

IEP and IPRC Meeting Notes

Prepare, record decisions and plan the next review

Know the difference

An IPRC makes formal identification and placement decisions. An IEP describes strengths, needs, accommodations, programming, services and how progress will be reviewed. A student can receive special education support without a formal IPRC identification.

Before the meeting

- ☐ Confirm whether this is an in-school team, IEP review, IPRC or annual review meeting.
- ☐ Ask who will attend and what information will be considered.
- ☐ Write the student's strengths, priority needs and successful strategies.
- ☐ Invite the student to contribute when appropriate.

Questions to record

- ☐ Are strengths and needs specific and supported by current evidence?
- ☐ Which accommodations are needed consistently, and who will implement them?
- ☐ Are expectations modified or alternative? What will success look like?
- ☐ Which services, equipment or transition supports are included?
- ☐ How will progress be measured, reported and reviewed?

Decision and follow-up notes

Strengths

Priority needs

Agreed accommodations

Progress measure

Review date

Timing reminder

Ontario guidance states that an IEP must be completed within 30 school days after placement. After a parent's written IPRC request, the principal must provide the board's parent guide and an approximate meeting date within 15 days.

Official starting points

ontario.ca/page/individual-education-plans

ontario.ca/page/identifying-students-special-education-needs