

IEP Audits

Ministry Audit

- Ministry could contact the Board at any time to conduct an audit
- IEPs are part of other audits that the Ministry may conduct (e.g., previous school year audit of Specialized Equipment Allotment, Special Incident Portion)

TVDSB Annual Audit

- Yearly audit of redacted IEPs
- Administrators, TOSAs, Learning Coordinators, System Principals
- IEP Audit Rubric, Research and Assessment Survey/Results
- R & A Feedback/Report

IEP Audit Rubric

INDIVIDUAL EDUCATION PLAN AUDIT RUBRIC 2023 - 2024				
IEP COMPONENTS	EMERGENT	DEVELOPING	SATISFACTORY	PROFICIENT
Template	<ul style="list-style-type: none"> Template does not resemble the Ministry template found in the Special Education in Ontario Resource Guide (2017) and does not accommodate the required information identified in the checklist 	<ul style="list-style-type: none"> Template resembles the Ministry template found in the Special Education in Ontario Resource Guide (2017) and can be populated with some of the required information identified in the checklist 	<ul style="list-style-type: none"> Template closely resembles the Ministry template found in the Special Education in Ontario Resource Guide (2017) and can be populated with most of the required information listed in the IEP checklist 	<ul style="list-style-type: none"> Template closely resembles the Ministry template found in the Special Education in Ontario Resource Guide (2017) and can be populated with all required information listed in the IEP checklist
Student Profile/IEP Development	<ul style="list-style-type: none"> No dates available to indicate IPRC or Review/Waiver IEP Developed by LST only 	<ul style="list-style-type: none"> IPRC dates and Review/Waiver dates do not align IEP development does not include relevant participants 	<ul style="list-style-type: none"> IPRC and Review/Waiver dates align IEP development includes relevant teacher and professional staff 	<ul style="list-style-type: none"> IPRC and Review/Waiver dates align IEP development includes relevant teacher and professional staff only
Assessment Data	<ul style="list-style-type: none"> Lacking assessment information sufficient to inform areas of Strength and Needs Data recorded does not support programming 	<ul style="list-style-type: none"> Raw scores instead of relevant descriptors Extraneous information Confidential information Limited information to inform areas of Strength and Need 	<ul style="list-style-type: none"> Current and relevant assessment data is evident Assessment data is relevant and provides some information to inform area of Strength and Need and support programming No raw scores included in summary statements 	<ul style="list-style-type: none"> Current and relevant assessment data is appropriately recorded Assessment data is relevant and sufficient to inform areas of Strength and Need and support programming Data is summarized in parent friendly language
Areas of Strength and Areas of Need	<ul style="list-style-type: none"> Areas of Strength and Need do not provide a clear picture of the student as a learner and do not connect to the assessment data 	<ul style="list-style-type: none"> Areas of Strength and Need provide a limited picture of the student as a learner and somewhat connect to the assessment data 	<ul style="list-style-type: none"> Areas of Strength and Need provide a broad picture of the student as a learner and connect broadly to the assessment data 	<ul style="list-style-type: none"> Areas of Strength and Need provide a clear picture of the student as a learner and clearly connect to assessment data

•The IEP Audit Committee used this rubric during the annual audit.

•When evaluating an IEP together, we will refer to the IEP Review Checklist and to the rubric linked here – [IEP Audit Rubric](#)

Strengths (2023 – 2024)

- IPRC dates within the last year
- Human Resources area improved over the previous school year
- Sections of the IEP - Student Profile/IEP Development, Assessment Data, Areas of Strength and Need, Human Resources, Program Areas, Current Level of Achievement, Teaching Strategies, Assessment Methods, Accommodations, Consultation Log
- Link to Provincial or Alternate Report Card



Areas for Growth (2023 – 2024)

- SECTIONS OF THE IEP – PROGRAM AREAS: ANNUAL GOALS, LEARNING EXPECTATIONS, TEACHING STRATEGIES, ASSESSMENT METHODS
 - Personalization, repetition, independence
- ALTERNATIVE PROGRAM
 - Correspond with exceptionality, SEA, independence
- TRANSITION PLAN
 - Pathway identified, specific, detailed, updated
- STRENGTHS AND NEEDS/REASON FOR DEVELOPMENT
 - Reflect and connect to assessment data, clear purpose



Next Steps

- IEP Development LST PD (October, monthly meetings)
- IEP Development/Review Checklist New Admin PD (October)
- Annual TVDSB IEP Audit (revised based on participant feedback)
- Student Voice
- Secondary LST and Spec Ed Classroom PD

