Lakehead Public Schools

Section Five

Identification, Placement, and Review Committee (IPRC) Process and Appeals

Section 5
THE IDENTIFICATION, PLACEMENT, REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

The IPRC Process

This document outlines the process followed within the Lakehead District School Board relating to the IPRC process.

- Regulation 181/98 requires that each Board establish one or more committee(s) for the identification, placement, and review of exceptional students.
- The following procedures are based on Regulation 181/98 and outline the process school Principals are to follow.

Committee Procedures

Regulation 181/98 14 (1) The Principal of the school at which a pupil is enrolled, (a) may on written notice to a parent/guardian of the pupil: and (2) shall at the written request of a parent/guardian of the pupil, refer the pupil to a committee established by the Board, for a decision as to whether the pupil should be identified as an exceptional pupil and, if so, what the placement of the pupil should be.

An effective IPRC should incorporate the following features:

- The whole child should be considered: The IPRC considers the child from an interdisciplinary perspective along with his/her environment.

- Parents/guardians and teacher must be actively involved: The friendly but business-like tone of the meeting and the chairman's solicitation of participation make the parents/guardians and regular classroom teacher feel comfortable in contributing actively.

- School is well prepared: This involves ongoing communication with parents/guardians, sharing the expertise in the school through an In-School Team, completing data collection on the student in question, systematic implementation of alternative programs and monitoring of previous interventions, and coming to the IPRC with a well thought-out recommendation.

- Jargon is avoided: Information should be discussed in clear English with as little jargon as possible.

- Careful debate of placement options: There should be a careful debate of the pros and cons of various placement alternatives, with parents/guardians and teacher participating actively.

Source: Judith Weiner, OISE

Referral

How is a student referred to an IPRC?

The IPRC process begins at the request of

- the parent/guardian; and/or
- the Principal

Formats of IPRC's

Lakehead District School Board has two IPRC formats:

Format	Purpose	Composition
School Based IPRC	The main purpose of the committee is: • to determine whether the student is exceptional • to identify areas of exceptionality • to make initial identification and refer to another central committee for placement • to review the identification and placement at least once a year in each school	Three (3) or more persons who are appointed by the Board to sit on an IPRC: • one member must be either a Superintendent or designate or a school Principal who acts as a chairperson; • two or more members employed by the Board. Additional members may include another Principal, vice-Principal, facilitator, classroom teacher, student services, SSP and specialist teacher. The parents/guardians and the student, (16 years or older) is always invited, in writing, to attend the meeting. Parents/guardians or students (16 years or older) may wish to bring a representative to the meeting to speak on their behalf or to provide support. Non-voting members who have relevant information may attend the meeting. Note: No Board Trustee may be appointed or designated.

Format	Purpose	Composition
Central IPRC	• to make placements for previously identified students • to refer students to Provincial/ Demonstration school	Three (3) or more persons who are appointed by the Board to sit on an IPRC: • a Superintendent or designate chairs the meeting; • the Principal of the referring school; • one or more members employed by the Board. Additional members may include another Principal, vice-Principal, facilitator, classroom teacher, student services, SSP and specialist Teacher. The parents/guardians and the student, 16 years or older, is always invited, in writing, to attend the meeting. Parents/guardians or students (16 years or older) may wish to bring a representative to the meeting to speak on their behalf or to provide support. Non-voting members who have relevant information may attend the meeting. Note: No Board Trustee may be appointed or designated.

School-Based IPRC and/or Central IPRC

- identifies the strengths and needs of the student
- determines whether the student is or is not exceptional
- recommends an appropriate placement in a program designed to meet the identified needs of the student
- holds annual reviews of exceptional students (including placement changes)
- ensures the development of a written individual education plan (IEP) based on the statement of needs as determined by Regulation 181/98

A Case Conference

- considers the needs of students whenever concerns arise, regardless of identification or placement
- considers information provided by the classroom teacher, facilitator and/or parent/guardian
- may recommend any of the following:
    - classroom intervention and strategies (e.g., program and/or resource support);
    - assessment(s);
    - community agency support;
    - review and/or revisions to IEP, including transition plan;
    - meeting to discuss a change of identification and/or placement.

