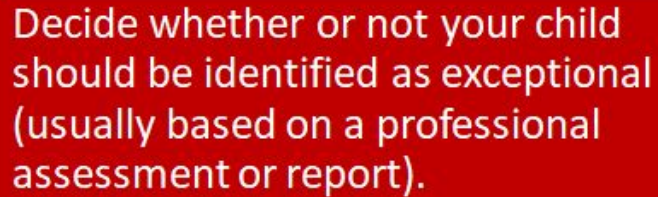
“Has your son been IPRC'd yet?”

And you will also hear people say IPRC when they are speaking about the IPRC meeting:


“When is your son's IPRC?”

The Purpose of the IPRC

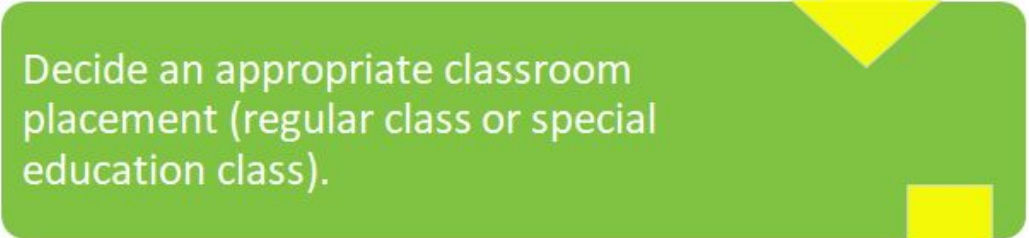
Decide whether or not your child should be identified as exceptional (usually based on a professional assessment or report).



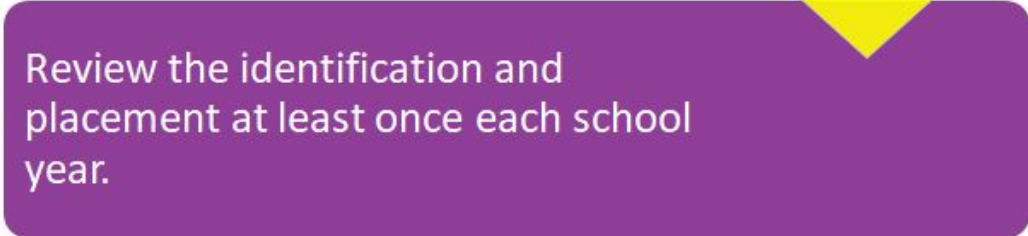
Identify the areas of your child's exceptionality (type of disability).



Decide an appropriate classroom placement (regular class or special education class).



Review the identification and placement at least once each school year.



Categories of Exceptionalities



Placement Options

Regular Class

Indirect Service
Regular classroom with consulting support to teacher or student

Resource Assistance
Regular classroom with direct support to student (less than 51%)

Special Class Placement

Withdrawal Assistance
Part-time regular classroom and part-time special class placement (less than 50%)

Partially Integrated
Part-time special class placement (more than 50%) and part-time regular classroom
i.e. Student Support Centre or Community Class

Fully Self Contained Class
Full time placement in a Provincial School

IPRC Documents

- Letter of Invitation
- Statement of Decision
- Confirmation of Continued IPRC Identification and Placement

Do I have to attend the IPRC?

YES

It's important to take advantage of ALL available opportunities to sit down with your child's educators.

YES

If discussion is needed regarding the proposed IPRC recommendations or decision.

NO

If your child's identification and placement are not changing; if you agree with the your child's identification and placement; if you have regular meetings with the school; if it would be difficult for you to attend.

Who attends the IPRC meeting?

The IPRC must be made up of at least 3 people one of whom must be a Principal or Supervisor Officer. For specialized classroom placements 2 administrators need to be present and the third attendee is usually the Special Education Resource Teacher (SERT).

Other possible attendees include:

- Student (if appropriate)
- Parent/caregiver
- Teacher
- Special Education Resource Teacher
- Board Staff Members
- Agency representatives *
- Support person (optional)
- Interpreter (upon request)

What happens at the IPRC meeting?



