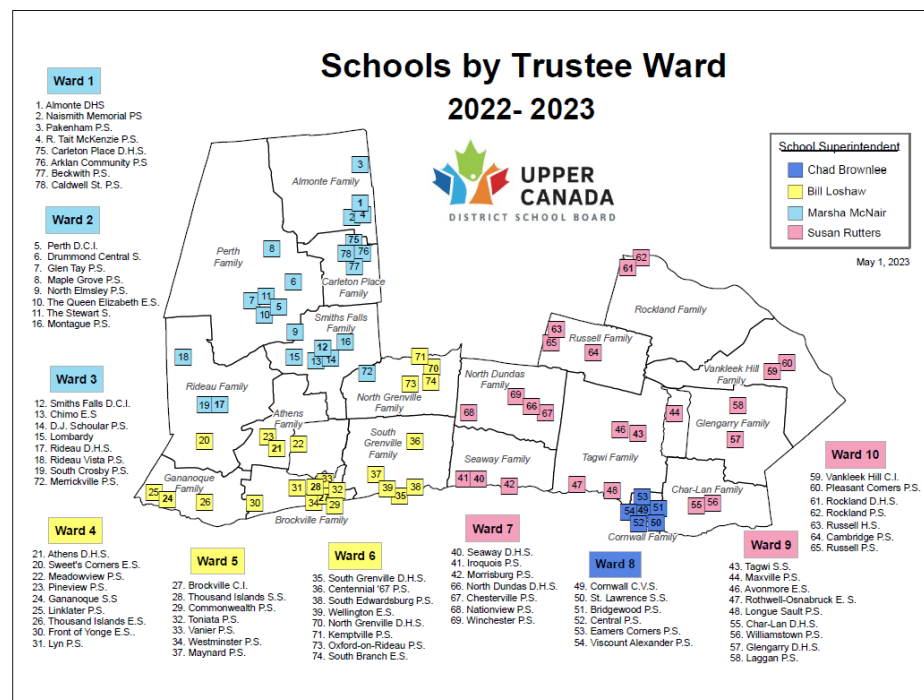


How do I reach board staff?



Superintendent	Family of Schools	Special Education Superintendent, and Principal of Special Education
Marsha McNair (marsha.mcnaire@ucdsb.on.ca)	Ward 1	Jennifer Perry, Superintendent of Special Education And Julie Symonds, Principal of Special Education
Marsha McNair (marsha.mcnaire@ucdsb.on.ca)	Ward 2	
Marsha McNair (marsha.mcnaire@ucdsb.on.ca)	Ward 3	
Bill Loshaw (bill.loshaw@ucdsb.on.ca)	Ward 4	
Bill Loshaw (bill.loshaw@ucdsb.on.ca)	Ward 6	
Bill Loshaw (bill.loshaw@ucdsb.on.ca)	Ward 5	
Susan Rutters (susan.rutters@ucdsb.on.ca)	Ward 10	
Susan Rutters (susan.rutters@ucdsb.on.ca)	Ward 7	
Susan Rutters (susan.rutters@ucdsb.on.ca)	Ward 9	
Chad Brownlee (chad.brownlee@ucdsb.on.ca)	Ward 8	

IPRC—Identification, Placement and Review Committee
A Guide for Parents and Students

Source: Ontario Ministry of Education

MISSION

We prepare all students for a successful life.

“All students can succeed.”
Education for All, 2005

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parents’ guide is to provide information about the Identification, Placement, and Review Committee (IPRC), and to set 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. If, after reading this guide, you require more information, please see the board contact information at the end of the document.



Note: When used in this guide, the word “parent” includes guardian.

UCDSB Teaching and Learning Philosophy

The basic human needs for growth and development are: autonomy, personal mastery, acceptance, and a sense of belonging to a social group. Therefore, students are entitled to be educated with their peers in a safe, accepting, inclusive environment that takes into account their specific and unique needs. Our aim is to prepare all students for a successful life.

What is an IPRC?