NOTE:	***An IPRC decision is legally binding; a case conference is an informal meeting.***

Student Identification and Placement

Identification

One or more of the following assessments **may** be used in order to **identify** special needs:

- Educational assessment
- Health assessment
- Psychological assessment
- Speech/Language (Audiogram), Hearing Assessment
- Social Work assessment

Assessments may also include:

- Gathering relevant information about the student from the parent/guardian/student, school personnel
- Gathering information from community professionals, and others
- Observing the student in class or school setting
- Talking to the student about school, interests, etc.
- Conducting standardized tests and/or informal tests.

Placement

When making a placement decision, the committee shall consider whether the placement in a regular class, with appropriate special education services, would meet the student's needs and is consistent with parent/guardian preferences (Reg. 181/98, Part IV, Sec. 17(1), before considering the option of placement in a special class.

Without written parent/guardian consent for the placement recommended by the IPRC, and after the time period for notice of appeal has expired, the Board may place the exceptional student as recommended by the IPRC. The Board shall give notice in writing to the parent/guardian of the student regarding the implementation (Reg. 181/98, Part IV, Sec. 20).

Placement options in the Lakehead District School Board include:

- Regular class placement
- Special class placement

NOTE: The committee may discuss and make recommendations on any proposal for special education services or special education programs and shall do so at the request of the parent/guardian or the student who is 16 years of age or older. However, the committee shall not make decisions about special education services or special education programs (Reg. 181/98, Part IV, Sec. 16(6)).

After the IPRC Has Made a Decision

As soon as possible after the meeting, the IPRC Chair shall send a Statement of Decision which includes the identification and placement of those students who are found to be exceptional to:

- the parent/guardian;
- the student, where the student is 16 years of age or older;
- the Principal of the school at which the student's special education program is being provided;

A parent/guardian who has questions about the IPRC's decision, or is not sure whether he or she agrees with it, may make a written request within fifteen (15) days to the Principal to meet with the Identification Placement and Review Committee before the school Board is notified of the decision. The IPRC will meet to discuss the decision. The IPRC may amend its decision after meeting with the parent/guardian, but it is not required to do so.

As soon as possible following the meeting to discuss the Statement of Decision, the Chair of the committee shall send a written notice to the parent/guardian stating whether any changes in the decision were made as a result of the meeting. If changes in the committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision, together with written reasons for the changes.

If a parent/guardian fails to respond to the notice of the IPRC's decision within 30 days, the Board may direct the Principal to place the student. Written notice of the implementation of the placement decision made by the committee shall be given to the parent/guardian.

Within 30 working days, the facilitator, in partnership with the parent/guardian and the teacher, shall develop an IEP (incorporating information shared in the IPRC). The Principal of the school in which the program is delivered shall ensure that a copy of the IEP is provided to the parent/guardians for those students who have been identified as exceptional.

Reviews

An IPRC must review the identification and placement of an exceptional student at least once every school year unless a parent/guardian of a student gives written notice dispensing with annual review (Reg. 181/98, Part V, Section 21, (3 and 4).

Note: A parent/guardian or Principal may apply in writing for a review of the identification and/or placement after the placement has been in effect for three months (Reg. 181/98, Part V, Section 21 (2)).

At a Committee Review, the Committee:

- shall consider subsequent assessment information and, if required, any other medical or psychological assessments, subject to the Health Care Consent Act, 1996, that may require the committee to change the identification or placement decision;
- shall consider any information about the student submitted by the parent/guardian or the student.

