

Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

The purpose of the standard is to provide details of the board's IPRC process to the Ministry and the public.

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. Parents/guardians or the principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support the parent(s)/guardian(s) and student (where appropriate) understanding of the IPRC process, the TVDSB has developed a resource called the [IPRC A Parent/Guardian Resource Guide](#). The school principal is responsible for ensuring that this guide is provided to parents/guardians prior to an initial or annual IPRC meeting. Parent(s)/guardian(s) may request in writing to the principal, an IPRC meeting. A response to this request shall occur within fifteen (15) calendar days.

Identification, Placement, and Review Committee (IPRC)

In accordance with Reg.181/98, the IPRC makes initial identifications and placements or conducts the reviews of previously identified students in all special education placements. For new identifications, it is imperative that the Special Education Learning Coordinator review the documentation and provide input to the school principal. Decisions regarding the location of placements in system programs are confirmed by a System Principal of Special Education.

Ontario Education Regulation 181/98 entitles parent(s)/guardian(s) and pupils sixteen (16) years of age or older:

- To be present at and participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

The purpose of the IPRC is:

- To identify the areas of strength and areas of need of the student;
- To determine whether the student is, or is not, exceptional;
- To identify a specific exceptionality, or exceptionalities, if applicable;
- To decide on an appropriate placement in a program designed to meet the identified needs of the student;
- To serve as an annual review for students who have been identified by an IPRC.



The IPRCs may also make recommendations to programs and services. It is important to note that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services.

Regulation 181/98 requires that before the IPRC can consider placing a 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;
- are consistent with parent(s)/guardian(s) preferences.

If, after considering all the information presented including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent(s)/guardian(s) preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services. The IPRC may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools must submit a referral package which is then reviewed by a Special Education Central Committee against annually reviewed criteria. The central review committee will then provide recommendations for consideration at the IPRC.

Requesting an IPRC

Regulation 181/98 requires that each board establish one or more committee(s) for the identification, placement and review of students who have been formally identified as having an exceptionality. The following procedures are based on Regulation 181/98 and outline the process school principals are to follow.

A principal must refer a student to an IPRC:

- Upon written notification to the parent(s)/guardian(s);
- Upon written request of the student's parent(s)/guardian(s).

As of June 2025, a total of 1463 referrals were made to the IPRC during the 2023-2024 school year.

Exceptionality

The IPRC determines whether a student meets the requirements to be formally identified with one or more exceptionalities, based on the outlined Ministry of Education definitions and according to criteria established by the TVDSB (See Standard 8)

The Committee shall, for the purpose of determining identification:

- Consider any educational assessments provided;
- Interview the parent(s)/guardian(s), unless waived or refused or declined;
- Interview the student where practical and permitted by the parent(s)/guardian(s). The parent(s)/guardians(s) has the right to be present during the interview;



- Obtain and consider a health assessment and/or achievement assessment and/or a psychological assessment if required by the IPRC and with permission of the parent(s)/guardian(s);
- Examine the description of the student's strengths and needs.

Placement

- Placements are determined by the IPRC and may be appealed by the parent(s)/guardian(s).
- When making a placement decision, the IPRC shall consider whether placement in a regular class would meet the student's needs and is consistent with parent(s)/guardian(s) preference (Reg. 181/98, Part IV, Sec. 17 (1)).
- Students requiring specialized support through Blind and Low Vision Resource teachers may be recommended to the IPRC for placement in a Regular Class with Resource Assistance.

How are Specialized Class Placements/Programs Determined?

- A PDT is held with the Learning Coordinator of Special Education, school team and the parent(s)/guardian(s) to discuss possible placement options and referral processes
- The school team prepares relevant supporting documentation in consultation with the parent(s)/guardian(s), including formal and informal assessments as part of the referral process
- The school team submits the referral package and supporting documentation to the Learning Coordinator of Special Education.
- Referrals for placement in Special Education classes are reviewed by the Special Education Central Committee (see placement chart). Recommendations are provided to the IPRC.