Regulation 181/98 requires that all school boards establish IPRCs. An IPRC is composed of at least three people, one of whom must be a principal or supervisory officer of the board. The UCDSB uses a three or four member committee. Your school principal, special education teacher and a classroom teacher are normally present. Another principal or system staff member may attend. You will be advised of the membership prior to the meeting.

What is the role of the IPRC?

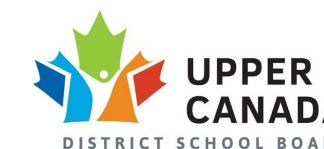
The Identification Placement and Review Committee will:

- decide whether or not your child should be identified as exceptional;
- identify the areas of your child’s exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide an appropriate placement for your child:
 - ♦ *A regular class with indirect support*: The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

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What is the role of the IPRC? (continued)

- decide an appropriate placement for your child (continued)
 - ♦ *A regular class with resource assistance:* The student is placed in the regular class for most or all of the day and received specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
 - ♦ *A regular class with withdrawal assistance:* The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
 - ♦ *A special class placement (partially self-contained):* The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, for at least 50 percent of the school day, and is integrated in a regular class for at least one instructional period daily.
 - ♦ *A special class placement (fully self-contained):* The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, for the entire school day.

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program....” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education. These are available from your school principal and on the Ministry website (www.edu.gov.on.ca).

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.

What are special education services?

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.

What is an IEP?

The IEP must be developed for your child, in consultation with you. Parental involvement in the IEP process is crucial. The IEP must include:

- Specific educational expectations;
- An outline of the special education program and services that will be received;
- A statement about the methods by which your child’s progress will be reviewed; and
- 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.

The IEP provides a series of “educational targets, not promises” for your child. Collaboration with parents and students will help to ensure the expectations are attainable.

The IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that the parent receives a copy of it. The IEP is a working document which is intended to be reviewed and updated once per term or semester.

What is the “SEAC”?

The Special Education Advisory Committee (SEAC) advises the UCDSB on matters affecting the delivery of programs and services for exceptional pupils. It is comprised of members, from associations, school board trustees and members-at-large, from across the board. **For further information on SEAC:**

Upper Canada District School Board
 225 Central Avenue W, Brockville, ON K6V 5X1
 Phone: 613-342-0371 or 1-800-267-7131, or
 fax: 1-855-508-1591 or e-mail: tanya.stoebis@ucdsb.on.ca

What are the Ministry’s Provincial and Demonstration Schools:

The ministry operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools for English-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

- Amethyst School
 1515 Cheapside Street
 London, ON N5V 3N9
 Telephone: (519) 453-4400
- Sagonaska School
 350 Dundas Street West
 Belleville, ON K8P 1B2
 Telephone: (613) 967-2830
- Trillium School
 347 Ontario Street South
 Milton, ON L9T 3X9
 Telephone: (905) 878-8428

School for the deaf

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

Robarts School

151 Cheapside Street
 London, ON N5V3N9
 Telephone and TTY:
 (519) 453-4400

Sir James Whitney School

350 Dundas Street West
 Belleville, ON K8P 1B2
 Telephone and TTY:
 (613) 967-2823

School for the blind and deaf-blind

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

French language school for the deaf and Demonstration School for French-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Centre Jules-Léger
 281 rue Lanark
 Ottawa, ON K1Z 3J9
 Telephone: (613) 761-9300
 TTY: (613) 761-9302
 and (613) 761-9304

Where can parents obtain additional information?

- Your School Principal
- Call an Administrative Office in your area for information about Special Education
 - Brockville Board Office 613-342-0371, 1-800-267-7131
 - Eastern Region Office at Tagwi 613-346-9626, 1-877-875-3437
 - Frankville Office 613-275-2112, 1-855-255-2112
 - Oxford-on-Rideau Office 613-258-9393, 1-888-402-3522
- Visit the UCDSB website (www.ucdsb.on.ca), the Parent Guide is posted at:
- **http://www.ucdsb.on.ca/programs___initiatives/special_education/guide_for_parents_and_students**

Next Steps for Parents...