

(IPRC) Identification, Placement and Review

Process	61
SE5 and SE5A.....	62
Informal Approaches and problem solving prior to IPRC.....	62
The Appeal Process	63
Stages of Delivery: Meeting Students' Needs: Phase I, II, III	64
IPRC Paperwork: Identification Process.....	66
IPRC Paperwork: Review Process	67
IPRC Statement of Decision.....	69
Overview of IPRC Process (Identification).....	70
Overview of IPRC Process (Review)	71

PROCESS

The York Catholic District School Board continues to endorse the Consultative Preventative-Normalization Model of Special Education (C-P-N). This model allows students to receive special education programs and services in the most enabling environment both quickly and efficiently. Furthermore, it ensures that a student's needs will be met by those professionals who work closest with him/her and who have established a trusting relationship with the parents. It also ensures that parents have opportunities throughout the "stages of delivery" to dialogue and collaborate with school personnel regarding their child's program and needs.

The goals/aims and beliefs that form the foundation of the Board's delivery model includes:

- open and ongoing communication between parents and professionals will benefit the student
- case conferencing by professionals allows for consensus in decision making and/or planning a course of action. Case conferencing assists the professionals in supporting the student in an effective and efficient manner
- interdisciplinary teams support the professionals working with the student
- school resources will quickly support the professionals working directly with the student
- school resources will quickly support the student with the most appropriate program and services
- the Core Resource Program is the foundation program of special education. A student enters this program through the 'Stages of Delivery of Special Education: Phase I, II, III. This program is pivotal in meeting the needs of any student who requires program adaptations
- a continuum of responses for exceptional students is offered in the most enabling environment that allows each student to reach full potential

The implementation of Regulation 181/98 necessitated changes to the York Catholic District School Board's procedures, paperwork and SE forms.

Extensive inservicing continues to occur with administration, teachers, resource personnel and SEAC to:

- understand the regulation and its implications
- comprehend changes in procedure, paperwork and forms
- implement changes

Current Statistics as of April 2011

No. of Students on SE7 (Identifications)	982
No of Students on SE8: (Reviews)	3616
No of Students on SE5: (Not Identified)	3650
No. of Appeals:	0

SE5

SE5's are utilized as an intermediary step which allows ongoing support to the students who may be exceptional. It is designed to support students, through the initial stages of special education, up to 2 years.

SE5A

The use of this form was introduced in the Spring of 2002, to respond to a recommendation from the review of the elementary PACE (gifted) program (Appendix 20). One issue that the review attempted to address was the issue of split grades. To address the issue, the committee recommended to the Board that students close to the very superior range would be nominated into the program on a one year trial basis. To track these students and to clarify the provision of the placement, the SE5A was introduced. Guidelines have been developed and shared with schools to extend the placement beyond the first year. The SE5A will continue to be utilized, for all of the students elementary school years provided their success falls within the guidelines.

INFORMAL APPROACHES AND PROBLEM SOLVING PRIOR TO I.P.R.C.

Parents are consulted and participate in each stage of the Special Education delivery process.

If disagreements arise, parent meetings are held to achieve consensus and facilitate resolutions with regard to outstanding issues. At parental request, advocates are included as a part of the process.

Case Conferences

Part of the process of solving problems prior to SE/I.P.R.C.'s is the practice of area and central level case conferences.

Case conferences are multi-disciplinary team meetings requested by the principal of a school to discuss the needs and appropriate action with respect to a specific student. There are two levels of case conferences: area level and central level.

Area Level Case Conferences

School level case conferences are called by the principal at various stages in the delivery of special education services. The purpose of a case conference is to ensure that all the appropriate resources available to the school have been used in addressing the needs of a student. The appropriate professionals are invited, with parental consent, to provide input and make recommendations with respect to program planning and problem solving with respect to the student. The actions agreed to are summarized (SE2) and subsequently shared with the parents of the student. These meetings are also held when a student is making a transition to another school in the Board.

