

1. IPRC/SEPRC Structure 2020-2021

School Principals will have IPRC oversight for their students who are still attending in-person at the school as well students who are learning through the virtual school at the current time. The revised IPRC/SEPRC structure introduced last year allows Principals to actively participate in contributing to local decisions to better support student needs in a timely manner. Below is a brief description of the IPRC structure.

- Local (School-Based) IPRCs and SEPRCs
- System (Learning Centre) IPRC for Reviews and Original IPRCs
- System (Learning Centre) IPRC –Special Education CAP Chaired

Local (School-Based) IPRCs

Individual schools, can establish an Identification, Placement and Review Committee (IPRC). When students are being considered for the first time (an Original IPRC) for a Gifted Exceptionality and/or consideration for placement in a Gifted Intensive Support Program (ISP) an IPRC can be held at the local school level. Annual Review IPRCs are held at the student's current school when the current placement is on-going and there are NO expected changes in exceptionality, moves between schools, or substantial increases in support required.

Special Education Program Recommendation Committee (SEPRC)

The SEPRC Review Process is currently on pause. The Toronto District School Board (TDSB) is committed to making sure that students with special education needs receive the appropriate programs and/or services to meet their needs from the first day they begin attending a TDSB school.

A SEPRC meeting is optional. However, a SEPRC can be initiated for students who have **extreme complex medical needs** that are medically documented and when parents support a placement in a TDSB special education class (Intensive Support Program). Usually, these are students whose needs cannot be met in the regular program, not even for a short period of time with support and where transition between schools and program would adversely affect students. In addition, students have been receiving intensive, full-time special education class support in other school systems including out of province, specialized preschool/daycare and other (e.g., Holland Bloorview/Sick Kids) prior to their arrival in the TDSB.

System (Learning Centre) IPRC for Reviews and Original IPRCs

Within each Learning Centre (LCs) teams are established to meet as the Identification, Placement and Review Committee (IPRC) for all schools (bricks and mortar and virtual schools). These IPRCs meet when students are being considered for the first time (an Original IPRC) or for Review IPRCs, for consideration of a change in exceptionality, a move between schools, or a substantial increase or change in support may be needed for a student. Please note that all IPRC processes are initiated by the OSR Schools.

Psychologists are to be consulted prior to the IPRC and are not a required member of the IPRC unless it is an Original IPRC.

System (Learning Centre) IPRC –Special Education CAP Chaired

System IPRCs (Original or Review) are arranged when identification issues of greater complexity or involving unusual circumstances arise. The Chair of a Central IPRC is a Centrally Assigned Principal for Special Education & Inclusion. Meetings take place within the Learning Centre.

Professional Learning Opportunities

IPRC Professional Learning sessions for school staff will be offered during November and December and will continue in February and March.

2. Grade 8 to 9 Transitions for Students in Intensive Support Programs (ISP)

Recently, information was shared around [Transitions for students Grade 8 to 9](#). While the information is relevant for all students including those with special education needs, specific information was also provided for students in grade 8 Intensive Support Programs (ISPs) transitioning to grade 9.

All students who are identified exceptional by an IPRC, Regulation 181/98 requires their exceptionality and placement to be formally reviewed annually. In the month of January, grade 8 to 9 Transition meetings are scheduled for all grade 8 students with exceptionalities in regular class or special education class/program to align with their decisions related to Optional Attendance and Course Selection deadlines.

Transition planning puts students and their families at the centre of the transition planning and decisions. At the Review meeting a full in-depth conversation should be had around the strengths and needs of students along with strategies that support student planning for successful transitions from elementary to secondary school (in [Creating Pathways to Success \(2013\)](#)). In addition, Equity and anti-oppression must be at the core of all conversations related to our work around Academic Pathways and de-streaming.

Non-exceptional students with IEPs in grade 8 should be discussed at an IST/SST meeting to review students' strengths and needs and determine whether the continuation of the IEP is needed.

If the decision of the IPRC is to transition to an ISP program (e.g., congregated or integrated secondary site), offer of placements will begin the week of January 25th, 2021 after all grade 8 IPRC Review meetings have taken place for students transitioning to grade 9. Once an offer is made to an ISP program, students and parents/guardians are provided with the opportunity to visit the program before they accept the offer.

For special education ISP classes at the secondary division (e.g., congregated and integrated sites), all placement offers are given based on the closest program with available space with the exception of Gifted. As a result it is very challenging for secondary congregated and integrated sites with special education ISP classes to offer visits and tours without a program offer as it is not guaranteed that students who visit without an offer will be offered a space in that particular program.

Secondary congregated and integrated sites with ISP classes/programs can group their offers so that those who were offered a program at their site can organize a school visit and tour either in-person pending COVID 19 protocols or offer a tour/visit virtually.

Students for whom a gifted Intensive Support Program (ISP) is offered, families can access this link <https://www.tdsb.on.ca/Find-your/School/Gifted-Program-School-Finder> to find their Secondary Gifted ISP site location based on address.

Typically, secondary schools with Gifted ISP can offer a scheduled tour as students who are given a program offers, live within the area as determined by the Program finder for Gifted. Schools can organize a school visit and tour either in-person pending COVID 19 protocols or offer a tour/visit virtually.

[2020 – 2021 Transitions to High School Timelines](#)

3. Annual IPRC (Review) for Exceptional Students

For students who are identified exceptional by an IPRC, Regulation 181/98 requires their exceptionality and placement be formally reviewed annually by a committee of three, chaired by a principal or designate (VP). The parent/guardian (or student if 18 years of age or older) may be given the option to waive the Review only if an IPRC was held in the 2019-2020 school year. Students in Mild Intellectual Disability (MID), Learning Disability (LD), Behavioural (BEH) Intensive Support Programs (ISPs), Grades 1 – 8 (Inclusion Strategy), and all students IPRC'd into HSP will not have an option to waive the annual IPRC Review. Parents who are given the option to waive can respond on the Consideration to Waive Review letter. IPRC Annual Reviews take place between **January and April**. The chart below outlines types of reviews and committee structures.

Decisions made at the Review will be upheld and reflected in a student's September 2021 placement.

Professional Learning sessions for school staff will be offered during **November and December** and then in **February and March**.

[IPRC Timeline for November 2020 to June 2021](#)