

Special Education Department Plan 2023 -2024

Kawartha Pine Ridge District School Board
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Standard 2 Identification, Placement, and Review Committee Process

For the school year 2023-2024 the Board held 243 formal IPRC meetings with respect to identification and placement. There were 826 IPRC meetings to review the identification and placement. There was one appeal filed.

Please see also Standard 20 *Parent/Guardian Guide to Special Education*.

What is an Individual Education Plan (IEP)?

An IEP is a legal document that is developed for any student where there is enough assessment information gathered over time to determine that the student requires specific learning strategies, accommodations and/or modifications to the curriculum and special education services in order to be successful at school.

The IEP must be developed for a student, in consultation with parents/guardians. It must include:

What is the role of the IPRC?

The committee will:

- Decide whether or not a student should be identified as exceptional;
- Identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- Decide an appropriate placement for the student. Following is a list of placements available in the Kawartha Pine Ridge District School Board:

Placement	Description
○ 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.
○ A regular class with resource assistance	The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a 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 education class with partial integration	The student is placed by the IPRC in a special education class (Learning and Life Skills) where the student-teacher ratio conforms to the standards in Reg. 298, section 31 , for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
○ A full-time special education class	The student is placed by the IPRC in a special education class (Primary Communications Class) where the student-teacher ratio conforms to Regulation 298, section 31 for the entire school day.

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

Does the student need to be identified through the Identification, Placement and Review Committee (IPRC) process in order to have an IEP?

No. In the Kawartha Pine Ridge District School Board an identification through an IPRC meeting is not required for a student to have an IEP developed or to receive Special Education services. A student will have an IEP when there is sufficient ongoing assessment information to determine that it is needed in order to experience success.

Are there circumstances when a student would be considered for the IPRC process?

Yes. In the Kawartha Pine Ridge District School Board, these are:

The student has a developmental disability and is being recommended for placement in a Learning and Life Skills special education class;
The student is being recommended for placement in a Provincial or Demonstration School;
The school believes it would be in the student's best interests;
The parents/guardians have requested the IPRC meeting in writing to the principal.

What if parents/guardians are unable to make the scheduled meeting?

If parents/guardians are unable to make the scheduled meeting, they may

Contact the school principal to arrange an alternative date or time; or

Inform the principal that they will not be attending;

As soon as possible after the meeting, the principal will forward the IP (riard)2.20.00jpeswSttftet;hf fowD

- The IPRC's recommendations regarding a special education program and special education services.

Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

If parents/guardians agree with the IPRC decision, they will be asked to indicate, by signing their

What happens in the appeal process?

The appeal process involves the following steps:

The Board will establish a special education appeal board to hear the 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 the parent/guardian.

The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after they have been selected (unless parents/guardians and the school board provide written consent to a later date).

The appeal board will receive all pertinent information and will hear the appeal. The appeal board will receive all pertinent information and will hear the appeal.