Central Level Case Conferences

A central level case conference is a multidisciplinary team meeting called by the principal and chaired by the Superintendent of Education (Schools) to discuss the needs of a specific student. In addition to school and area resource staff, additional professionals may be included. The appropriate central staff representing the disciplines involved are invited as required. Representatives of involved community agencies are also invited, as required.

The input of each discipline is shared so as to provide a complete and current picture of the student's profile and needs. A problem solving discussion takes place and actions are determined by the Superintendent of Education (Schools). The actions are summarized (SE2) and a parent conference is held to share the actions and recommendations for their consideration. This process of problem solving is continued as long as there are unresolved issues.

The Appeal Process (Regulation 181/98)

Mediation Options

If parents do not agree with either the identification or placement decision made by the I.P.R.C., the committee is reconvened to discuss the parent's concerns and to seek a resolution with the parents. If the concerns were with respect to programming issues, the broad parameters of a resolution are established and further meetings are called to continue to address the parents' concerns.

Process

After mediation options are exhausted, the Superintendent of Education: Exceptional Learners will arrange for the establishment of a special education appeal board in accordance with the regulation (181/98). Upon completion of the appeal process and receipt of the written statement of the appeal board, the Superintendent of Education: Exceptional Learners will arrange for the school board to decide what action it will take with respect to the recommendations of the appeal board (Boards are not required to follow the appeal board recommendations).

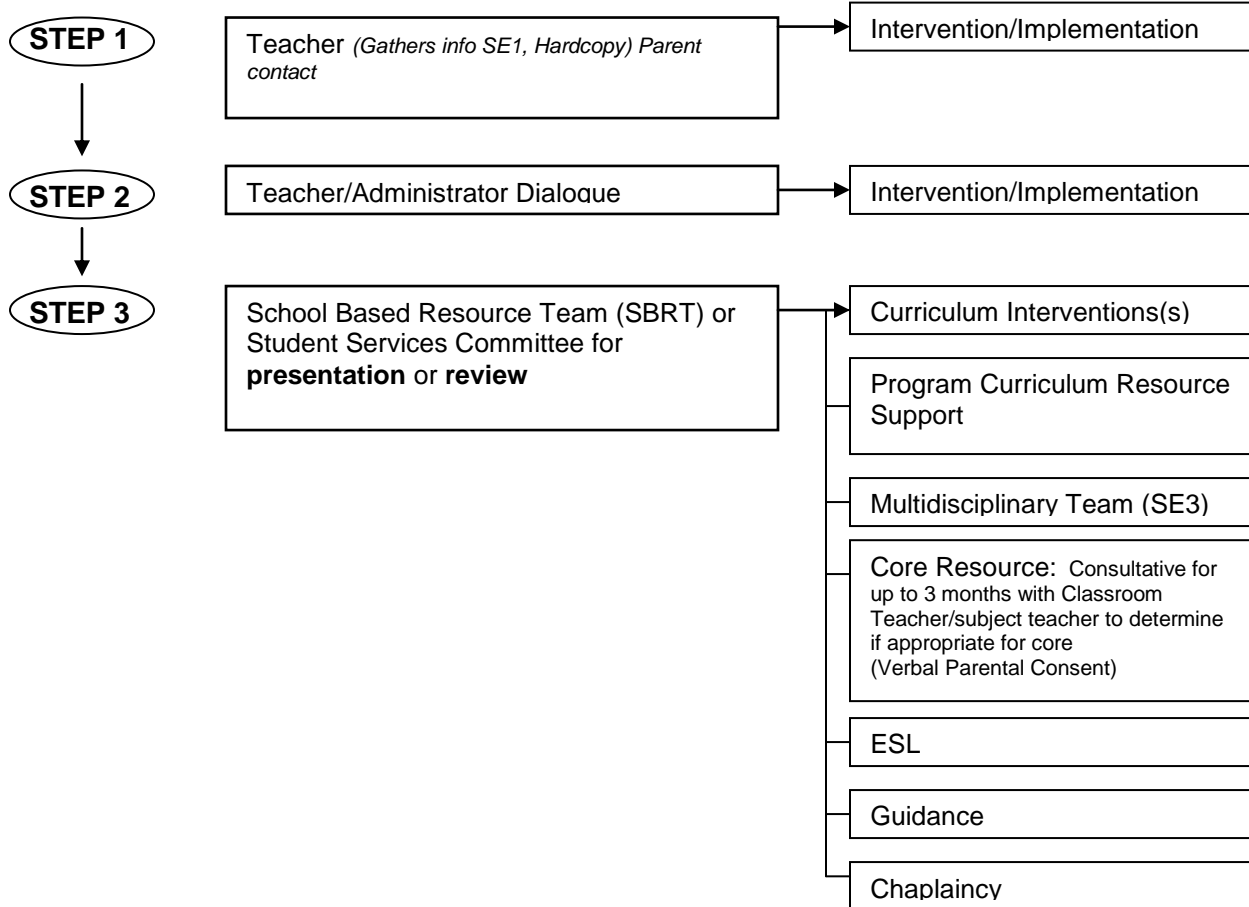
Subsequent to the decision of the school board the Superintendent of Education: Exceptional Learners will ensure that the decision is communicated in writing to the parents within the timelines provided. Information about making an application to the Special Education Tribunal will be included with the written decision of the school board to the parents.