As soon as possible after a committee decides that the identification, placement or both should be changed, the Chair of the committee shall send the revised Statement of Decision to the persons described above. The Statement of Decision shall state:

- the reasons why the student's identification and/or placement or both should be changed;
- the committee's evaluation of the student's progress with reference to the student's IEP;
- whether or not the committee considers that the student should continue to be identified as an exceptional student;
- where the committee considers that the student should continue to be identified as an exceptional student:
  a) the committee's placement decision;
  b) the committee's assessment of the student's strengths and needs, and;
  c) the category of exceptionality identified by the committee;
- where the committee considers that the student should be placed in a special class, the reasons for that decision.

As soon as possible after the Review Committee decides that it is satisfied with the identification, placement and progress with reference to the IEP of the student, the Chair of the Committee shall send the Statement of Decision to:

- the parent/guardian;
- the student, where the student is 16 years of age or older;
- the Principal of the school at which the student's special education program is being provided;
- the System Principal of Special Education through the central computer system.

Within 15 days of receiving the Statement of Decision, the parent/guardian may make a written request to meet the Identification, Placement and Review Committee to discuss the Statement of Decision. As soon as possible following the meeting, the Chair of the

committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting. If changes were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision, together with written reasons for the change. A placement decision will not be implemented until either the parent/guardian of the student consents in writing to the placement or the time period for filing a notice of appeal has expired.

The Principal shall ensure a copy of the reviewed and updated IEP is sent to the parent/guardian and to the student who is 16 years of age or older. This is to be done within 30 working days of the notice to the Board.

Student Identified as Exceptional prior to moving to Lakehead District School Board

When a student identified as exceptional by another Board moves to Lakehead District School Board, the following procedures will occur:

The home school Principal (i.e., the Principal of the school where the student is registered) shall call a case conference with:

- area Superintendent, or designate
- Principal
- facilitator/specialist teachers
- parent/guardian
- other invited resource persons.

The case conference will make the decision to

- accept the previous IPRC decision, or
- review the decision after gathering additional information.

If the previous Board's decision is accepted, and the voting members are present, the home school Principal will reconvene the case conference as a school-based IPRC and request the appropriate Principal to act as Chairperson.

If appropriate voting members are not present, the home school Principal will arrange for the IPRC to be held at a later date.

If the IPRC decision is to be reviewed, the appropriate IPRC will be convened by the school Principal when the additional information is available.

If a review of the IPRC is required, the student will be the responsibility of the home school until the IPRC can be convened.

The Appeal Process

It is important that parent/guardians/guardians participate in the IPRC process. Should the parent/guardian disagree with the findings of the committee, the Superintendent/Special Education Officer should be invited to a follow up meeting with the parent/guardian and the Committee members. Every attempt will be made to resolve the concerns at this level. Should this follow-up discussion regarding the IPRC not resolve matters, the parent/guardian have the right to appeal the decision of the Committee.

What can be appealed?

A parent/guardian can appeal:

- the identification of the student as an exceptional student;
- the decision that the student is not an exceptional student;
- the placement of an exceptional student.

Appeal Process

Step 1

The request for an appeal must be made in writing to the Secretary of the Board within 15 days of the follow-up meeting with the IPRC or within 30 days of receipt of the initial decision. The appeal can be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included.

If there are deficiencies in the notice of appeal, it will not enable the Appeal Board to reject or refuse to hear the Appeal.

The parent/guardians' guide, Special Education: A Guide for Parents, which is given to parent/guardians/guardians prior to the IPRC, outlines Regulation 181/98, Part VI, and informs parent/guardians/guardians of their right to file a Notice of Appeal.

Step 2

The Appeal Board will meet with the parent/guardians/guardians and other persons who can contribute relevant information no later than 30 days following the selection of the Chair of the Appeal Board.

Composition of Membership

The Appeal Board shall consist of three (3) members, none of whom shall have any prior involvement with the matter of appeal.

