State your inquiry questions: **If...then...**

If we continue designing effective Individual Education Plans (IEPs) with a focus on integrated use of assessment and refinement of transition planning processes then we will create and personalize the conditions for improved student well-being and achievement.

**How has the inquiry impacted your board’s practice of:**
- “**knowing the students**” and “**students knowing themselves as learners**” through an integrated assessment and instruction process
- **continuous improvement of IEPs and transition planning?**

The IEP review was the vehicle/framework through which Family of School networks fostered professional dialogue related to specific special education practices including assessment for, of and as learning; case conferences; IPRC procedures; and transition planning.

**What evidence supports the above outcomes (board level, school level, classroom level)?**

The 2013-14 internal IEP review revealed high degrees of compliance to Ministry standards and improvement in IEP development practices. In collaboration with Educational Research, we will compare results from the 2006-07, 2011-12 and 2013-14 internal IEP reviews to examine the growth in personalizing conditions for improved student well-being and achievement.
What has changed (in student learning and/or teacher learning)? How do you know?

Instructional videos (transition, assessment, program areas), imbedded within networks of Families of Schools, were used to strengthen IEP development practices. Feedback from staff confirmed substantial improvements in confidence and effectiveness of IEP development.

What new questions have arisen as a result of your project this year?

1. How do we develop, in collaboration with Educational Research, a rubric to measure effective practice in IEP development beyond simple standard compliance?
2. How do we deepen the understanding of educators regarding the need for precise and personalized IEPs?
3. How do we, in collaboration with Student Success, investigate MyBlueprint and student voice within transition planning?

Additional Comments

Moving forward we will contemplate strategies to create the conditions for student well-being and achievement, in a spirit of collective responsibility, by engaging multidisciplinary team members in our Learning for All inquiry.