The Superintendent of Education: Exceptional Learners will ensure that the parents are kept informed and that the process proceeds in a timely manner and within the timelines provided in the regulation (181/98).

MEETING STUDENTS' NEEDS

The professional learning community philosophy encourages and empowers teachers to collaborate, assess and implement best teaching practices to meet the needs of all students working at level one through four of the Ontario Curriculum.

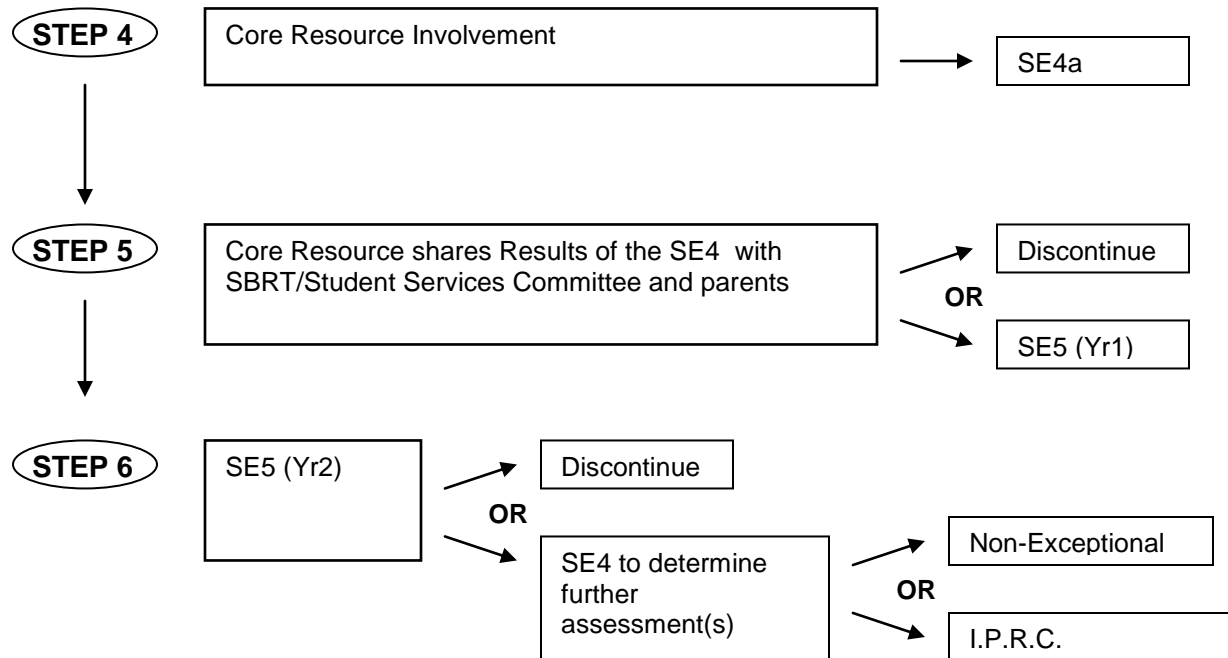
PHASE 1: Classroom/Subject Teacher



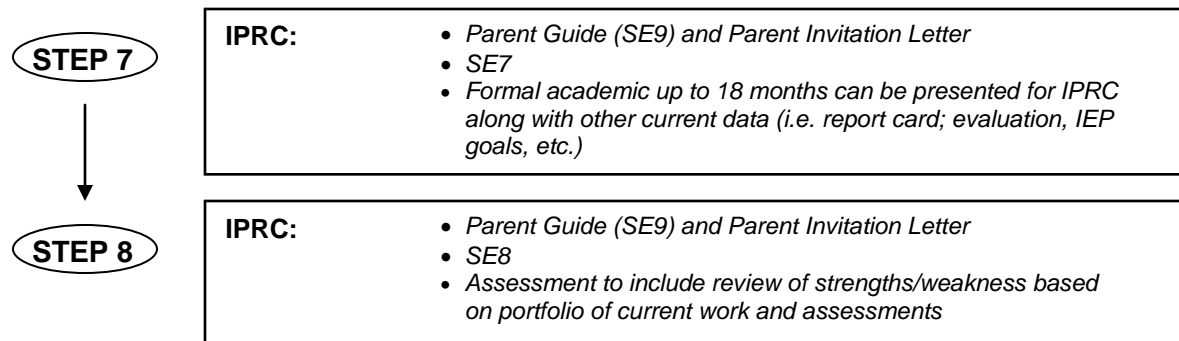
Classroom Subject teacher has ongoing contact with parents throughout Phase I

(IPRC) Identification, Placement and Review

PHASE 2: Initiation of Special Education



PHASE 3: Identification (IPRC)



Formal Assessments including standardized assessments need to be prepared only for specific purposes:

1. obtaining a baseline
2. determining next steps within 2 years of SE5
3. transitioning from a program e.g. ISAP, LC
4. transitioning into high school

Important to note that the entry into Phase 1, 2 or 3 is dependent upon present and previous supports in place

I.P.R.C. Paperwork - Identification Process

	Paperwork	Responsibility	Action
PRIOR TO I.P.R.C.	- historical overview (SE1 or expanded version)	Principal	- copy given to Program Consultant at beginning of meeting