- one member selected by the Board where the student is placed (e.g., System Principal of Special Education, Principal);
- one member selected by the parent/guardian of the student;

- a Chair, selected jointly by the Board staff and the member selected by the parent/guardian (If the members cannot agree, the district manager of the local Ministry office can assist with the selection.)

Note: A member cannot be:

  - a Board trustee or employee providing or purchasing the special education program
  - an employee of the Ministry
  - a person who has had any prior involvement with the matter under appeal.

Step 3

The Chair of the Appeal Board shall arrange a meeting at a convenient time and place (no later than 30 days after the day the chair is selected) with the parent/guardian of the student and the student (where the student is 16 years of age or older) for an informal discussion of the matter under appeal (identification or placement).

Any person who may be able to contribute information with respect to the matter(s) under appeal shall be invited to attend by the Chair of the Appeal Committee.

Step 4

After the Appeal Board is satisfied that the opinions and information that bear on the appeal have been sufficiently presented to the Committee, the Chair shall adjourn the discussion. After a period of not more than three (3) days following the adjournment, the Appeal Board shall:

- agree with the committee and recommend that its decision be implemented; or
- disagree with the committee and make a recommendation to the Board about the student's identification, placement or both.

The Special Education Appeal Board shall send a written statement of recommendations and reasons for recommendations to:

- a parent/guardian of the student;
- where the student is 16 years of age or older, the student;
- the Chair of the committee;
- the Principal of the school in which the student is placed; and
- the designated representative of the Board in which the student is enrolled.

Step 5

The Board shall provide secretarial and administrative services required by the Appeal Board.

The Board will, in accordance with its own policies, pay the travel and other expenses incurred while engaged in duties as members of the Appeal Board, as certified by the Chair of the Appeal Board.

Step 6

Within 30 days of the Appeal Board's decision, Lakehead District School Board notifies the parent/guardian and the Committee whether it accepts or rejects the Appeal Board's decision. The Board is not limited to the actions that the Special Education Appeal Board recommends or could have recommended.

Step 7

If parents/guardians disagree with the decision of the Appeal Board, the parent/guardian may further appeal to a Special Education Tribunal under Section 57 of the Education Act. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

The Special Education Tribunals

The Special Education Tribunal provides a final avenue of appeal for parents/guardians who disagree with recommendations of the Identification, Placement and Review Committee (IPRC), for either the identification of a student as an exceptional student or the placement of an exceptional student.

General Inquiry: 416-325-0269 – French
General Inquiry: 416-325-2829 – English
Fax: 416-325-3318

Address: SPECIAL EDUCATION TRIBUNALS – (ONTARIO)
Mowat Block
15th Floor
900 Bay St
Toronto ON M7A 1L2

http://www.oset-tedo.ca/

Programs Funded through Agreement with other Agencies or Boards

When a student is enrolled in a program that is provided jointly between Lakehead District School Board and Care and Treatment Programs, no IPRC shall be convened. Examples of Care and Treatment Programs are:

- Assessment and Consultation
- Short Term Assessment and Treatment.

Students enrolled in Care and Treatment Programs are not on Lakehead District School Board registers; therefore, no IPRC shall be convened. An IPRC can be recommended prior to the student's placement in the program or when a student is discharged from the Care and Treatment Program.

Where a program is provided jointly for students of the Thunder Bay Catholic District School Board and Lakehead District School Board through a Ministry funded program,

the receiving Principal shall be responsible for calling the IPRC. A representative from the Board not providing the program shall be designated as a voting member.

Identification, Placement, and Review in the Lakehead District School Board, 2020-2021

It should be noted that the number of students recorded in the chart are students formally identified by an IPRC and, therefore, may not accurately represent the true extent of the special needs in the Board.

