



Section H:

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

We value your feedback! Please click this [feedback link](#) to leave your comments on the Special Education Plan. All feedback must be received by February 28, 2027.

Purpose of the Standard

To provide details of the board's IPRC process to the ministry and to the public

While most students are successful with assessment and instruction in the regular classroom, some students require support beyond those ordinarily received through usual instructional and assessment practices. Students who have behavioural, communication, intellectual, physical or multiple exceptionalities may require access to additional instructional programs and/or services.

Ontario [Regulation 181/98](#) of the Education Act provides information about the Identification, Placement, and Review Committee (IPRC). It sets out the procedures involved in identifying a pupil as exceptional, deciding the pupil's placement and appealing such decisions when the parents do not agree with the IPRC.

The general function of an IPRC is to identify the specific nature of the student's learning strengths and needs and, based on the evidence presented and discussions at the meeting, to:

- Decide whether or not the 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 and the TDSB criteria set out in this plan
- Decide an appropriate placement for the student, giving first consideration to placement in a regular class with appropriate special education programs and services and taking parental preferences into account
- Review the identification and placement at least once each school year

Parents and students aged 16 or older, will receive an invitation and have the right to attend the IPRC meeting either in-person or virtually. In making its decisions, the IPRC



will consider a package of information prepared by staff, as well as information contributed by anyone else attending the meeting.

Parents receive a copy of the IPRC package in advance of the IPRC , as well as a copy of the [Guide to Special Education for Parents/Guardians](#), which answers frequently asked questions about the IPRC process.

In determining a student's exceptionality and placement, the IPRC considers the following:

- The student's documented cognitive profile, strengths and needs, and/or medical diagnoses
- The categories of exceptionality defined by the Ministry of Education and the TDSB criteria set out in this plan
- The placement settings (Regular Class with Indirect Support, Regular Class with Resource Assistance - Elementary, Regular Class with Withdrawal Support, Special Education Class with Partial Integration or Special Education Class Full Time) and degrees of support required by the student
- Placement preference of parents

A student's assessment findings may suggest to the SST that a referral to the IPRC would be appropriate for possible identification as an exceptional pupil. A recommendation to consider a student for an IPRC requires careful analysis of the effectiveness of instructional interventions that have been tried with the student and thorough understanding of the student's intersecting identities, lived experiences, learning strengths and needs. IPRC requests are made by the school principal on recommendation of the SST or following a written request by the parent.

An annual IPRC review is held for all students identified as exceptional. This is an important process that allows for review of students' progress, especially students in Intensive Support Programs (ISPs). Intensive Support Programs (ISPs) provide targeted, intensive instruction and may be time-limited or longer-term, depending on the program model and the student's learning profile. Students' progress, strengths and needs are discussed at each annual IPRC review.

As with an original IPRC, the committee will decide if a student is exceptional and if so, the committee will specify the type of exceptionality and determine an appropriate placement for the student: Regular Class or Special Education Class.



IPRC Decisions about Exceptionality

Based on evidence presented and discussions at the meeting, the IPRC will decide whether or not the student is an exceptional pupil, according to the categories and definitions of exceptionalities provided by the Ministry of Education.

The categories are:

Communicational

- Autism
- Learning Disability
- Language Impairment
- Speech Impairment
- Deaf/Hard of Hearing

Intellectual

- Developmental Disability
- Giftedness
- Mild Intellectual Disability

Behavioural

- Behaviour

Physical

- Blind/Low Vision
- Physical Disability

Multiple

- Multiple Exceptionalities

For detailed information about the Ministry definitions of exceptionalities and placement criteria used in the TDSB, refer to [Section J: Special Education Placements Provided By the Board](#).

IPRC Decisions about Placement

When a student is identified as exceptional, the IPRC will also decide placement for the student, using TDSB criteria and taking into account parent preference. Ontario Regulation 181/98 requires school boards to consider placing exceptional students into regular classes before considering placement in special education classes.