	- current academic assessment	Principal	- copy given to Program Consultant at beginning of meeting
	- page 1 Determination of Special Education I.P.R.C. - Identification Process	Principal	- copy given to Program Consultant at beginning of meeting
	- Parent Guide to I.P.R.C.	Principal	- send one copy to parent
DURING I.P.R.C.	- page 2 Determination of Special Education I.P.R.C. - Identification Process	Recorder of committee's "Statement of Decision" <i>Program Consultant (Special Education)</i>	- carefully completed to summarize I.P.R.C. Committee's decision
	- page 3 Determination of Special Education I.P.R.C. - Identification Process	Recorder of committee's "Statement of Decision" <i>Program Consultant (Special Education)</i>	- carefully completed to summarize I.P.R.C. Committee's decision
DURING/AFTER I.P.R.C.	- page 5 Determination of Special Education I.P.R.C. - Identification Process	Program Consultant (Special Education)	complete 'location' of program
	- Determination of Special Education I.P.R.C. - Identification Process (pages 1-5)	Principal	- send: 1 copy to parent 1 copy to student 16 years of age or older 1 copy to Superintendent of Education - file original in O.S.R.
AFTER I.P.R.C.	- page 5 Determination of Special Education I.P.R.C. - Identification Process	Parent/Guardian Student 16 years of age or older	- sign and return to school for filing in O.S.R. - signed copy to Superintendent of Education: Exceptional Learners

