



**Ministry of Education
Office of the Inspector of Independent Schools**

2014/15 Special Education Evaluation Committee Review

REPORT

OUR LADY OF PERPETUAL HELP SCHOOL (039 96173)

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Our Lady of Perpetual Help School (039 96173)**

Background

The Ministry of Education funds Independent School Authorities based on the Authorities' reported enrolment as of September 30th each year and supplemental special needs classifications in September and February. Independent School Authorities report students with special needs to the Ministry on *Form 1701: Student Data Collection* (Form 1701).

In the 2014/15 school year, the Office of the Inspector of Independent Schools (OIIS) conducted Special Education Evaluation Committee (SEEC) reviews of school and student records to assist OIIS and the independent school system in developing best practices in the area of special education programming and service provision. The Ministry will also use these review processes to develop an independent school special education audit protocol to be used in the future.

Purpose

The purpose of the SEEC review is to provide assurance to the Ministry of Education and Independent School Authorities that schools are complying with the instructions contained in [*Form 1701: Student Data Collection, Completion Instructions for Independent Schools*](#) and Ministry policies are being followed. The review also provides assurance that the students reported have been placed in the appropriate special education category, as per the [*Special Education Services: A Manual of Policies, Procedures and Guidelines \(March 2013\)*](#).

Description of the Audit Process

An SEEC review was conducted at Our Lady of Perpetual Help on March 12, 2015.

Prior to the file reviews, an entry meeting was held with school assigned staff and the SEEC interviewed the Principal and staff to enquire about the Independent School Authority's policies, procedures and programs.

Our Lady of Perpetual Help reported 53 students in special education categories at the Fall 2014 Form 1701 data submission. For the purposes of this SEEC review, 19 student records were reviewed in the following low incidence special needs categories:

Student Claims	Category
10	Category D (Physical Disability or Chronic Health Impairment)
2	Category F (Deaf or Hard of Hearing)
6	Category G (Autism Spectrum Disorder)
1	Category H (Intensive Behaviour Intervention or Serious Mental Illness)

The SEEC also reviewed 14 student records in the following high incidence special needs categories:

Student Claims	Category
6	Category P (Gifted)
6	Category Q (Learning Disability)
2	Category R (Moderate Behavior Support/Mental Illness)

An exit meeting was held with Lara Clarke (Principal), Jo Ann Monteith (Resource Case Manager), and Eva Stawecki (Resource Case Manager) at the end of the review day to present preliminary findings, seek clarification related to the contents of files and express appreciation for the assistance provided.

Observations:

Of the ten student files reviewed in Code D:

- one student was recommended for reclassification to Code R
- two students were recommended for reclassification to Regular Education

The two student files reviewed in Code F were recommended for reclassification to Regular Education.

There were no recommended reclassifications for the six student files reviewed in Code G.

The one student file reviewed in Code H was not recommended for reclassification.

Of the six student files reviewed in Code P:

- five students were recommended for reclassification to Regular Education.

There were no recommended reclassifications for the six student files reviewed in Code Q.

Of the two student files reviewed by the auditors in Code R:

- one student was recommended for reclassification to Regular Education.

The auditors found that:

- One student reported in Code D did not have evidence to support the claim in that category. There was evidence and a diagnosis of anxiety disorder in the student file to support a placement in the Students Requiring Behavior Support or Students with Mental Illness category (Code R).
- The School advised there were ten student names on the audit sample list that were claimed in error. At the Entry Meeting the Principal explained that there were two files that were not available and, additionally, in September they were experiencing challenges with the Maplewood Administrative Management Program used by the School. It was only after the Form 1701 Data Collection date that the School realized there were students claimed in error. During the audit, the auditors found eight files that did not meet criteria and were verified by the School as being the students who were claimed in error. The auditors reviewed the entire school special education reporting with the Principal and found an additional two students in the Gifted Category (Code P) which were also claimed in error.

- There were two students for whom there was no goal on the IEP that reflected the category in which they were claimed. When this was brought to the School's attention through a Clarification Sheet request, the school produced the goals that were required to meet the criteria.
- The student files were very substantive and the School had arranged the documentation/evidence under a variety of tabs. There was evidence found in the files and provided by the School to support the criteria being met for the students who were not claimed in error.
- The diagnostic information found in the student files was current and supported the category in which the student was claimed.
- The IEPs were current and dated. In the majority of cases, the IEPs contained goals and objectives that reflected the category in which the student was claimed.
- The IEPs contained evidence that the student was receiving special education services to address identified needs and learning activities.
- The IEPs did not outline methods for measuring progress in relation to the goals.
- The levels of support provided to the students were not clearly defined on the IEPs.
- The IEPs had evidence of parent involvement in the development of the IEP and the review process.

Recommendations:

The auditors recommend that:

- The School must ensure the data generated by their internal systems for reporting to the Ministry of Education is correct and reflects verified student classifications including aligning the Form 1701 verification processes with the Ministry of Education's Data Collection Branch before the Authority/School signs off on finalized claims.
- The School only report student claims that meet the requisite reporting criteria in accordance with the Special Education Manual of Policies, Procedures and Guideline and Form 1701 Data Collection Instructions, and ensure processes are in place to avoid claiming delisted students when they no longer meet category placement.
- The School ensure student claims in Code D meet the criteria listed in the Special Education Manual of Policies Procedure and Guidelines for that category. There must be documentation of a medical diagnosis in one or more of the following areas: nervous system impairment that impacts movement or mobility, musculoskeletal condition, or chronic health impairment that seriously impacts student's education and achievement. Any student who does not meet the criteria should be claimed in a category that is supported by the evidence in the student file.
- The School ensure every IEP contain goals that reflect the category in which the student is claimed.
- The School ensure all IEPs outline methods for measuring progress in relation to the IEP goals as outlined in the Special Education Manual of Policy, Procedures and Guidelines.
- The School ensure documentation of the level and amount of service given to students be clearly recorded in the IEP.

Auditors' Comments

The auditors wish to express their appreciation to the school staff for their cooperation and hospitality during the SEEC review.