How many IPRC's were conducted in 2020-2021 in Lakehead District School Board	
Elementary	290
Secondary	273
Appeals	0

Guidelines for Principals

- A parent/guardian shall be given a copy of the Board's handbook "Special Education Guide for Parents & Students" prior to an IPRC

IPRC Meeting Format

1. Opening Statement (Chairperson)

   - welcome and introduction
   - outline IPRC process

   An example of an opening IPRC statement:

   This Identification, Placement and Review Committee is an official Board committee (Chair introduces members). It is convened to discuss students who are experiencing difficulty in handling the classroom program at a particular grade level; that is, to identify the exceptionality and consider appropriate placement or to review that placement at regular intervals. The recommendations of the committee become part of a legal process. Should this child be identified as exceptional, identification and placement will automatically be reviewed within 12 months and may be reviewed after three months upon written request of the parent/guardian to myself as Chair of the IPRC. If you are in disagreement with the determination of the IPRC, you may, within 15 days, request an appeal.

   A parent/guardian may bring an advocate to an IPRC:

   - When the advocate is a lawyer, the Chairperson should clearly outline the process to be followed in the meeting and inform the lawyer that he/she can speak for and be supportive of the parent/guardian, but he/she cannot cross examine or take over the meeting.

   - If at any time during the meeting the Chairperson is uncomfortable with what is happening (i.e., the lawyer tries to question and cross-examine), the meeting may be recessed to another date for the purpose of bringing another resource person to the meeting. When the meeting is reconvened, the Board's own lawyer would attend.

   - If a lawyer is denied access to the meeting, it could be considered a denial of the rights of the parent/guardian.

2. Review of present placement, progress, assessments and reports

   Assessment and student information should be presented in a brief and concise written package. This information should be given to the parent/guardian and voting members of the IPRC prior to the meeting.

3. Discussion of Identification to determine student needs and placement

   It is not the function of the IPRC to make program decisions. It is expected that, once identified, the school shall write the Individual Educational Plan. Discussion of the program for students, except where relevant to identification and placement, is not a function of these committees. Further, the type and amount of integration/percentage of support should not be determined by the IPRC but by the Principal in consultation with the facilitator/teacher.

   The Chairperson of an IPRC may:

   - recess an IPRC and retire with voting members to discuss case, and then return to publicly vote on decision, or
   - may vote during recess and return to IPRC meeting with a decision

4. Chairperson reviews and signs meeting minutes.

5. Documentation distributed as follows:

   Parents/Legal Guardian/Student (16 years or older) receive:
   - Statement of Decision

   Ontario Student Record (OSR) – *filed in blue insert*
   - Letter of Invitation
   - School Report IPRC
   - Statement of Decision

   Board Representative – System Principal of Special Education
   - Statement of Decision

Identification, Placement, and Review Committee Forms

School-based IPRC

Note: All school-based IPRC forms can be found on eLite-IEP Writer

- Letter to Parents/Guardians for initial IPRC
- Minutes of Identification, Placement, and Review Committee (use for initial IPRC and review)
- Identification, Placement, and Review Decision (use for initial IPRC and review)
- Student Report (combination of forms: OSR Summary for Elementary and Secondary, Student Profile, Academic Report)

Review

- Letter to Parents/Guardians for Review of Identification and Placement
- Letter to Mature Student (over 18 years old) for Review of Identification and Placement
- Minutes of Identification, Placement, and Review Committee (same form as initial IPRC)
- Identification, Placement, and Review Decision (same form as initial IPRC)

Central IPRC

Placement Referral to Special Needs and Multi-Needs Programs

- Application/Checklist
- Referral Form

Forms for
School-based IPRC

Note: All school-based IPRC forms can be found on the IEP Engine

- Letter to Parents/Guardians for initial IPRC
- Minutes of Identification, Placement, and Review Committee (use for initial IPRC and review)
- Identification, Placement, and Review Decision (use for initial IPRC and review)
- Student Report (combination of forms: OSR Summary for Elementary and Secondary, Student Profile, Academic Report)

Review

- Letter to Parents/Guardians for Review of Identification and Placement
- Letter to Mature Student (over 18 years old) for Review of Identification and Placement
- Minutes of Identification, Placement, and Review Committee (same form as initial IPRC)
- Identification, Placement, and Review Decision (same form as initial IPRC)