The TVDSB provides the following special education classroom placements for students identified with an exceptionality:

Placement Type	Specialized Classes & Programs Offered	System Special Education Central Committee Review
Regular Class with Resource Assistance		
Regular Class with Withdrawal Assistance	Secondary Deaf and Hard of Hearing	November <u>December</u>
	Secondary Autism Spectrum Disorders	December <u>November</u>
	Secondary Transitions	January <u>December</u>
Special Education Class with Partial Integration	Elementary Autism Spectrum Disorders	February
	Elementary Transitions Class	April
	Elementary Deaf and Hard of Hearing Class	May
	Elementary Accelerate Class	March
	Secondary Developmental Education Class	November <u>December</u>
Full Time Special Education Class	Elementary Developmental Education Class	February
	Secondary Developmental Education Class*	November <u>December</u>
	Elementary Giftedness Class	April
Full time Special Education Class at a Provincial or Demonstration School**	Blind and Low Vision, Deaf and Hard of Hearing, Learning Disability	Ongoing

*Students new to TVDSB who previously attended a developmental education class in a Secondary School will be immediately provided placement in a Developmental Education Full Time Special Education Class at parent/guardian request.



Consideration for referrals outside of the timelines noted above are to be directed to the System Principal of Special Education.

** For more information on Placement in the Ministry of Education's Provincial or Demonstration Schools refer to Standard 11.

~~*Students new to TVDSB who previously attended a developmental education class in a Secondarya Secondary School will be immediately provided placement in a Developmental Education_Full Time Special Education Class at parent/guardian request.~~

~~Consideration for referrals outside of the timelines noted above are to be directed to the System Principal of Special Education.~~

After the IPRC Decision

- The IPRC shall provide a *Statement of Decision* which indicates the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (sixteen (16) years and over), and the principal who made the referral. This must be done as soon as possible after the completion of the IPRC meeting.
- If a parent(s)/guardian(s) disagrees with the decision, ~~they may~~they may, within fifteen (15) calendar days of receiving the Statement of Decision, make a written request to the principal to meet with the IPRC. The IPRC will hold a second meeting to discuss the decision. The IPRC may amend its decision after meeting with the parent(s)/guardian(s), but it is not required to do so.
- Alternatively, a parent(s)/guardian(s) who has questions about the IPRC's decision or is not sure whether they agree with it may, within thirty (30) calendar days of receiving the Statement of Decision, make a written request to the Director of Education to appeal the decision. In this case, a Special Education Appeal Board will be formed.
- As soon as possible following the meeting to discuss the Statement of Decision, the Chair of the Committee shall send a written notice to the parent(s)/guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised *Statement of Decision* together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of the parent(s)/guardian(s). If the parent(s)/guardian(s) fails to respond to the notice of the IPRC's decision within thirty (30) calendar days, the board may direct the principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s)/guardian(s).
- The principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s)/guardian(s) of the exceptional student within thirty (30) school days.

Reviews



- An IPRC must review the identification and placement of an exceptional student at least once every school year unless the parent(s)/guardian(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)). If no written response is received from the parent(s)/guardian(s) to the annual waiver, continued efforts must be made to document proof of engagement in the IPRC process.
- Where no changes to the identification or placement of a student are being considered, the school may choose to send home a waiver form to the parent(s)/guardian(s) for signature.
- A parent(s)/guardian(s) or the principal may request in writing, a review of the identification and placement by an IPRC after the placement has been in effect for three (3) months, but no more often than once every three (3) months (Reg. 181/98, Part V, Section 21 (2)).
- The IPRC shall review and/or consider a health assessment and/or an academic assessment and/or a psychological assessment if required and with permission of the parent(s)/guardian(s). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s) or the student.
- As soon as possible after the IPRC decides that it is satisfied with the identification and placement of the student, the Chair of the Committee shall send the *Statement of Decision* to:
 - The parent(s)/guardian(s);
 - The student, where the student is sixteen (16) years of age, or older;
 - The principal of the school at which the student's special education program is being provided.
- As soon as possible after a Committee decides that the identification or placement or both should be changed, the Chair of the Committee shall send the *Statement of Decision* to the persons described above. The *Statement of Decision* shall state:
 - Whether or not the Committee considers that the student should continue to be identified as an exceptional student and the reasons for that decision;
 - Whether the Committee considers that the student should be placed in a regular or Special Education class, and the reasons for that decision.
- Within fifteen (15) calendar days of receiving the *Statement of Decision*, the parent(s)/guardian(s) may request, in writing, a meeting with the IPRC to discuss the *Statement of Decision*. As soon as possible following the meeting, the Chair of the Committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting. If changes were made as a result of the meeting, a revised *Statement of Decision* shall accompany the notice together with written reasons for the change.
- A placement decision will not be implemented until either the parent(s)/guardian(s) of the student consent in writing to the placement, or the time period for filing a notice of appeal has expired (fifteen (15) calendar days to appeal to the principal, thirty (30) calendar days to appeal to the Director of Education).