Regular Class Placement

Most students identified as exceptional learners can be appropriately supported in a regular classroom setting through the development of an Individual Education Plan (IEP), school-based special education teacher support and when required, central Special Education supports available to schools on a referral basis.

Regular Class is an IPRC placement decision for students with special education needs who receive more than 50% of their instructional time in a regular classroom from a regular class teacher. The IPRC can choose from three Regular Class support settings: Indirect Support, Resource Assistance (Elementary), or Withdrawal Assistance.

Regular Class with Indirect Support - The student will attend a regular class for the entire school day and receive direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.

Regular Class with Resource Assistance (Elementary) - The student will attend a regular class and receive direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.

Regular Class with Withdrawal Assistance - The student is placed in a regular class and receives instruction outside the classroom, for less than 50% of the school day, from a qualified special education teacher.

In **elementary schools**, Regular Class placement is at the neighbourhood school with support delivered through resource assistance. Indirect Support and Resource Assistance or Withdrawal Assistance is provided by a Special Education and Inclusion teacher on staff.

In **secondary schools**, there are two regular class placement settings available:

Regular Class with Indirect Support - The regular subject teachers consult with the school's Special Education Curriculum Leader (CL) or Assistant Curriculum Leader (ACL) about student needs. Teachers are expected to support students through strategies outlined in their IEP.

Regular Class with Withdrawal Assistance - This is provided through either non-credit support and/or credit special education course options for students with IEPs. These include:

- Secondary Resource Program (RSE-non credit)

- 
- Secondary Learning Strategies (GLE- credit)
 - Students with IEPs may earn up to four GLE credits during their high school years.

School-based support is provided by a special education teacher on staff. Support can also include course modifications that permit credit accumulation and access to compulsory and/or optional credit courses designed to provide further learning opportunities.

Special Education Class Placement

According to the [Ministry of Education](#), before the IPRC considers placing the student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- Meet the student's needs
- Be consistent with parent preferences

The [OHRC Policy on Accessible Education for Students with Disabilities](#) confirms the need for special education setting options: Before considering placing a student in a self- contained or specialized classroom, **education providers must first consider inclusion in the regular classroom.**

In most cases, with appropriate support, a student will be accommodated in the regular classroom. However, every student is unique. To provide appropriate accommodation to all students with special education needs, education providers must, with the assistance of parental input, assess each student's particular strengths and needs, and consider these against a full range of placements, programs and services. Ultimately, appropriate accommodation will be decided on an individual basis.

Special Education Class is the IPRC placement decision for those students with special education needs for whom 50% or more of instructional time is delivered by a special education teacher in a special education classroom, where the pupil-teacher ratio conforms to [Regulation 298 \(R.R.O.1990, Section 31\)](#). There are two settings for Special Education Class placement – **Partial Integration** or **Full Time**.

Special Education Class with Partial Integration means that the student will attend a special education class and will be integrated within a regular class for part of the student's instructional program (for a minimum of one instructional period daily). This placement can be delivered through a special education Intensive Support Program (ISP) with daily opportunities for integration.

In TDSB secondary schools, an IPRC decision for Special Education Class with Partial Integration recommends placement in a special education program at an integrated



secondary school site with both regular and special education programs. In addition to the Secondary Resource Program (RSE) and Secondary Learning Strategies (GLE) courses, support may also include course modifications that permit credit accumulation and access to compulsory and/or optional credit courses designed to provide further learning opportunities. The Principal of the secondary school shall decide whether the credit will be granted based on the degree of modifications required by the student to access the course concepts, skills and knowledge. The student and parents will be consulted during this process and the school principal makes the final decision regarding the credit.

Special Education Class Full-Time means that the student will attend a special education class for the entire school day.

For TDSB elementary/secondary school students, these Intensive Support Programs (ISPs) are characterized by prescribed pupil-teacher ratios and appropriate support staff personnel. They serve instructional groupings of learners who have large skill and knowledge gaps and similar kinds of specialized, exceptionality-related resource and/or service needs. They offer programming and instruction targeted to the individual and shared needs of the students in the class, and the specialized resources/services designed to address those needs. The location for a full-time special education class may be other than the student's home school.

