Special Education Brochure 2017-2018

**Identification, Placement & Review Committee (IPRC)**

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

The role of the Identification, Placement & Review Committee (IPRC) is to assess children who show signs of behavioural, communicational, intellectual, physical or multiple exceptionalities and determine whether a student needs special education support. The committee specifies the type of “exceptionality” (special need) and suggests an appropriate program or setting for the student. This could mean providing help in the regular class with extra resources, or withdrawing the student to a special education class for part or all of the school day.

Parents or the school principal can 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.

**IPRC Meetings**

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

Parents and students over 16 years of age are encouraged to attend and take part in the discussion, although an IPRC may proceed if the parents are not present.

Other participants include:

* An administrator from the referring school;
* The teacher or teachers who know the student best and can share information on their strengths and needs, which programs are relevant and how they’re being assessed;
* Additional resource people if needed, arranged by the school principal or parents;
* An interpreter (when needed), arranged by the referring school principal or parents.
* An advocate, if invited by the parents, to provide support or speak on their behalf.

**IPRC Annual Reviews**

A school-based IPRC holds an annual review for each exceptional student to determine if the support is still needed.

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

It is expected that discussion of the student’s progress will be based on the child’s Individual Education Plan.

The child’s most recent report card and any other professional or classroom assessments are taken into consideration.

**Resolving IPRC Concerns**

Parents can consult with the school principal or special education staff to clarify decisions of the IPRC.

If parents need more information on procedures, they can ask the TDSB’s centrally assigned principal of special education. If this does not resolve the issue, parents can launch a formal appeal.

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

For more information about special education, please visit the TDSB website at http://www.tdsb.on.ca/ElementarySchool.aspx.