Central IPRC

Placement Referral to Special Needs and Multi-Needs Programs

- Application/Checklist
- Referral Form

Lakehead Public Schools

2135 Sills Street
Thunder Bay, Ontario P7E 5T2
Telephone (807) 625-5100

OSR SEARCH

Special Education Department
Jim McCuaig Education Centre
2135 Sills Street
Thunder Bay ONP7E 5T2
Telephone :(807) 625-5100)

OSR Summary for _____ **Date: _____**

Exceptionality: _____ **DOB: _____**

School Attending: _____ **Grade: _____**

History: (Assessments, Diagnosis, Agencies Involved, Reports)

Primary: (Presenting issues ie. Academic, Behaviour)

Junior: (Presenting issues ie. Academic, Behaviour)

Intermediate: (Presenting issues ie. Academic, Behaviour)

Secondary: (Presenting issues ie. Academic, Behaviour)

Completed by: _____

Position: _____

2135 Sills Street
Thunder Bay, Ontario P7E 5T2
Telephone (807) 625-5100

Lakehead Public Schools

PARENT/GUARDIAN INTERVIEW QUESTIONNAIRE

Student's Name:	**Date of Interview:**
School:	**Grade:**
Parent or Guardian:	**Teacher(s):**
Address:	**Phone:** **Phone (Work):**
Date of Birth:	_____ Signature: Facilitator/Manager

Difficulties at birth may be linked to later developmental/learning concerns.
Was the birth process normal? ☐ YES ☐ NO

Please comment if the answer is NO:

_____
_____
_____

Childhood Milestones: (approximate age) – e.g., walking, talking, toilet training, etc.

_____
_____
_____

FAMILY: ADULTS IN THE HOME	RELATIONSHIP TO CHILD	SIBLINGS (NAME)	AGE

What are your major concerns regarding your son/daughter's school progress?

_____
_____
_____

PARENT/GUARDIAN INTERVIEW QUESTIONNAIRE

HEALTH – GENERAL

Good Health: ☐ YES ☐ NO

Vision OK: ☐ YES ☐ NO Last Vision Check _____ (year)

Hearing OK: ☐ YES ☐ NO Last Vision Check _____ (year)

Sleeps Well: ☐ YES ☐ NO Eats Well: ☐ YES ☐ NO

HEALTH – SPECIFIC

Accidents: _____

Illness: _____

Recurring Problems: _____

Hospitalized: _____

Allergies: _____

Medication: _____ Reason: _____

Motor Skills: (Fine) _____ Gross: _____

Behaviour Concerns: _____

Activity Level: _____

Social/Emotional: _____

INVOLVEMENT WITH OUTSIDE AGENCIES/CLINICS

☐ Children's Centre Thunder Bay

☐ Dilico Anishinabek Family Care

☐ George Jeffery Children's Treatment Centre

☐ Other _____

Physician's Name: (where applicable) _____

Name of Contract Persons: _____

ADDITIONAL INFORMATION:

Attended Preschool/Day Care: ☐ YES ☐ NO

Language Spoken in the home: _____

Other languages spoken: _____

Interests (likes, dislikes): _____

_____

Other concerns (not covered): _____

Lakehead Public Schools

2135 Sills Street
THUNDER BAY, ON P7E 5T2
Telephone 625-5100
www.lakeheadschools.ca

Ian MacRae, Director of Education

Student Profile

Name:	
Date of Birth:	**Profile Date:**
Exceptionality/Reason for IEP:	
Parent or Guardian:	
Address:	
Postal Code:	**Phone Number:**
Strengths/Interests:	
Related Information/Special Needs:	
Strategies:	

Lakehead Public Schools

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Thunder Bay, Ontario P7E 5T2
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ACADEMIC REPORT