In most cases, student need for placement of Special Education Class Full-Time is expected to be for a limited duration and is reviewed annually. For some students, planning may include increasing participation in regular school programs and activities over time, based on the student's strengths, needs, and learning profile.

Special Education Class placements are typically located in designated neighbourhood schools. The number and location of the classes are determined by the profiles and number of students requiring them across the TDSB. In some cases, IPRC placement in a Special Education Class Full-Time may be in a congregated school setting. These programs support communities of learners whose complex educational needs require alternative curriculum and specialized services, facilities and resources, with the goal of maximizing student independence with communication skills, activities of daily living, social skills, motor skills and functional academics.

External Options for Full Time Support

For students with very complex learning needs that require highly specialized instructional expertise, the IPRC may suggest that the student be referred to a provincial committee for admission to one of the Provincial Schools. These include Provincial Schools for Blind, Deaf or Deafblind students and Provincial Demonstration Schools for students with severe learning disabilities. Referrals to Provincial and



Provincial Demonstration Schools are coordinated by the TDSB in conjunction with parents. In some very complex cases that meet specified admission criteria, parents may choose to investigate other options to meet their child's needs. [Special Education and Inclusion - Care and Treatment Education Program \(CTEP\)/Education and Community Partnership Program \(ECP\)](#) can provide different kinds of care or treatment appropriate to a student's needs.

Parents can initiate direct applications for admission to CTEP agencies. School board staff may be able to assist in gathering the required documentation for direct parental contact with agencies.

IPRC Recommendations about Special Education Services or Programs

The committee may make additional recommendations regarding special education programs and special education services. These recommendations may include referral to a School Support Team (SST) for consideration of additional assessment information, resources and strategies to support the educational programming of the student.

The IPRC Process

Only students enrolled in and already attending a TDSB school are eligible for an IPRC. Principals work with families to ensure they feel supported through this process.

Parents should fully understand all documentation, placement options and pathways that the IPRC may lead to. For more information regarding secondary pathways and requirements for the Ontario Secondary School Diploma (OSSD), the Ontario Secondary School Certificate (OSSC) and the Certificate of Accomplishment, refer to the [Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements](#).

IPRC Structure

In the TDSB, IPRC meetings are organized into Levels 1, 2, and 3 to reflect the complexity of the identification and placement decision being considered.

Level 1 School-Based IPRC
Original IPRC • Any exceptionality where placement is regular class (indirect support, resource, withdrawal) • Gifted only ◦ exceptionality and placement
Members

Who (3 Members):

- School Principal (Chair)
- Another School's P or VP
- School Special Education Resource Teacher or ACL/CL

Others in Attendance:

- Parent
- Student (16 years of age or older)
- Support person brought by family (**If the family brings legal support, TDSB will also have a legal representative attend.)

Scheduling the IPRC**The principal will:**

- Provide parent with the IPRC Invitation Letter 10 days prior to the IPRC date
- Provide a copy of the IPRC Referral Form to the parent.
- Advise members of the IPRC committee that an IPRC referral package is in SEIP for their review.
- Offer translation and accessibility support for the parent as needed.

NOTE:: In advance of the IPRC meeting, the parent may also provide any written information they want the committee to review and consider.

At the IPRC**The principal will:**

- Have the student's OSR and student work samples available.
- Ensure the Special Education Plan is accessible/available to the committee.
- Ensure school staff (Special Education teacher or classroom teacher) is ready to present the student using an asset-based lens: areas of strength and need, and current levels of achievement.

The committee will:

- Decide whether the student should be identified as an exceptional student as per the Ministry of Education criteria.
- Decide an appropriate placement for students who have an exceptionality of Giftedness based on individual strengths and needs, and aligned with the criteria in the Special Education Plan.
- The Principal or SERT/ACL will complete the Statement of Decision and provide it to the parent.