- The principal shall ensure a copy of the reviewed and updated IEP is sent to the parent(s)/guardian(s) and to the student who is sixteen (16) years of age or older. This is to be done within thirty (30) days of the notice to the board of the IPRC decision.

During the 2023-2024 school year, a total of 1575 IPRC Reviews were conducted by the TVDSB.

Principal's Checklist for the IPRC Process

The principal, in consultation with the school PDT, or at the written request of the parent(s)/guardian(s), determines that a student should be referred to an IPRC.

- The principal or designate communicates with the parent(s)/guardian(s) outlining the process;
- The principal or designate provides an IPRC information package to the parent(s)/guardian(s) and student who is sixteen (16) years of age or older, ten (10) days prior to the meeting.

The package includes:

For Initial IPRC	For IPRC Reviews
<ul style="list-style-type: none"> ➤ The Letter of Invitation ➤ IPRC Parent/Guardian Resource Guide ➤ Any other written information that the Committee will consider 	<ul style="list-style-type: none"> ➤ The Letter of Invitation OR the Waiver Form if no changes are being proposed ➤ IPRC Parent/Guardian Resource Guide ➤ Any other written information that the Committee will consider

- The Committee will include members who have been approved by the board. Each Committee must include a principal or supervisory officer as one of its members.
- At the meeting, the Chairperson will explain the role of the Committee, and what it can and cannot do. The Chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The Chairperson must inform the parent(s)/guardian(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by the TVDSB and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
 - Place a student in a regular class;
 - Continue placement in a regular class;



- Defer the decision (if the Committee requires more information).
- Following the IPRC meeting, one copy of the *Letter of Invitation* and the *Statement of Decision* is placed in the student's OSR.
- A copy of the *Statement of Decision* is given to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older.
- A copy of the IEP must be sent to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older by the principal of the school where the student is attending within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

If the Parent(s)/Guardian(s) Disagree with the IPRC Decision

- If the parent(s)/guardian(s) does/does not agree with either the identification or placement decision made by the IPRC, they may:
 - Within fifteen (15) calendar days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns;
 - Within thirty (30) calendar days of receipt of the decision, file a notice of appeal with the Secretary of the board (who is usually the Director of Education);
 - If the parent(s)/guardian(s) does/does not agree with the decision after the second meeting, they may file a notice of appeal within fifteen (15) calendar days of receipt of the decision.
- If the parent(s)/guardian(s) does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision.

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, receive new information or consider its decision. This sometimes happens when there is new information introduced or professional reports are pending (i.e., medical, psychological, speech/language, occupational therapy or physiotherapy, etc.) which may have implications for IPRC decision-making.

IPRC Appeals

The appeal process is fully detailed in Regulation 181/98 (VI, s. 26). If the parent(s)/guardian(s) does not agree with the IPRC decision, a written notice of appeal may be filed with the Secretary of the board within thirty (30) calendar days of the original decision or within fifteen (15) calendar days of receiving the decision of a review meeting. This notice of appeal must indicate the decision with which the parent(s)/guardian(s) disagrees and must include a statement explaining why they disagree.

As of June 2024, TVDSB conducted zero (0) appeals during the 2023-2024 academic year.