I.P.R.C. Paperwork - Review Process

	Paperwork	Responsibility	Action
PRIOR TO I.P.R.C.	- historical overview (SE1 or expanded version)	Principal	- copy given to recorder of committees "Statement of Decision"
	- current academic assessment	Principal	- copy given to recorder of committee's "Statement of Decision"
	- page 1 Determination of Special Education I.P.R.C. - Review Process	Principal	- copy given to recorder of committee's "Statement of Decision"
	- Parent Guide to I.P.R.C.	Principal	- send 1 copy to parent
DURING I.P.R.C.	- page 2 Determination of Special Education I.P.R.C. - Review Process	Recorder of committee's "Statement of Decision"	- carefully completed to summarize I.P.R.C. Committee's decision
	- page 3 Determination of Special Education I.P.R.C. - Review Process	Recorder of committee's "Statement of Decision"	- carefully completed to summarize I.P.R.C. Committee's decision
DURING/AFTER I.P.R.C.	- page 5 Determination of Special Education I.P.R.C. - Review Process	Recorder of I.P.R.C. "Statement of Decision"	
AFTER I.P.R.C.	- Determination of Special Education I.P.R.C. - Review Process (pages 1-5)	Principal	- send: 1 copy to parent 1 copy to student 16 years of age or older 1 copy to Superintendent of Education - file original in O.S.R.
	- page 5 Determination of Special Education I.P.R.C. - Review Process	Parent/Guardian Student 16 years of age or older	- sign and return to school for filing in O.S.R. - signed copy to Superintendent of Education: Exceptional Learners

* Refer to 'Overview' sheet

Identification Placement Review Committee I.P.R.C. Process

Identification Process	Review Process	
<p>1. <u>Exceptionality</u></p> <ul style="list-style-type: none"> ▪ to be determined at the I.P.R.C. Identification meeting <p>2. <u>Committee</u></p> <ul style="list-style-type: none"> ▪ designated principal ▪ Superintendent of Education ▪ Program Consultant (Special Education)/Co-ordinator, Special Programs (Secondary) <p>3. <u>Location</u></p> <ul style="list-style-type: none"> ▪ selected school/Catholic Education Centre <p>4. <u>Statement of Decision</u></p> <ul style="list-style-type: none"> ▪ refer to attached "I.P.R.C. Statement of Decision" <p>5. <u>I.E.P.</u></p> <ul style="list-style-type: none"> ▪ principal to ensure completion within 30 days of placement in program <p>6. <u>Required Paperwork</u></p> <ul style="list-style-type: none"> ▪ refer to attached "I.P.R.C. Paperwork Identification Process" <p>7. <u>Initiator</u></p> <ul style="list-style-type: none"> ▪ principal ▪ parent request <p>8. <u>Notification (time/place of meeting)</u></p> <ul style="list-style-type: none"> ▪ written notice sent by principal at least 10 working days prior to meeting ▪ mailed notice at least 15 working days 	<p><u>Exceptionality</u></p> <ul style="list-style-type: none"> ▪ to be maintained at the I.P.R.C. Review meeting or changed to 'not exceptional' <p><u>Committee</u></p> <ul style="list-style-type: none"> ▪ current school principal ▪ classroom/program teacher ▪ appropriate resource teacher <p><u>Location</u></p> <ul style="list-style-type: none"> ▪ current school <p><u>Statement of Decision</u></p> <ul style="list-style-type: none"> • refer to attached "I.P.R.C. Statement of Decision" <p><u>I.E.P.</u></p> <ul style="list-style-type: none"> ▪ principal to ensure review of existing I.E.P. and completion of appropriate changes within 30 days <p><u>Required Paperwork</u></p> <ul style="list-style-type: none"> ▪ see attached "I.P.R.C. Paperwork Review Process" <p><u>Initiator</u></p> <ul style="list-style-type: none"> ▪ principal ▪ parent request 3 months > after placement in program <p><u>Notification (time/place of meeting)</u></p> <ul style="list-style-type: none"> ▪ written notice sent by principal at least 10 working days prior to meeting ▪ mailed notice at least 15 working days 	<p><u>Exceptionality</u></p> <ul style="list-style-type: none"> ▪ to be re-evaluated in light of new information - anticipated change from current exceptionality to a different exceptionality <p><u>Committee</u></p> <ul style="list-style-type: none"> ▪ designated principal ▪ Superintendent of Education ▪ Program Consultant (Special Education)/Co-ordinator, Special Programs (Secondary) <p><u>Location</u></p> <ul style="list-style-type: none"> ▪ selected school/Catholic Education Centre <p><u>Statement of Decision</u></p> <ul style="list-style-type: none"> ▪ refer to attached "I.P.R.C. Statement of Decision" <p><u>I.E.P.</u></p> <ul style="list-style-type: none"> ▪ principal to ensure review of existing I.E.P. and completion of appropriate changes within 30 days <p><u>Required Paperwork</u></p> <ul style="list-style-type: none"> ▪ see attached "I.P.R.C. Paperwork Review Process" <p><u>Initiator</u></p> <ul style="list-style-type: none"> ▪ principal ▪ parent request 3 months > after placement in program <p><u>Notification (time/place of meeting)</u></p> <ul style="list-style-type: none"> ▪ written notice sent by principal at least 10 working days prior to meeting ▪ mailed notice at least 15 working days

