What is an “IPRC”? 
Students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, may have educational needs that cannot be met through regular instruction and assessment practices. These students may be formally identified as “Exceptional” by an Identification, Placement and Review Committee (IPRC). This formal identification gives them access to the kinds of special education programs and/or services required to enable them to develop the skills and knowledge they need to participate in the life of Ontario’s communities.

IPRC Structure
The IPRC consists of three members. The IPRC Chair is a school principal who is knowledgeable about special education policy and procedures.

The TDSB has the following IPRC membership structures:

1. **Family of Schools (FOS) IPRC (for original TDSB IPRCs)**
   - FOS Principal
   - FOS Special Education Coordinator
   - Psychological Services Staff Representative

2. **Central IPRC (for complex decisions)**
   - Supervising Principal of Special Education
   - FOS Special Education Coordinator
   - Chief of Psychological Services

3. **School-Based IPRC (for Annual Reviews)**
   - School Principal/Vice-Principal
   - Special Education Consultant

*And any two of the following:*
   - Special Education Consultant
• Regional Special Education Vice Principal

• School Special Education Teacher

• School Classroom Teacher

**Attendance at the IPRC**
Parents/Guardians and students 16 years of age or older are invited to attend the IPRC and are considered to be important contributors to the discussion. Every effort is made to accommodate the schedules of all attendees. 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, to provide information on the student’s strengths, needs, programming, interventions and assessments

• Additional resource people, if needed for clarification of information and arranged by the referring school principal or parents/guardians

• An interpreter to assist the parents/guardians (where appropriate), arranged by the referring school principal

• An advocate, if invited by the parents/guardians, to provide support or speak on their behalf

Typically, the TDSB Professional Support Services staff who have written a report do not attend the IPRC.
**What happens at IPRC meetings?**
The Chair begins the meeting by welcoming all attendees and initiating introductions. The purpose and goals of the meeting are reviewed and participants, including the parents/guardians, are invited to provide information to assist the committee in understanding the student’s progress, learning strengths and areas of weakness.

By the end of the meeting, the Committee will:

- Describe and provide a statement of the student’s strengths and needs
- Determine whether a student is “Exceptional” and specify the nature of the exceptionality, in accordance with Ministry of Education and TDSB criteria. A student may be identified with more than one exceptionality
- Determine an appropriate “placement” for the student, either:
  - Regular Class Placement or
  - Special Education Class Placement
- Determine the appropriate level of support for the student, based on the placement:
  - Regular Class with indirect support, resource assistance or withdrawal assistance
  - Special Education Class with partial integration or full time
- Discuss and make additional written recommendations regarding special education programs and services, deemed by the committee to be important for understanding and meeting the needs of the student
- Where the Committee has decided that the student placement is Special Education Class, state the reason for the decision
- Provide a written statement of decision, outlining the decisions of the IPRC, and any program/services recommendations that were made by the Committee

**IPRC Referral Steps**
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 an IPRC. When a request is made, the following steps are followed:

- The principal completes the IPRC referral and submits all the required documentation to the appropriate special education representative, using a web-based application.
• Within 15 days of a written request by parents/guardians for an IPRC, the principal must provide parents/guardians with a copy of the Guide to Special Education for Parents/Guardians and a written statement of approximately when the committee will meet.

• At least ten days before an IPRC meeting, parents/guardians must receive a letter of invitation to the IPRC meeting, with written notice of the time and place of the meeting.

In addition to the letter of invitation, parents/guardians must receive a copy of all documentation to be considered at the IPRC meeting.

• Principals inquire in advance of the meeting whether the parents/guardians have any additional documentation for IPRC consideration.

When new documentation becomes available after the initial submission, the principal ensures that it is added to the on-line referral package and forwarded to the IPRC, at least five days prior to the meeting.

Students who are registered but not yet attending a TDSB school, and who may require a special education intensive support program immediately upon enrolment in school, may be presented to a Special Education Program Recommendation Committee (SEPRC). (More information about SEPRC is available in a separate brochure on the TDSB Special Education website.)

IPRC Annual Reviews

An IPRC Review is held annually for each student who has been deemed by an IPRC to be Exceptional. It provides an opportunity to review a student’s progress and to determine if the exceptionality, placement and/or supports and services are still needed.

• Parents/Guardians may request that 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 or secondary school Credit Counselling Summary and any other current educational and/or professional Assessments, are considered at the Review IPRC.

• 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 range of educational assessment tools used for Review IPRC purposes may include classroom observation, teacher created assessments and commonly used TDSB assessments.

**Resolving IPRC Concerns**
Parents/Guardians are asked to approach their child’s school principal first about any concerns they have regarding IPRC decisions. The Regional Supervising Principal for Special Education may also be of assistance in understanding and addressing the concerns.

Parents/Guardians may ask to have the IPRC reconvened to present new information or clarify pertinent details.

If this does not resolve the issue, parents/guardians may proceed with a formal appeal. The appeal process is outlined in the *Guide to Special Education for Parents/Guardians*, which is provided to parents in preparation for the IPRC and can also be found on the TDSB website.