What’s the Role of the Identification, Placement & Review Committee (IPRC)?

The role of the Identification, Placement & Review Committee (IPRC) is to assess and work with children who show signs of behavioural, communicational, intellectual, physical or multiple exceptionalities and may benefit from special education.

Committees are organized by learning networks or clusters of schools, which belong to one of the four regional learning centres.

The IPRC determines whether a student is “exceptional”, specifies the nature of the exceptionality and advises on an appropriate placement. It also recommends on appropriate settings (e.g. regular class with indirect support, resource assistance or withdrawal assistance, or special education class with partial integration or full time).

Only students who are enrolled in and attending a TDSB school are eligible for consideration by an IPRC. Parents/guardians or the school principal may request a review by the IPRC.

A student who is not yet attending a TDSB school, but may need a Special Education Intensive Support Program (ISP) upon enrolment, can be referred to a Special Education Program Recommendation Committee.

Resolving IPRC Concerns

Parents/guardians can consult with the school principal; and/or, special education staff to clarify decisions of the IPRC.

The centrally assigned principal of special education or superintendent of education can provide information on procedures and protocols.

If this does not resolve the issue, parents/guardians can proceed with a formal appeal.

The appeal process is outlined in the Guide to Special Education for parents/guardians, which is provided to parents as part of the IPRC process.

For more information about special education, please visit the TDSB website at www.tdsb.on.ca/EarlyYears/SpecialEducation.aspx
IPRC Meetings

The purpose of the meeting is to understand the student’s learning strengths.

Parents/guardians and students 16 years of age or older are invited to attend the IPRC and participate in the discussion. An IPRC may proceed if the parents/guardians are not in attendance.

Other participants include:

- An administrator from the referring school.
- The teacher(s) who know(s) the student best and can provide information on the student’s strengths, needs, programming, interventions and assessments.
- Additional resource people (if needed), arranged by the referring school principal or parents/guardians.
- An interpreter to assist (when needed), arranged by the referring school principal.
- An advocate, if invited by the parents/guardian to provide support or speak on their behalf.

IPRC Annual Reviews

A school-based IPRC holds an annual review for each exceptional student in order to determine if the exceptionality, placement, support; and/or, services are still needed.

Parents/guardians can also request a review any time after a student has been in a special education program for three months.

It is expected that the student’s progress, strengths and needs will be discussed within the context of the IEP, where parental permission has been provided.

The most recent Provincial Report Card and any other professional; and/or, educational assessments such as classroom observation are given consideration.