



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

2014/15 Special Education Evaluation Committee Review

REPORT

SOUTHPOINTE ACADEMY (037 96694)

2013/14 Special Education Evaluation Committee Review Southpointe Academy (037 96694)

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 Southpointe Academy on March 6, 2015.

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

Southpointe Academy reported 16 students in special education categories at the Fall 2014 Form 1701 data submission. For the purposes of this SEEC review, one student record was reviewed in the following low incidence special needs categories:

Student Claims	Category
1	Category H (Intensive Behaviour Intervention or Serious Mental Illness)

The SEEC also reviewed 15 student records in the following high incidence special needs categories:

Student Claims	Category
15	Category Q (Learning Disability)

The following was shared by the Academy during the SEEC review:

- The Student Support Centre at Southpointe Academy exists to support and encourage the social, emotional, intellectual and character development of students in Grades K to 12. In conjunction with the university preparatory program and curriculum, it is the goal of the Student Support Center to prepare students with the skills and self-knowledge that will aid in their success in primary, middle, secondary and post-secondary study and throughout life.
- Southpointe Academy aims to provide appropriate service for all students who have been accepted in to the school, including students identified with special educational needs. Special needs may take the form of a diagnosed learning disability or a diagnosed physical or mental health disability.
- In certain circumstances the specific needs of a student may exceed the parameters of the Southpointe program and resources. In such cases, Southpointe would not be able to implement and support all or some of the specific recommendations made by psychologists, physicians, or clinicians for students with diagnosed learning disabilities, mental health disorders or physical disabilities.

An exit meeting was held with Dean Croy (Head of School) and Kerry Clark (Director of Support Services) 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:

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

Of the 15 student files reviewed in Code Q there were no recommendations for reclassification.

The auditor found that:

- The student files were well organized, comprehensive and documentation dated and current. All the evidence needed to support the criteria being met was readily available and provided the opportunity to conduct the review in an efficient manner.
- The diagnostic information was current and supported the criteria needed for the category claim. The “Summary of Assessments for Student File” form was helpful in reviewing the assessment data that was available in the file.
- The IEPs were comprehensive and current. The diagnostic information was thoroughly summarized on the IEP. The goals and strategies often reflected recommendations from various assessment or medical reports.
- The “Parent/Guardian Confirmation” form was used as evidence of parent/guardian offered the opportunity to be consulted about the preparation of the IEP.
- The IEPs were all dated 2014–2015 but there was no specific date on the IEP to verify when it was developed.

- The “Strategies and Accommodations” section of the IEP was very comprehensive and relevant to each student’s individual needs.
- The methods for measuring progress in relation to IEP goals was not clearly evident on the IEP. There was, on occasion, measurement language contained in the objectives, but not consistently. Data related to measurement was available in the file and provided when requested.
- Services were readily available and clearly defined on the IEP.
- The evidence supported that students were receiving a program that corresponded to their identified needs outlined on the IEP and reflected recommendations made in assessment reports.

Recommendations:

The auditor recommends that:

- The School review the IEP format to ensure methods for measurement are clearly evident.
- The School ensure there is a date on the IEP.

Auditor’s Comments

The auditor wishes to express appreciation to the school staff for their cooperation and hospitality during this SEEC review.