CONFIDENTIAL – INCLUSION IN OSR

Name:	**Date of Report:**
School:	**Grade:**
Parent or Guardian: □ Mother □ Father □ Other_____	**Phone:**
Address:	**Date of Birth:**
Reason for Assessment:	

INTERPRETATION OF TEST(S) AND CLASSROOM PERFORMANCE:

Results Shared with Family? □ Yes □ No

TEST SCORES

READING COMPREHENSION:	**Test:** **Date of Administration:**
DECODING – VOCABULARY:	**Subtests:** %ile Gr. Equiv. – Age Equiv.
SPELLING:	Additional Information:
MATHEMATICS/COMPUTATIONS:	_____ _____
PROBLEM SOLVING/APPLICATIONS:	**ASSESSMENT BEHAVIOUR:**
WRITTEN EXPRESSION:	
SUMMARY:	

Signature (Facilitator): _____

Forms for Central IPRC

Note: There is a Central Committee that is responsible for special class placements. For further information, contact the Special Education Officer at 625-5170.

Placement Referral to Special-Needs, Multi-Needs and Pre-Workplace Programs

- Application/Checklist
- Referral Form

Lakehead Public Schools

SPECIAL NEED PROGRAMS

ELEMENTARY

Special Needs Program

The focus of the Special Needs Program is to enhance the child's functional life skills and maximize intellectual ability.

Criteria for Admission to the Special Needs Program

There should be evidence of appropriate assessments showing that the child meets the criteria for an intellectual exceptionality. Weight will be granted to profound, severe and moderate developmental disabilities. Severe delays in academic functioning should also be evident. Relevant information should suggest that the child's needs cannot be met in a regular classroom. A student, with mild developmental disabilities, would be expected to be accommodated in his/her home school.

There should be evidence of appropriate assessments with follow-up program and classroom modifications in the student's OSR and a Lakehead District School Board IPRC where a student was identified as intellectually exceptional.

Program Locations: Algonquin, Vance Chapman, Westmount

Multi-Needs Program

The focus of the Multi-Needs Program is to enhance the child's functional life skills, physical development, and to maximize intellectual ability.

Criteria for Admission to the Multi-Needs Program

The physical needs of the child are severe enough to necessitate special equipment and special assistance. Severe delays in academic functioning should also be evident.

There should be evidence of appropriate assessments with follow-up program and modifications. A Lakehead District School Board IPRC is required for admission to the program where the student was identified as having Multiple Disabilities.

Multi-Needs Program Locations: Algonquin

Lakehead Public Schools

SPECIAL NEED PROGRAMS

SECONDARY

Pre-Workplace Program

The focus of the Pre-Workplace Program is to enhance the student's functional life skills and maximize intellectual and academic abilities. The students in the program will be working towards an Ontario Secondary School Certificate of Achievement.

Criteria for Admission to the Pre-Workplace Program

There should be evidence of appropriate assessments showing that the student meets the criteria for an intellectual exceptionality. Significant delays in academic functioning should also be evident. Relevant information should suggest that the student's needs cannot be met in a regular secondary program.

There should be evidence of appropriate recent assessments with follow-up program and classroom modifications in the student's OSR and a Lakehead District School Board IPRC where a student was identified as intellectually exceptional.

Program Locations: Superior CVI, Westgate CVI, Hammarskjold High School

Special Needs Program

The focus of the Special Needs Program is to enhance the student's functional life skills, and physical development, and to maximize intellectual and academic abilities. Students in this program will be working towards an Ontario Secondary School Certificate of Accomplishment.

Criteria for Admission to the Special Needs Program

The intellectual and functional needs of the student are severe enough to necessitate special programming. Severe delays in academic functioning should also be evident.

There should be evidence of appropriate assessments with follow-up program and modifications. A Lakehead District School Board IPRC is required for admission to the program. The student should be identified as having a developmental disability with a diagnosis of intellectual disability at least in the moderate range.

