



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

2014/15 Special Education Evaluation Committee Review

REPORT

ST. MARY'S SCHOOL (05796160)

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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 St. Mary's School on March 10, 2015.

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

St. Mary's School reported nine students in special education categories at the Fall 2014 Form 1701 data submission. For the purposes of this SEEC review, seven student records were reviewed in the following low incidence special needs categories:

Student Claims	Category
2	Category D (Physical Disability or Chronic Health Impairment)
5	Category F (Deaf or Hard of Hearing)

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

Student Claims	Category
1	Category K (Mild Intellectual Disability)
1	Category Q (Learning Disability)

An exit meeting was held with Brent Arsenault (Principal) and Erica Chidiac (Learning Assistance Teacher) 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

There were no recommended reclassifications for the two student files reviewed Code D.

There were no recommended reclassifications for the five student files reviewed in Code F.

There was no recommended reclassification for the student file reviewed in Code K.

The one student file reviewed in Code Q was recommended for reclassification to Code K.

The auditor found that:

- The assessment for the one student reported in Code Q did not meet the assessment criteria to support placement in that category as outlined in the Special Education Manual of Policies, Procedure and Guidelines. Evidence supported a provisional placement in Code K.
- The assessment of one student reported in Code K did not meet the criteria to support placement in that category as outlined in the Special Education Manual of Policies, Procedure and Guidelines. The Psychologist later provided an addendum, validating and supporting placement in Code K.
- One student reported in Code D whose medical assessment supported placement in the category, also had supporting evidence that the services provided have been making a difference and the substantial educational impact of the condition in the near future may not support this category.
- Services were specific to need, primarily Educational Assistant support with Learning Assistance, Occupational Therapy, Speech and Language Pathology (SLP), and Teacher of the Deaf and Hard of Hearing (TDHH) as applicable.
- Occupational Therapy and SLP services were primarily assessments, reviews and consults, and some intervention.
- All students reported as Code F had evidence to indicate weekly support services from the TDHH.
- Two Educational Assistants and the TDHH have training in American Sign Language.
- All necessary audiology assessments were updated and on file.

- All student files in Code F contain a Minnesota Compensatory Skills Checklist.
- Evidence confirms need of SLP reassessments for four students in Category F next year.
- The Special Education Funding: Parent/Guardian Confirmation Forms are within student files.
- Student files are organized by specific sections and conducive to a review. Data was readily available, documentation dated, relevant, and current.
- The IEP format contained all required elements.
- Each IEP contained unique goals, strategies, and evaluation methods reflective of the specific needs of each individual student.
- IEP goals and objectives relate to the diagnoses and objectives were all measurable.
- The School includes a present functioning level for each goal domain listed in the IEP (academic, social, emotional, communication, physical, and/or behavioural).
- Key strategies reflected appropriate remediation techniques.
- Strategies and resources are specific to each listed personnel, but not aligned with each objective or the progress evaluations.
- Most but not all evaluation of progress notations are dated.
- Each IEP has an assignment/assessment adaptation page attached to the IEP. The SEEC noted various personnel responsible embedded in this document.
- While the level of service provided at the school level is not identified in the IEP, the School does maintain a Summary of Support Services form outlining student services.
- The School reports IEP's are reviewed three times a year with ongoing remarks, evaluations, and notes embedded.
- IEPs generally incorporate recommendations from various assessment or medical reports.
- Transitions are addressed at the end of the year for all students on IEPs.
- The School consistently utilizes the Catholic Diocese of Prince George issued Mid-Year Review Form recording the successes and challenges of the term, and recommendations for the rest of the year.
- The School utilizes:
 - IEP Meeting Forms
 - Term Review Forms For Student Based Team Meetings
 - Action Plan Forms
 - Learning Assistance Running Records Of Progress and Term Reports
 - Learning Assistance Staff Meeting Form and Minutes Notes
 - Deaf or Hard of Hearing Checklists
 - Report Forms for the TDHH
 - Conference Records
 - Ministry Planning Support Tools and Checklists
 - Special Education Checklists
- Evidence supports ongoing collaboration with Provincial teams, learning support specialists within the Catholic Diocese of Prince George, therapists, psychologists, pediatricians, complex developmental teams, parents and all school based staff.
- Report cards do not identify when a child is on an IEP or receiving an adapted or modified program. Report cards are not reflective of the functioning levels noted in the IEPs. Impact on learning is not evident through these documentations.
- Inclusions are absent on the Permanent Record Card.

Recommendations:

The auditors recommend that:

- The School continue with the documentation of communications, checklists, meetings, and planning tools in practice.
- The School maintain the present level of thoroughness given to IEP development and reviews.
- The School ensure the addendum report for the student claimed in Code K is attached to the psychoeducational assessment. Notes in the student file confirm reassessment plans for next year. The SEEC endorses a spring reassessment timeline.
- The School consider attaching the *Special Education Funding: Parent/Guardian Confirmation Form* to the IEP.
- Students with dated SLP reports receive reviews/reassessments next year as planned.
- The School ensure processes are in place for annual review of impact on learning and for delisting students when they no longer meet category placement.
- Documentation of the level, amount/frequency, and duration of student service be clearly recorded in the IEP.
- IEPs objectives, responsible personnel, strategies and methods of evaluation be aligned.
- Date every IEP evaluation of progress notation.
- Report and assessment recommendations be integrated into every IEP.
- Report Cards be reflective of adaptations and modifications, and progress/functioning level consistent with the IEP.
- All inclusions be recorded on each Permanent Record Card, as per Ministry requirements and guidelines.

Auditors' Comments

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