**SEPRC - Special Education Program Recommendation Committee**

**Meeting of TDSB SEAC, Monday May 1, 2017**

**BACKGROUND**

* IPRCs prior to January 2012 held for non-TDSB students
* Under the Education Act and Regulations, IPRC process intended to apply only to “pupils” of the school board
* TDSB had no jurisdiction to make IPRC decisions for students not enrolled
* On the advice of legal counsel, decision was made to adhere to the regulation in all future proceedings

**PURPOSE**

* To continue to provide a forum for discussion of non-TDSB students with significant special needs prior to enrolment in our board
* To provide an opportunity to involve those who can speak to the child’s background and learning experiences to date
* Ultimately to determine whether a student may require an intensive support program (ISP) upon enrolment

\* A change of process, not viewpoint

**PROCEDURE**

* Parents/guardians visit home school and begin conversation about their child with special needs
* Principal requests relevant documentation about the child
* Principal then consults with members of the School Support Team (SST) to determine if a SEPRC meeting is appropriate
* Generally SEPRCs are for students with a profile suggesting that needs could not be addressed adequately in the home school, with special education supports, for even a short period of time
* If appropriate, a referral is prepared for the Special Education Department

**THE COMMITTEE**

* 3 members
	+ Principal (Chair)
	+ Special Education Coordinator
	+ Representative of Psychological Services
* Same membership as an IPRC
* Relies on documentation provided in advance as well as information provided at the meeting
* Makes recommendations vs decisions
* Discusses programs and services

**THE MEETING**

* Attended by school principal and relevant staff, parents/guardians, representatives from current program or agency, supporters
* Presentation is made to the SEPRC
	+ Principal/staff provides overview of student’s background, presenting areas of strength/need, academic or skill levels, support in current program
	+ Parents/guardians/agency representatives provide more in-depth details and outline additional information
	+ Psychology representative highlights and interprets any professional reports
* Questions for clarification are encouraged

**THE RECOMMENDATIONS**

* Determination is made by the SEPRC if the student requires an ISP
* Where a recommendation for an ISP is made the Psychology representative determines whether the student meets TDSB exceptionality criteria in order to assist the teacher with appropriate programming strategies
* If an ISP is not recommended the student is referred back to the home school and the special education resources available there

**STATEMENT OF DETERMINATION**

* Record of the meeting
* Student’s areas of strength and need are noted
* Indication of a recommendation for a Special Education ISP may be included
* Where a recommendation for an ISP is made a notation is made should the student meet TDSB exceptionality criteria
* Committee members and attendees are noted
* Area for parent/guardian signature and comments is available

**OF NOTE…**

* + A SEPRC recommendation may be deferred until a later date, e.g., a new professional report is pending
	+ A new meeting is scheduled once the reason for the deferral has been addressed
	+ Meeting proceeds only if parents/guardians attend
* If they don’t attend and the student does not enrol in a TDSB school, all documentation associated with the SEPRC referral is destroyed

**AFTER THE SEPRC**

* Where an ISP is recommended parents/guardians may indicate their decision at the meeting or take the form away for further consideration
* If parents/guardians accept the recommendation for an ISP the Special Education Department prepares a program offer and arrangements are made for a visit to the school hosting the program
* Parents/guardians may or may not accept the offer
* If parents/guardians do not accept the offer, the student may enrol in the home school with the special education resources available there

**PLANNING FOR AN IPRC**

* Where parents/guardians accept an ISP it is important to re-visit the program recommendation after the student has been in the program for a period of 6 to 9 months
* SEPRCs are tracked so that follow-up IPRCs can be planned where appropriate
* The student is presented to an SST where a decision may be made to refer the student to an IPRC
* The SEPRC and IPRC processes are sequential

**THE IPRC**

* The purpose of the IPRC is to determine whether a student is exceptional by meeting criteria established by the Ministry of Education and the TDSB
* The IPRC makes a placement decision for students deemed exceptional – regular class or special education class
* Decisions of the IPRC may be appealed, unlike SEPRC recommendations

**KEY POINTS**

* A SEPRC meeting is not mandatory
* A SEPRC meeting is principal-initiated only, upon the recommendation of the SST
* Parents/guardians proceed only if they are comfortable with the process
* When parents agree to participate in a SEPRC, they do not forgo their right to request an IPRC once their child is attending a TDSB school
* Since students are not yet attending a school under the jurisdiction of the TDSB, there is no formal appeal process to the TDSB of recommendations made at the SEPRC