Level 1 School-Based IPRC Annual Review

Annual Reviews

- Confirm or change in exceptionality
- No change in placement or increase in level of support (to ISP)
- Change of placement to regular class (indirect, resource or withdrawal) resulting in a decrease in level of support

Members

Who (3 Members):

- School Principal or Vice Principal (Chair)
- Classroom Teacher
- School Special Education Resource Teacher or ACL/CL

Others in Attendance:

- Parent
- Student (16 years of age or older)
- Support person brought by family (**If the family brings legal support, TDSB will also have a legal representative attend.)

Scheduling the Annual Review

The principal or vice principal will:

- Provide parent with the IPRC Invitation Letter 10 days prior to the IPRC Annual Review date
- Offer translation and accessibility support for the parent as needed.

NOTE: In advance of the IPRC Annual Review, the parent may also provide any written information they want the committee to review and consider.

At the Annual Review

The principal or vice principal will:

- Have the student's OSR and student work samples available.
- Ensure the Special Education Plan is accessible/available to the committee.
- Ensure school staff (Special Education teacher or classroom teacher) is ready to present the student using an asset-based lens: areas of strength and need, and current levels of achievement.

The committee will:

- Confirm the exceptionality and placement as per the Ministry of Education criteria.
- The Principal, Vice Principal or SERT/ACL will complete the Statement of Decision and provide it to the parent.

Level 2 School-Based IPRC and IPRC Reviews

Original IPRC

- Any exceptionality where placement may be ISP class

Annual Reviews

- Increase in support to ISP (excluding Gifted)
- Change in exceptionality resulting in placement or change in ISP placement
- Change in type of ISP placement

Members

Who (3 Members):

- School Principal (Chair)
- Centrally trained Principal to support IPRCs
- Special Education Coordinator

Others in Attendance:

- Parent
- Student (16 years of age or older)
- Support person brought by family (**If the family brings legal support, TDSB will also have a legal representative attend.)

Scheduling the IPRC or Review

The principal will:

- Provide parent with the IPRC Invitation Letter 10 days prior to the IPRC date
- Provide a copy of the IPRC Referral Form to the parent.
- Advise members of the IPRC committee that an IPRC referral package is in SEIP for their review.
- Offer translation and accessibility support for the parent as needed.

NOTE: In advance of the IPRC meeting, the parent may also provide any written information they want the committee to review and consider.

At the IPRC or Review

The principal will:

- Have the student's OSR and student work samples available.
- Ensure the Special Education Plan is accessible/available to the committee.
- Ensure school staff (Special Education teacher or classroom teacher) is ready to present the student using an asset-based lens: areas of strength and need, and

current levels of achievement.

The committee will:

- Decide whether the student should be identified as an exceptional student, confirm the current exceptionality or consider a different/new exceptionality as per the Ministry of Education criteria.
- Decide an appropriate placement for the student based on individual strengths and needs, and aligned with the criteria in the Special Education Plan.
- The Coordinator will complete the Statement of Decision and provide it to the principal to give to the parent.

Level 3 Central IPRCs

Complex IPRCs, as determined in consultation with Special Education CAP

Members

Who (3 Members):

- School Principal (Chair)
- Centrally Assigned Principal
- Manager of Psychological Services

Others in Attendance:

- Parent
- Student (16 years of age or older)
- Coordinator (if required)
- Support person brought by family (**If the family brings legal support, TDSB will also have a legal representative attend.)

Scheduling the IPRC or Review

The principal will:

- Coordinate scheduling of IPRC with the Special Education Coordinator.
- Provide parent with the IPRC Invitation Letter 10 days prior to the IPRC date
- Provide a copy of the IPRC Referral Form to the parent.
- Advise members of the IPRC committee that an IPRC referral package is in SEIP for their review.
- Offer translation and accessibility support for the parent as needed.

NOTE: In advance of the IPRC meeting, the parent may also provide any written information they want the committee to review and consider.

At the IPRC or Review

The principal will:

- Have the student's OSR and student work samples available.
- Ensure the Special Education Plan is accessible/available to the committee.
- Ensure school staff (Principal or Teacher) is ready to present the student using an asset-based lens: areas of strength and need, and current levels of achievement.

