

Results of the Ministry IEP Audit: May 17th, 2012

For: Lambton Kent District School Board

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Quantitative Collective Assessment of the 2006-07 IEP Collaborative Feedback Report from the Ministry for LKDSB and Quantitative Collective Assessment of our 2011-12 Board-Led Review:

Results for 2006-07

	Emergent	Developing	Satisfactory	Proficient
Template			X	
Assessment		X		
Strengths/Needs		X		
Accommodations			X	
Current Level	X			
Annual Goal		X		
Expectations		X		
Strategies			X	
Assessment			X	
Transition Plan		X		
Parent Consult		X		
Link-Report Card			X	
Summary		X		

Results for 2011-12

	Emergent	Developing	Satisfactory	Proficient
				X
				X
				X
			X	
				X
				X
				X
				X
			X	
				X
				X

*Comparison between Elementary & Secondary IEPs for the 2011-2012 samples collected:

Elementary Data:

	Emergent	Developing	Satisfactory	Proficient
Template				X
Assessment				X
Strengths/Needs				X
Accommodations			X	
Current Level				X
Annual Goal				X
Expectations				X
Strategies				X
Assessment				X
Transition Plan				X
Parent Consult				X
Link-Report Card				X
Summary				X

Secondary Data:

	Emergent	Developing	Satisfactory	Proficient
				X
		X		
			X	
			X	
			X	
		X		
X				
X				
		X		
			X	
			X	

*Although this comparison (between elementary and secondary) was not required as part of the Ministry IEP Audit the members of the Individual Education Plan Review felt that this data would provide important information to assist with choosing targeted audiences and the type of activities that need to be implemented in order to improve the planning, implementing and monitoring of IEPs in our board.

Definitions for 4 Point Scale used to evaluate 2006-07 Feedback and 2011-12 IEPs:

Emergent: The IEP complies with few of the Ministry's *IEP Standards*. Some of the required information is missing or incorrectly noted. Few of the content is personalized and precise.

Developing: The IEP complies with some of *IEP Standards*. Some of the required information is noted. Some of the content is personalized and precise.

Satisfactory: The IEP complies with most of the required *IEP Standards*. Most the content is personalized and precise.

Proficient: The IEP complies with all of the *IEP Standards*. All the information is personalized and precise.

LKDSB activities implemented to improve the planning, implementation and monitoring of the IEP since the 2006-07 Ministry-led Review:

- Following the 2006-07 review our IEP template was changed to more closely resemble the Ministry template found in the 2004 IEP Resource Guide
- All IEP exemplars for the board were revised based on the feedback received and were distributed to all special education resource teachers and special class teachers
- A new "Principal's Exemplar" was created which outlined specific information which should (and shouldn't) be recorded in each section of an IEP
- Results were shared with both principals and vice-principals at their council meetings and they were provided with a checklist of "look fors" before signing an IEP
- Results and Next Steps were presented to our SEAC
- On the PD Day held in November, 2007 all schools participated in activities in conjunction with the presentation of the Ministry IEP Collaborative Review PowerPoint
- In the 2008-09 year the focus of District and Area Resource Teacher meetings was centred around IEP development. Numerous activities were conducted to provide practice to increase skills in writing measurable and observable goals and expectations, increase parent engagement in the IEP process as well as working together to audit flawed exemplars in an effort to determine where the errors were and to ascertain how these errors could be corrected
- Meetings were held with both elementary and secondary special class teachers to conduct the same activities as those the Resource Teachers participated in
- Each year the program in place to mentor those new to special education has had a strong IEP component which has included the activities cited above including a detailed examination of board exemplars and the principal's checklist
- The Area Resource Mentors provided on-site support in the schools for all elementary Resource Teachers and Special Class Teachers in their efforts to develop high quality IEPs
- IEP presentations were made to a number of the board's itinerant teams in the Spec Ed Department including the Psychology Department, the Itinerant Hearing Team and the Itinerant Vision Team
- IEP presentations were made to parents and community partners at the Aamjiwnaang First Nation's Community Centre and at the Indigenous Education Coalition
- Beginning in October of 2009 an internal audit has been conducted each year and results have been shared with school teams with offers of support for any identified areas of need

(Our board would be happy to share any exemplars, the IEP checklist and our internal audit feedback template with any interested District School Boards, School Authorities or Provincial Schools)

- Moving forward based on reflections of the 2012 spring review results the types of activities which would improve the planning, implementing and monitoring of IEPs would include:
- Area Resource Mentors have created a package including numerous examples of observable and measurable goals and expectations across various subject areas to share with Resource Teachers in their May/June school visits
- May 25th, 2012 Elementary & Secondary Special Class Teachers will attend a workshop where they will work through the internal audit process currently used across the board reviewing critical elements of an IEP and they will be asked to revise and correct a flawed exemplar
- Early in the fall review the results of the spring audit with all special education teachers (Resource and Classroom) and have them work through the same process (using the Scoring Rubric and 4 Point Scale) with a sampling of their own IEPs/Report Cards
- Target student awareness (including an updated/revised Student Guide to the IEP and including a student review of their IEP in preparation for the transition to secondary school as part of the 8-9 process)
- Target transition planning at secondary schools to ensure that students, their families and community partners are all involved in developing a plan to support the students in achieving their post-secondary goals
- Target accommodations through providing professional development activities for all special education teachers (Resource and Classroom) to help better determine the most appropriate accommodations which are critical for success and specific to the student
- Target the issue of parent engagement in the IEP process through professional workshops and recommendations of "best practice" to Administrators