

Principals Want to Know

A tip sheet for principals that focuses on practical issues faced in schools.

Drawn from existing resources, these tips are designed to support instructional leadership practice.

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IPRC and IEP

The Question:

“What is the link between the Identification, Placement and Review Committee (IPRC) and the Individual Education Plan (IEP)?”

“All students can succeed”
(draft-Learning for All, K-12)

The Answer:

Here are five key things to know about them:

1. How an IPRC is initiated
2. The principal’s role in the IPRC
3. When an IPRC leads to an IEP
4. Parts of the IPRC found in the IEP
5. Whether an IEP is developed only as a result of an IPRC

1. HOW AN IPRC IS INITIATED

- An IPRC must be initiated if a parent requests one in writing or if the principal believes that the student may have needs that require the provision of a special education program and/or services.
- Often schools hold meetings (sometimes referred to as TEAM meetings) to discuss instructional strategies (e.g., differentiated instruction, assessment) before initiating an IPRC.

“Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.”

(draft-Learning for All, K-12)

“Regulation 181/98 requires that all school boards establish one or more Identification, Placement and Review Committees (IPRCs). The IPRC meets and decides if a student should be identified as an exceptional pupil and, if so, the placement that will best meet the student’s needs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board. A school board trustee may not be on the IPRC.”

Special Education: A Guide for Educators, D4

- The principal will refer a student to an IPRC, usually following a recommendation from the in-school team.
- The IPRC must take an educational assessment of the student into account. The results of ongoing and continuous program interventions and additional assessments as requested by the school team are often part of the team’s recommendation to IPRC.

2. THE PRINCIPAL’S ROLE IN THE IPRC

- Principals ensure that exceptional pupils are identified and placed through an IPRC according to the requirements and procedures outlined in the *Education Act*, regulations, ministry and board policies (*Special Education: A Guide for Educators, A9*).
- Principals often chair the IPRC and co-ordinate correspondence to committee members and other participants and invite other participants.
- Principals are responsible for ensuring parents get a copy of a Parent’s Guide and the expected time line, in writing, for the first IPRC meeting.
- Principals then have additional responsibilities when an IEP is developed (Regulation 181/98 Sections 6(2)-(8) 7 and 8).



“Classroom teachers need the support of the larger community to create a learning environment that supports all students.”

(Learning for All K-12-draft)

“When programming for students with exceptionalities, use a variety of instructional methodologies that incorporate differentiated instruction and universal design for learning. Be sensitive to external stimuli (hearing, sight), physical space (mobility) and general layout of your classroom. Try to see the environment from a number of perspectives.”

(Bennett, 2009)

3. WHEN AN IPRC LEADS TO AN IEP

- An IEP is developed for each student who has been identified as exceptional by an IPRC.
- The IEP must be developed within 30 school days of the student’s placement in a special education program.

4. PARTS OF THE IPRC FOUND IN THE IEP

- The identification (e.g., Communication Autism or Intellectual Giftedness) and the placement (e.g., a regular class with indirect support or a special education class with partial integration) as determined by the IPRC.
- The student’s strengths and needs recorded on the IPRC’s statement of decision.
- Relevant medical/health information, assessment data and recommendations used as part of the IPRC’s decision.

5. WHETHER AN IEP IS DEVELOPED ONLY AS A RESULT OF AN IPRC

- An IEP may be developed for a student who has not been formally identified as exceptional, but whom the board considers needs a special education program or services to attend school or to achieve curriculum expectations and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial curriculum policy document.

- Special education programs and services may include modified or alternative learning expectations, accommodations for the environment, teaching strategies or assessment.

“Fairness is not sameness.”

(Learning for All K-12-draft)

Remember that these five tips are meant to get you started on your understanding of IPRC and IEP processes. You can learn more by reading the sources below in the reference list. Add your own thoughts by joining the Ontario Education Leaders network:

<http://ontarioeducationleaders.ning.com>

REFERENCES

- Bennett, Dr. Sheila. *Including Students with Exceptionalities*, in *What Works? Research into Practice* (16) January 2009
<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Bennett.pdf>
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<http://www.edu.gov.on.ca/eng/general/elemsec/specedu/ide.html>
- Individual Education Plans (2000). *Standards for Development, Program Planning, and Implementation*
<http://www.edu.gov.on.ca/eng/general/elemsec/specedu/iep.html>
- Ontario Ministry of Education (2009-Draft) *Learning for All K-12*
http://www.ontariodirectors.ca/L4AII/L4A_en.html

“Each child has his or her own unique patterns of learning.”

“Successful instructional practices are founded on evidence-based research, tempered by experience.”

(Learning for All K-12-draft)