OVERVIEW

**IDENTIFICATION, PLACEMENT, REVIEW COMMITTEE
(I.P.R.C.) PROCESS**
Implementation of Regulation 181/98 - commencing January 1, 1999

- all **identifications** of an exceptional student, as per Regulation 181/98, will occur at the I.P.R.C. Identification meeting
- mandatory committee members:
 - chairperson - designated principal
 - Superintendent of Education or designate
 - recorder of committee's "Statement of Decision" - Program Consultant (Special Education)
- prior to commencement of meeting, school principal presenting the student will give copies of required paperwork to Program Consultant (Special Education):
 1. completed page 1 of "Determination of a Special Education Identification, Placement and Review Committee Identification Process"
 2. historical overview of student's pattern of school attendance, progress, supports and services (SE1 or expanded version)
 3. current academic assessment
- **all changes in identification** of an exceptionality to a **different exceptionality** will occur at the I.P.R.C. Review meeting with a committee comprised of, the same committee members.

OVERVIEW

Determination of a Special Education Identification, Placement, Review Committee

I.P.R.C. Review Process

- all reviews of an exceptional student, as per Regulation 181/98, will occur at the I.P.R.C. Review meeting hosted by the principal of the student’s current school **unless** there is an anticipated change from the current exceptionality to a different exceptionality. This I.P.R.C. Review meeting must be held with a committee as outlined below.
- committee members:
 - chairperson - principal of current school
 - classroom/program teacher
 - appropriate resource teacher (recorder of committee’s “Statement of Decision”)

Appropriate Resource Teacher

<p>A. <u>Hearing Program</u></p> <p>Consultant (Hearing)</p>	<p><u>Vision Program</u></p> <p>Vision Resource Teacher</p>	<p><u>Language Centre</u></p> <p>Supervisor, Speech/ Language Pathologist and Co-ordinator, Special Programs (elementary)</p>
<p>B. <u>I.S.A. Program</u></p> <p>Program Consultant (Special Education)</p> <ul style="list-style-type: none"> • must attend 	<p><u>ES, FLS, SCP Program</u></p> <ul style="list-style-type: none"> • Core Resource or Program Consultant (Special Education) ® will attend if possible ® <u>must</u> attend if concerns/issues exist <p>Note: For Transition Year 98/99 Program Consultant (Special Education) must attend all review I.P.R.C.’s and record I.P.R.C. “Statement of Decision”</p>	<p><u>P.A.C.E. Program</u></p> <ul style="list-style-type: none"> • PACE Teacher • Program Consultant (Special Education) <u>must</u> attend if placement change may occur

(IPRC) Identification, Placement and Review

Parent Request for I.P.R.C.

- all parent requests for an I.P.R.C. must be processed according to the requirement of Regulation 181/98
- all "parent requested" I.P.R.C.'s are to be presented at an I.P.R.C. Identification meeting with a committee comprised of a Superintendent of Education.

Reminder:

For students in I.S.A. Program:

The I.S.A. Program is a short-term 1 to 2 year placement. If an extension of this timeframe is being considered, a community case conference must be held with Superintendent of Education (Schools) and appropriate resource personnel. This community case conference must occur prior to any decision being made regarding the recommendation that will be brought forward to the I.P.R.C. Review meeting.