The committee will:

- Decide whether the student should be identified as an exceptional student as per Ministry of Education criteria.
- Decide an appropriate placement for the student based on individual strengths and needs, and aligned with the criteria in the Special Education Plan.
- The CAP (or designate) will complete the Statement of Decision and provide it to the principal to give to the parent.

IPRC Referral Steps

Parents or the principal may request an IPRC:

- The principal makes a request on the recommendation of the School Support Team following a fulsome discussion at SST with the parent (see chart for details about who should attend). Parent requests must be made in writing to the principal.
- The principal completes the IPRC Referral and submits all the required documentation.
- Where new documentation becomes available after the initial submission, the principal ensures that it is shared with the IPRC and parents.
- Within 15 days of a written request by parents for an IPRC, the principal must provide parents with a copy of the [Guide to Special Education and Inclusion for Parent/Caregivers](#) and a written statement of approximately when the committee will meet.
- At least 10 days before an IPRC meeting, parents must receive a written invitation, with notice of the time and place of the meeting and a copy of all documentation to be considered at the IPRC.
- Principals must inquire in advance of the meeting whether the parents have any additional documentation for consideration by the IPRC. The principal must then forward this documentation to the IPRC, to be received at least five days prior to the meeting



Documents Required for an IPRC

The following documentation is generally required for an IPRC:

- An educational assessment (as per [Regulation 181/98, s. 15 \[1\]](#))
- The most recent Provincial Report Card/Kindergarten Communication of Learning (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card must also be included)
- An Individual Education Plan (IEP)
- A psychological assessment (with respect to most exceptionalities) and/or other relevant professional assessments (e.g., medical diagnosis, audiology report)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team (SST) meeting reflective of culturally relevant and responsive strategies, and containing a recommendation to proceed to IPRC
- Other relevant information gathered by the SST
- Student work samples that reflect that the teacher's pedagogy is responsive to the student's strengths, needs and interests (part of the school presentation)
- Any documents which parents may deem relevant to an IPRC
- A record of consultation with parents

Process for Annual Review IPRCs

Annual Review IPRCs are planned yearly for all students who have been identified by an IPRC as exceptional. Reviews are held at the student's own school. Although parents can give written notice to the school principal to waive the annual review, this opportunity to engage the school in discussion in establishing goals and support for the upcoming year is essential for programming.

- Parents may request a Review IPRC be held any time after a student has been in a special education program for three months.
- The most recent Provincial Report Card/Kindergarten Communication of Learning and other current educational or professional assessments are considered at the Annual Review. 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.

As indicated in the Ministry of Education document, Learning for All, educational



assessments may include a range of tools, including classroom observation, classroom assessments, commonly used school board assessments and teacher-created assessments.

Attendance at the IPRC

- Please refer to the chart which provides an outline of who attends an IPRC Level 1, 2 or 3.

Presentations to the IPRC

- The IPRC Chair (Principal) ensures introductions of all in attendance are made, sets the tone of a welcoming and supportive environment, and invites parents and any other attendees to participate in the discussions about the student.
- Parents introduce themselves as they are critical to this process and their voices and concerns are valued as they know their child best.
- The student's school administrator provides context for the IPRC through a general overview of the student's educational history.
- The school staff provides a detailed summary of the student's current strengths and needs, academic performance and presenting issues. Tier 1 and 2 strategies (Culturally Relevant and Responsive teaching strategies, Universal Design for Learning, Differentiated Instruction) and interventions that have been implemented are shared, indicating their degree of success, along with current assessment data. Edited and unedited work samples must be available to provide a sense of the student's potential and ongoing classroom performance, and the student's OSR should be available.