The appeal process involves the following steps:

- The board will arrange for a Special Education Appeal Board to be established to hear the appeal.
- The Appeal Board will be composed of three (3) people:
 - One member selected by the board;
 - One member selected by the parent(s)/guardian(s) of the student; and
 - A chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair.
- The first two selections shall be made within fifteen (15) days of the board receiving notice of appeal. The Chair shall be selected within fifteen (15) days of the first two members being chosen.
- Members of the Appeal Board may not have any prior knowledge of the matter under appeal.
- The Chair of the Appeal Board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within thirty (30) days of their selection unless written consent is received from both the parent(s)/guardian(s) and the board that indicates agreement of a later meeting date.
- The Chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.
- The Appeal Board shall make its recommendation(s) in writing within three (3) days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, making recommendations about the pupil's identification and/or placement and giving reasons for its decision and recommendations.
- The Appeal Board shall provide written notice within thirty (30) days indicating what action it will take after considering the Appeal Board's decision and recommendations.
- The parent(s)/guardian(s) may accept the Appeal Board's decision or if they do not accept the decision, they may file a written request with the [Special Education Tribunal](#).



Identification, Placement, and Review Committee (IPRC)				
Preparation for the IPRC Meeting				
Principal	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Establishes a date for the meeting; Informs school and support personnel of the date; Communicates with parent(s)/guardian(s) regarding the upcoming meeting (Letter of Invitation); Provides the IPRC Parent/Guardian Resource Guide to the parent(s)/guardian(s) ten (10) days prior to the meeting; Receives recommendations from Special Education Class Central Committee. 	<ul style="list-style-type: none"> Assists in gathering information for the meeting. 	<ul style="list-style-type: none"> Assists in gathering information for the meeting. 	<ul style="list-style-type: none"> May be invited to attend, as needed. 	<ul style="list-style-type: none"> Is invited to attend; Reads/reviews the IPRC Parent/Guardian Resource Guide; Shares any available reports; May arrange for a representative to attend the meeting to speak on their behalf or support them; Provides any further information.
At the IPRC Meeting				
Principal	Referring Teacher(s)	LST	Support Personnel	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Chairs the meeting; Explains the role of the Committee; Invites each person present with knowledge of the student to present information; Considers information relevant to the student's needs and strengths; Shares recommendations from Special Education Class Central Committee. 	<ul style="list-style-type: none"> Presents all relevant information that supports identification (or not). 	<ul style="list-style-type: none"> Presents all relevant information that supports identification (or not). 	<ul style="list-style-type: none"> May be invited to attend and provide information on any recent assessments; Function as a resource to assist in the interpretation of reports from other agencies. 	<ul style="list-style-type: none"> Shares any available reports with Principal; May request that a representative speaks on their behalf or to support them; Provides any further information; Asks questions.
At the IPRC Meeting, the Committee May Choose				
<ul style="list-style-type: none"> To recommend identification (or not); To recommend initial placement in regular class on an IEP; To recommend continued placement in a regular class on an IEP; To change placement following entry or exit to a TVDSB Special Education class/program; 				



- To deem a student no longer in need of Special Education services;
- To defer a decision if the IPRC requires more information.

After the IPRC Meeting

Principal

- Provides one copy of the *Statement of Decision* to the parent(s)/guardian(s) and the student who is sixteen (16) years or older;
- Places one copy of the Letter of Invitation and the *Statement of Decision* into the *Ontario Student Record (OSR)*;
- Provides one copy of the IEP to the parent(s)/guardian(s) and the student who is sixteen (16) years or older within thirty (30) days of the IPRC;
- Places one copy of the IEP in the OSR.

It is the TVDSB's expectation that the TVDSB's IEP: A Parent/Guardian Resource Guide is available and/or is provided to parent(s)/guardian(s).

Links to IPRC Parent Guides

- ~~TVDSB's IPRC Parent~~ [TVDSB's IPRC Parent/Guardian Resource Guide/Guardian Resource Guide](#)
- ~~TVDSB's IEP A Parent~~ [TVDSB's IEP A Parent/Guardian Resource Guide/Guardian Resource Guide](#)
- ~~TVDSB's Communication Parent~~ [TVDSB's Communication Parent/Guardian Resource Guide/Guardian Resource Guide](#)