



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

RESPONSE TO MOTION REGARDING IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE FORM

For the word of the Lord is upright, and all his work is done in faithfulness. He loves righteousness and justice; the earth is full of the steadfast love of the Lord. Psalm 33:4-5

Created, Draft	First Tabling	Review
February 8, 2021	February 11, 2021	Click here to enter a date.
Maria Meehan – Superintendent of Special Services		

RECOMMENDATION REPORT

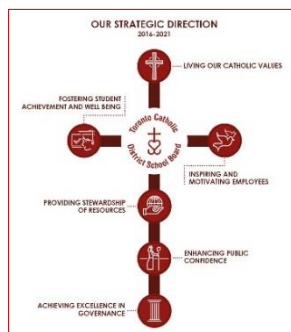
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



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A. EXECUTIVE SUMMARY

This report provides information and a recommendation regarding the inclusion of “additional services available to the students as per their identification” on the Identification, Placement and Review Committee (IPRC) written statement of decision form.

The cumulative staff time required to prepare this report was 22 hours

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Student Achievement and Well-being Catholic Education and Human Resources Committee, in response to the November 18, 2020 Special Education Advisory Committee (SEAC) meeting motion. The motion asserts that “*the IPRC form include additional services available to students as per their identification.*”
2. The minutes of the November 18, 2020 SEAC meeting were received and approved by the Board at the December 10, 2020 Regular Meeting of the Toronto Catholic District School Board.
3. This report provides information about the Ministry of Education requirements related to the **IPRC written statement of decision form**. Context is provided for the use of the form as documentation of the determination of the committee. Further, information is provided about the next steps that follow an IPRC meeting, which take place at the local school level. These next steps relate to programming and implementation of recommendations of the committee.

C. BACKGROUND

1. The following Ministry of Education publications have informed this report:
 - *Regulation 181/98*
 - *Guiding Document Highlights of Regulation 181/98*
 - *Policy and Resource Guide Special Education in Ontario Kindergarten to Grade 12*
2. The following TCDSB documents have informed this report:

- *Parent Guide for Special Education 2020*
 - *TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form*
3. The *Policy and Resource Guide Special Education in Ontario Kindergarten to Grade 12* describes the IPRC as “a formal committee that meets and decides if a student should be identified as exceptional and, if so, the placement that will best meet the student’s needs.”
 4. Prior to an IPRC meeting at the TCDSB, parents are provided a *Parent Guide for Special Education 2020* that provides information about Special Education at the TCDSB. This information includes details about the IPRC process, Special Education Programs, and an overview of the Special Education process.
 5. The *Guiding Document Highlights of Regulation 181/98* itemizes details that must be included in the statement of decision once a determination has been made by the committee.
 6. **Following an IPRC meeting, next steps are taken at the local school level where the student’s special education placement needs are met.** If the IPRC has identified the student as exceptional, and the parent agrees with the Identification and Placement, the principal of the student’s school is notified of the appropriate Special Education program placement and the need to develop or update an Individual Education Plan (IEP) for the student.
 7. **Programming and supports for students are determined and facilitated at the local school level.** Informed by the recommendations noted on the IPRC meeting documentation form, the principal of the student’s school leads the development of the IEP, in collaboration with the designated team of educators and special services staff as appropriate.
 8. **The expertise of other special services staff or special services teams may support the local school with meeting the student’s needs.** In consultation with the specific team member(s), the local team meeting documentation may include a recommendation and referral. With parental permission, the special services staff member or team will be engaged to provide any requested support in a timely manner with consideration for triaged needs across the system and availability of staff.

9. Exceptional students continue to be monitored at the school level, as required through local special education team meetings. An overview of the Special Education process is described and illustrated in the *Parent Guide for Special Education 2020*. All students with an exceptionality are reviewed annually at an IPRC review meeting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The IPRC committee makes a determination as to a student's identification and placement, after which, the home-school team of educators and supporting staff who are most familiar with the student and family, engage in the next steps of the process related to programming and accessing supports.
2. Led by the local school principal the development of or update to the student's IEP and programming, responsive to the student's learning needs, is initiated.
3. The demonstrated needs of students may require additional special services. When relevant supportive services provided by school board resource staff with specific expertise are being considered, this is discussed with parents at the local school level and assessed as per suitability and availability to address student needs through a referral process requiring parental permission.
4. Although not all students with the same exceptionality require the same service, some resource staff target the needs of students who share a specific exceptionality. The Special Services department model of support for students is based on collaboration among staff members with varied expertise.

E. METRICS AND ACCOUNTABILITY

1. The *TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form* meets all criteria as outlined by the Ministry of Education.
2. The *Parent Guide for Special Education 2020* that is provided to parents includes an overview of the IPRC and Special Education process.
3. **Following the IPRC meeting, staff who are most familiar with the student inform the student's IEP and programming needs, which may include**

accessing additional resources through a referral process, with parental permission.

4. Special education services are responsive to TCDSB priorities, Ministry direction, and adapted based on promising evidence-based practices. These services are provided to students based on demonstrated need are strategically allocated, and are not necessarily specific to an exceptionality.
5. All forms are reviewed as required by the TCDSB Special Services Forms Committee and will continue to be reviewed in anticipation of the implementation of the new Student Information System and in response to any updated Ministry of Education requirements.

F. STAFF RECOMMENDATION

Having considered the information provided in this report, it is recommended that the IPRC statement of decision form (*TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form*) maintain its present format.