Functions of the IPRC

The IPRC will:

- Describe and provide a statement of the student's strengths and needs
- Following the discussion at the IPRC, after all the information has been presented and considered, make its decision
- Determine whether a student is exceptional and specify the area(s) of exceptionality
- Decide an appropriate placement for the student - Regular Class or Special Education Class
- Discuss any additional special education programs and services needed
- Where the committee has decided that the student should be placed in a special



education class, state the reason for that decision

- Provide, in writing, a Statement of Decision and any program/services recommendations made

Deferral of IPRC Decisions

On rare occasions, the IPRC may defer its decision(s). A deferral is possible if the IPRC needs more time to review information or receives new information such as pending professional reports (e.g., medical, psychological, speech/language, occupational therapy or physiotherapy, etc.) which have implications for IPRC decision-making.

Resolving Identification or Placement Conflict/Issues

In situations where there is disagreement, effective communication is essential to clarify information and resolve conflict/issues. The goal is to have the best interests of the student foremost in all discussions. The Ministry of Education document [Shared Solutions](#) is an excellent resource for all parties to reference should disputes arise.

TDSB also has a [Parent Concern Protocol](#) that outlines steps to be taken in addressing concerns with school-based staff.

As part of the IPRC process, the following types of communication take place:

- Principals ensure that parents receive a copy of the [Guide to Special Education and Inclusion for Parent/Caregivers](#).
- Parents consult with the school principal and/or special education staff to clarify decisions of the IPRC.
- The Centrally Assigned Principal of Special Education and Inclusion provides information to all parties to assist with procedures and protocols.

Where parents would like reconsideration of a decision made by an IPRC, they may ask to have the IPRC reconvened to present new information or clarify the IPRC findings. Should a resolution not be achieved, the parents may proceed with a formal appeal.

IPRC Appeal Process

The appeal process is fully detailed in [Regulation 181/98](#) (VI, s. 26). As part of the IPRC process, principals ensure that parents receive a copy of the [Guide to Special Education and Inclusion for Parent/Caregivers](#) which outlines the entire IPRC process, including how to appeal decisions.

In the TDSB, 4020 IPRC referrals were initiated during the 2025-2026 school year; there were 5 appeals this year; 3776 Central IPRC Meetings (438 Central Review and



3338 Original IPRC Meetings) that were completed and 9267 annual IPRC Reviews that took place as many parents had requested in writing to waive the annual IPRC Review.

English Language Learners (ELL) with Special Education Needs

TDSB has a protocol for identifying English Language Learners (ELL) who may also have special education needs. If information from the student's home country, from an initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team.

When special education needs have been identified, students are eligible for ELL or English Literacy Development (ELD) services and Special Education and Inclusion services simultaneously.

The TDSB has a process consisting of three phases which details considerations that may help determine if a psychoeducational assessment should be recommended for English Language Learners whose progress is of concern. This process is found in the TDSB document entitled [Supporting Multilingual Learners: A Framework for Evidence - Informed Decision-Making](#).

Additional information can be found here: [Multilingual Learners & Special Education Support](#).

French as a Second Language and Special Education

Students with disabilities and special education needs can benefit and thrive in French as a Second Language program. The Ministry of Education's policy document entitled [Including Students with Special Education Needs in French as a Second Language Programs \(2015\)](#) states that, "the foundational belief that all students can learn applies to students across all subjects and program areas" (page 3).

Teachers in French programs use a variety of assessment strategies to identify strengths and learning needs. They use Universal Design for Learning (UDL) and Differentiated Instruction (DI) to ensure all students are set up for success and provide tiered interventions for strategic or intensive support. Teachers develop an Individual Education Plan (IEP) for a student with special education needs in French, if it is deemed necessary.

The following resources may help teachers and other staff develop programming for students with special education needs and disabilities:

- [Including Students with Special Education Needs in French as a Second Language Programs \(2015\)](#)
- [Special Education & Inclusion in French Language Programs](#)

- [Fact Sheet – Special Education & Inclusion in French Programs](#)

Inclusion in Core French Programs

Core French is a mandatory part of elementary and secondary school programs. For most students, there will be no exemption from Core French. Please refer to the [Operational Procedure PR597 French Immersion/Extended French](#) for more information.