Usually, there are no surprises at the IPRC meeting. All of the “work” is done in advance of the meeting, with the family’s knowledge and involvement.



Attendees are introduced, the IPRC is reviewed, the formal decision is discussed, and the IPRC is signed.



The actual IPRC meeting usually lasts about 10-15 minutes. It is the formal acceptance of the identification and placement decision.



If there is a disagreement regarding identification or placement, or if communication has broken down, the meeting is an opportunity for the parties to share their perspectives and try to find common ground.

What is NOT discussed at the meeting?



Items in the student's Individual Education Plan (IEP).



Teacher or classroom assignment, disciplinary concerns, Educational Assistant assignment, etc.



Topics not related to the identification or placement of the student.

Disagree with the decision?

- **Within 15 days of receiving the original IPRC decision**, request to meet again. Explain the concerns.
- If cannot be resolved, **within 30 days of receiving the original IPRC decision** file a written notice of appeal to the Director/Secretary of the school board, or within 15 days of receiving the second IPRC decision.

Important

If a family disagrees with the original decision but does not request a second meeting or file an appeal, the decision of the IPRC will automatically be implemented after 30 school days. A parent may request a review IPRC meeting any time after their child has been in a special education program for 3 months.

After the IPRC - What's Next?

The Individual Education Plan

What is an IEP?

- A written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs
- A record of the particular accommodations, modifications, and/or alternative expectations needed to support the student
- A working document
- An accountability tool

IEP Guidelines

- IEPs are developed within the framework of the Provincial Curriculum
- IEPs are written in a way that is easily understood by parents and students
- 30 school days following placement in a Special Education Program, the IEP must be signed by the Principal, the original placed in the OSR, and copies shared with parent/guardian

Collaboration - A Team Approach

- Special Education Resource Teacher
- Parent/Guardian
- Classroom Teacher
- Student
- Could also include:
 - Administrators
 - Other teachers
 - Educational Assistants
 - Area/Regional Support Staff (e.g., PT/OT, SLP, psych. consultant)
 - Community Partners

Collaboration

- Can happen in a variety of ways (person, phone, email, consultation form)
- Should be on-going throughout the year
- Is documented in the IEP consultation log
- Focuses on programming, the student's learning profile, and supports

Students are the centre of IEPs

Hello, my name is Liam

I am in Grade 10.

I have a learning disability and I want to talk to you about some things that make it difficult for me to do well at school and about what helps me to be successful at school.

In Grade 9 I didn't really know my Special Education Resource Teacher and no one really came into my classes regularly so I didn't get to know my SERT. I didn't have anyone to get support from that I knew if I was stuck or needed help in my classes and this was hard.

Other things that have been challenges for me are when teachers tell me that I cannot use my computer and when they don't have things in soft copy for me. Also, sometimes when I advocate for what I need, like ask for a digital copy, teachers say no or centre me out. Teachers also sometimes get mad at me because I can't sit still for a long time.

Another challenge I have is when teachers count spelling and neatness when they are marking and they ignore a lot of my ideas because my work looks messy. Sometimes teachers assume because my work is messy that it is wrong or that I am not trying.

Luckily there are a lot of things that help me do well at school. When I get copies of my assignments on line and when my teachers have a google classroom and let me use my computer I do better.

This year I also have a SERT that I know and who comes into my classes. I know I can check in with her and that she will do her best to help me if I need anything. She asks about my interests and has made an effort to get to know who I am.

Another thing that helps me is having the option to write my tests and exams in a quiet spot like the resource room and being able to have extra time if I need it.

It also really helps when the assignments my teachers give me are interesting and when I have some choices about what to do.

Being able to get feedback early when I start assignments so I know I'm on the right track is also really helpful. When I get feedback early I know I am on the right track and understand the instructions and what the teacher wants.

With the right resources I can be really successful.