Special Needs Program Locations: Hammarskjold High School, Westgate CVI

Lakehead Public Schools

SECONDARY (cont.)

Multi-Needs Program

The focus of the Multi-Needs Program is to enhance the child's functional life skills, physical development, and to maximize intellectual ability. Students in this program will be working towards an Ontario Secondary School Certificate of Accomplishment.

Criteria for Admission to the Multi-Needs Program

The physical needs of the child are severe enough to necessitate special equipment and special assistance. Severe delays in academic functioning should also be evident.

There should be evidence of appropriate assessments with follow-up program and modifications. A Lakehead District School Board IPRC is required for admission to the program where the student was identified as having Multiple Disabilities.

Multi-Needs Program Location: Westgate CVI

Lakehead Public Schools

APPLICATION FORMS FOR SPECIAL AND MULTI-NEEDS PROGRAMS

Student Name: _____ DOB:_____

Sending School: _____ Expected Starting Date: _____

Attending Specialized Program_____ Regular Program _____

Program applied for:

O Elementary Special Needs program
O Secondary Pre-Workplace program
O Secondary Multi-Needs program
O Elementary Multi-Needs program
O Secondary Special Needs program

Referral Checklist

O	Contact with Parent/guardian	Date:
O	Referral Form	Date:
O	OSR summary/search	Date:
O	IEP	Date:
O	Full Learning Assessment	Date:
O	Other Relevant Assessments	Date:
O	Exceptionality	Date:
O	Autism Report (i.e., IBI program)	Date:

Referral Process:

- referrals are to be sent to the Special Education Secretary, Victoria Park Training Centre one week prior to the Special Class Placement Meeting (held once a month)
- facilitator to be available and accessible by phone during meeting in case there are questions or issues that arise
- Chair of the committee will contact the school with the decision re: placement
- the school will arrange a Central IPRC and invite the Special Education Officer after the committee has made a decision to approve a placement in a special class

Committee Members:

- Administrators of the schools where special classes are situated
- Representative of the Board (Special Education Officer)
- Principal without a Special Class Program (Chair of the Committee)
- Board's Consulting Psychologist

Lakehead Public Schools

REFERRAL FORM FOR SPECIAL CLASS PLACEMENT

Name:	D.O.B.
School:	Grade:
Parent(s)/Guardian:	Phone
Address:	Date:

This student meets the criteria for:

- O Special Needs-Elementary
- O Multi-Needs - Elementary
- O PWP - Secondary
- O Special Needs - Secondary
- O Multi-Needs - Secondary

1. Identify and describe major concerns regarding the student.

2. Outline the strategies that have been tried while working with the student (note intervention, duration and results).

3. Identify the strengths and/or abilities of the student.

Lakehead Public Schools

REFERRAL FORM FOR SPECIAL CLASS PLACEMENT

4.	List the student's physical limitations or special needs.
5.	List any specialized equipment and support services needed (include present level of services).
6.	Additional/Relevant Information:

Principal's Signature: _____

Date: _____

Lakehead Public Schools

Making a Referral:

- Confirm that a Lakehead District School Board IPRC has been conducted for the student with the primary identification being Intellectual (Special Needs and Pre-Workplace Program) and Multi-Needs Program;

- Fill out the Lakehead Public Schools Referral Form for Special Class Placements;

- Gather supporting material to bring to the Special Class Placement Committee;
  - ✓ OSR
  - ✓ academic assessment by a facilitator
  - ✓ a full learning assessment (given within a two year period)
  - ✓ student IEP

  * Students applying from Day Care should have relevant documentation and assessment information in lieu of the above.

- Submit completed package to Special Education Secretary.

The Admission Review

- The Committee will determine if the student meets the criteria for a special class placement.

- Results of the meeting will be communicated to sending schools.

- A Central IPRC will be held should there be a change in placement.

- Orientation meetings with parent/guardians/guardians, students and school staff will be held prior to starting in the program.