

Documentation for a SEPRC

The documentation presented to the SEPRC is similar to that required for students who are presented to an Identification, Placement and Review Committee (IPRC).

Documentation may include:

- An educational assessment
- The most recent Provincial Report Card (and where the most recent report card is the Progress Report Card, the previous Provincial Report Card is also included)
- An Individual Education Plan (IEP)
- A psychological assessment
- Other relevant professional assessments (e.g., speech-language, OT/PT, medical assessments)
- A Developmental History Form (for Junior Kindergarten to Grade 2 aged students)
- A current professional observation
- Student work samples (part of the presentation)
- Any documents which parents/guardians may deem relevant to a SEPRC

Attendance at the SEPRC

Since students presented for a SEPRC are registered but not yet attending a TDSB school, a SEPRC meeting will only proceed if parents/guardians are in attendance.

Others in attendance are:

- Referring school administrator
- Interpreter arranged by school principal, if required
- Resource people currently involved with the student, by parent invitation

Required Follow-up to a SEPRC

Where a special education Intensive Support Program (ISP) has been recommended and accepted by parents/guardians, an Identification, Placement and Review Committee will be convened after the student has been in the program for a period of approximately 6 to 9 months.

An exception to the 6 to 9 month provision involves students in TDSB kindergarten intensive support programs, as follows:

- In junior kindergarten, the students will have their program recommendation re-evaluated in the spring at a School Support Team meeting, to determine if the placement should continue for senior kindergarten.
- During their senior kindergarten year, students will have an IPRC in preparation for the primary division.

Where a special education Intensive Support Program (ISP) is not recommended by the SEPRC, or if the parents/guardians decide not to accept a recommended ISP placement, the student may enroll in the home school by address, where school-based special education resources will be available to provide support.

The nature of the support provided in the home school will be determined through the school's In-School Support Team, or the School Support Team. These team consultations can take place once the student is attending the school.

There is no formal appeal process for a SEPRC. The outcome of the SEPRC meeting is a recommendation, with which parents can agree or disagree. Parents/guardians maintain their right to request an IPRC, which can be sought once the student is attending school.

<http://www.tdsb.on.ca/EarlyYears/SpecialEducation/Processes.aspx>



Special Education



Special Education Program Recommendation Committee



Revised March 2016

SEPRC Process in the TDSB

The Toronto District School Board (TDSB) is committed to meeting the special education needs of students as soon as possible following their enrolment in TDSB schools. Access to a special education Intensive Support Program (ISP) is normally by decision of an Identification, Placement and Review Committee (IPRC). The time required to prepare for an IPRC for a new student could result in delayed access to a special education program. The new student's education can also be disrupted if a change in class or school is required to provide that support.

To solve this issue, the TDSB has created the **Special Education Program Recommendation Committee (SEPRC)**. When it is found that a student, who is newly registered but not yet attending a TDSB school, will need a high degree of specialized support, the SEPRC may recommend ISP placement to meet the student's needs. If parents agree to a recommended ISP placement, it begins the day the student first starts attending a TDSB school.

A SEPRC may be requested by the principal when the school has information indicating that the educational needs of an incoming student cannot be addressed in the home school with the available special education supports, for even a short period of time.

While a SEPRC can recommend placement in a special education ISP, a SEPRC does not replace an IPRC. The two processes are sequential. Once a SEPRC recommendation is accepted, the student's placement and progress is followed, so that an IPRC can be planned, within approximately 6 to 9 months.

If the SEPRC does not recommend ISP placement, the student would attend the home school. Parents maintain the right to request an IPRC once their child is attending school.

SEPRC Structure

The membership of a SEPRC is the same as that for an IPRC.

1. Family of Schools SEPRC

- Principal
- Family of Schools Special Education Coordinator
- Psychological Services Staff Representative

2. Central SEPRC

- Supervising Principal of Special Education
- Family of Schools Special Education Coordinator
- Chief of Psychological Services

The Chair of each TDSB SEPRC is the principal representative.

Functions of the SEPRC

At a SEPRC meeting, the committee will:

- Note, for programming purposes only, whether the student may meet IPRC requirements for identification with an Exceptionality, based on Ministry of Education and TDSB criteria
- Determine whether a special education Intensive Support Program would be appropriate for a student upon enrolment
- Provide a written statement of recommendations, outlining the student's strengths and needs, as well as the program and/or services recommended by the SEPRC to support the student



SEPRC Referral Steps

- The office staff pre-registers the student in the home school by address.
- The principal asks the parents/guardians to provide any relevant documentation they have about the student. This includes information about education, behaviour and/or health (hearing, vision, physical, neurological), as well as any assessments (psychological, speech/language, occupational/physiotherapy etc.)
- The principal notifies the Family of Schools (FOS) Consultant, who may arrange with parents/guardians to observe the student.
- The principal may consult with the parents/guardians (and student where appropriate) and with parental permission, may consult the School Support Team (SST). The SST would review the documentation to determine the student's strengths and needs and to decide if a SEPRC referral is appropriate.
- The principal may seek assistance from central resources to gather additional information or clarify existing documentation.
- If the SST determines that the student may require placement in a special education Intensive Support Program upon enrolment, the principal completes a SEPRC referral and forwards it to the FOS Consultant.
- An invitation letter to a SEPRC meeting is prepared by the office assistants in the Special Education Department and sent to the parents/guardians.
- In advance of the meeting, parents/guardians also receive a copy of all documentation to be considered at the SEPRC, as well as a copy of the **Guide to Special Education for Parents/Guardians**.
- Parents/Guardians confirm their attendance with the home school principal, by returning the response form or by telephone. The school notifies the appropriate FOS Coordinator.