<https://youtu.be/RfDlcHK1pzQ>

Components of an IEP

For **ALL** students with an IEP:

- Student Information
- Sources Consulted
- Accommodations
- Transition Plan
- Consultation Log

For **SOME** students with an IEP:

- Safety Plan
- Special Program Pages

Student Information

Contains the courses the student is taking as well as the Program Type (accommodated, modified, alternative)

Subjects, Courses or Alternative Programs to which the IEP Applies

The following staff members were consulted in the development of the IEP.



Course Code	Course	Semester	Teacher	Program Type
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Human Resources Section

Outlines Type of Service and Frequency



Human Resources (teaching/non-teaching)

Semester 1

Human Resource	Type of Service	Frequency	Location
SERT	Resource Support and Program Consultation	1 period(s) per week	Regular classroom

Semester 2

Human Resource	Type of Service	Frequency	Location
SERT	Resource Support and Program Consultation	1 period(s) per week	Regular classroom

I^PR^C Statement of Decision

Placement Decision

This student is exceptional

1. **Communication** - Learning Disability

Placement:

Regular Class

- Regular Class with Indirect Service
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance

Special Education Class

- Partially Integrated Placement in a Special Education Classroom
- Fully Self-Contained

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Location: Home School

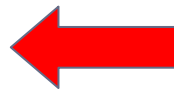
For Staff Use Only:

For students changing schools, please identify:

- Next Year School Location:

Recommendations Regarding Program and Service (optional):

SERT provides support minimum 1 period per week in the regular classroom and program consultation to all classroom teachers.



Sources Consulted

Include....

- Assessment reports that support the identification of the student's exceptionalality
- A brief summary statement of each report's findings
- Medical diagnoses that support the identification of the student's exceptionalality
- Current achievement data if desired

Strengths and Needs

Strengths	Needs
<ul style="list-style-type: none">• communication skills• social skills• perceptual reasoning• verbal memory/comprehension• verbal expression• kinesthetic learning	<ul style="list-style-type: none">• visual/motor integration• executive functioning• organizational skills• focus and attention• self-advocacy

Accommodations - Tools to Support Success

- Special teaching and assessment strategies, human supports or individualized equipment required to enable a student to learn and demonstrate learning
- *“The provision of accommodations in no way alters the curriculum expectations for the grade level or course.”*

Special Education in Ontario, 2017, p.E17

Accommodations

- Are divided into instructional, environmental and assessment accommodations
- Should show an alignment between instructional and assessment accommodations
- Should be specific and beyond good teaching
- May change over time

i.e. rather than chunking state chunk assessment tasks by placing less questions on a page or chunk assessment tasks into sections using highlighting to divide sections to be done at different times

Transition Plan

- Completed for all students with an IEP
- List actions and strategies to support transition goals
- Provide timelines for action items
- List who is supporting the completion of action items

Program Pages

Program pages are developed when:

- Students require modifications to the program (provincial curriculum expectations)

and/or

- Students are working toward expectations outside of the provincial curriculum (Alternative Expectations)

Modifications

- Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs
- May involve developing expectations from a different grade level and/or;
- Increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations

Alternative Expectations

- Knowledge and skills not represented in the Ontario curriculum
 - *Either not derived from Ontario curriculum **or***
Modified so extensively that the expectations no longer form the basis of program
- Alternative programs are provided in both elementary and secondary schools

**How can I collaborate with the
school to support the
implementation of the IEP?**

Foster Collaboration

- Find common goals
- Establish a home-school communication system that includes positive feedback as well as next steps
- Foster student voice by developing the student's understanding of their learning profile and what works for them as a learner
- Establish a safe person in the school your child can access for support
- Work on advocacy skills with your child
- Take advantage of opportunities to attend meetings and school activities
- Understand the process of who to talk to when challenges occur

Successful meetings include:

Focusing on the best interests of the child.

Understanding each other's perceptions of the child's strengths and needs (which may differ between school and home).

Working to achieve an understanding of each other's points of view.

Determining ways to share responsibilities.

Openly expressing appreciation for participation in the meeting.

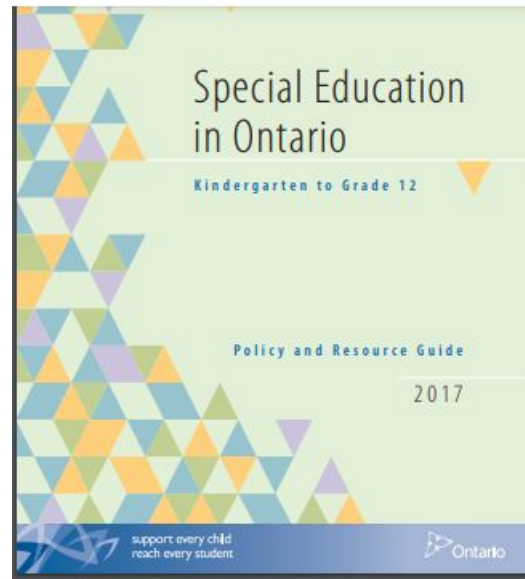
Focusing on determining a positive course of action (rather than on assigning blame).

Consultation Sequence

Elementary - Teacher/Special Education Resource Teacher -
- Vice-Principal/Principal - Student Services Coordinator -
Superintendent of Education

Secondary - Teacher/Special Education Resource Teacher -
Special Education Department Head -
Vice-Principal/Principal - Student Services Coordinator -
Superintendent of Education

Where Can I Find Additional Information?



http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf



[http://www.edu.gov.on.ca/eng/general/elems
ec/speced/shared.pdf](http://www.edu.gov.on.ca/eng/general/elems
ec/speced/shared.pdf)

Board Resources

THE INDIVIDUAL EDUCATION PLAN (IEP)
A Guide for Parents

The IEP summarizes the following:

- your child's strengths and needs
- assessment data
- special education services provided to your child
- accommodations (supports, services that will help your child access the curriculum and demonstrate learning)
- program modifications (changes required to grade-level expectations in the Ontario Curriculum)
- alternative programs/courses not represented in the Ontario Curriculum (such as Personal Care, Orientation/Mobility Training, Authority, Visual Intervention Strategies, and/or development of American Sign Language skills)
- your child's current level of achievement in each program area
- goals and specific expectations for your child's achievements and progress
- regular updates showing dates, results and recommendations
- a Transition Plan
- medical/health supports/services
- a Safety Plan

What is an Individual Education Plan (IEP)?

An IEP is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It describes the student's progress, and includes a plan to support students in making successful transitions.

Special Education



A Communication Guide for Parents and Students.

When I have a concern, where do I begin?

Student success is a priority. Together parents, students and support teams collaborate to ensure student success.

The best place to begin is with the person closest to the issue (e.g. classroom teacher, special education resource teacher (SERT), bus driver, etc). To assist with resolving issues or concerns, you should:

- 🔍 gather as much information about the situation as possible; and
- 🔍 contact the school and arrange a meeting with the staff member(s) to discuss your concern.

Most issues can be resolved by having meaningful and purposeful conversations. Keeping the lines of communication open is the best strategy.

What role do I, as the parent, play in communicating concerns regarding my child's program or special education services?

We welcome your participation in communicating your concern.

1. **Plan Your Approach.**
 - 🔍 Gather your information.

A Parents Guide to ...

Identification, Placement and Review Committee (IPRC)



Ontario's Education Act requires school boards to provide special education programs and services for children who need them.

School Boards are required to establish Identification, Placement, and Review Committees (IPRCs) in order to identify those students who need special education programs and services. These committees must have at least three people, one of whom must be a school principal or a Board supervisory officer. IPRCs follow a formal process governed by provincial law (Regulation 181/98).

The York Region District School Board is committed to student success. We recognize that students develop and learn in different ways, and that some students will require special education programs and services, tailored to meet their individual needs.

This Parent Guide explains how IPRCs identify students who need special educational programs, outlines your rights as a parent and describes how your involvement will help to make good educational decisions for your child.

<http://www.yrdsb.ca/Programs/Special/Pages/Resources.aspx>

Questions

