



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

2014/15 Special Education Evaluation Committee Review

REPORT

Surrey Muslim School (036 96675)

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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 Surrey Muslim School on March 5, 2015.

Prior to the file reviews, an entry meeting was held with school assigned staff Ebrahim Bawa (Principal) and the Resource Teacher, Trisha Shlakoff. The SEEC interviewed school staff to enquire about the Independent School Authority's policies, procedures and programs.

The Principal shared the following:

- The School has a dedicated resource teacher.
- Students may require access to the public school system and this is encouraged when it is necessary. This occurs when some needs cannot be met at this school.
- Remedial support is expected from the regular classroom teachers.
- Students arrive at the School with a designation and their records.
- Assessment is on-going to ensure student progress.
- IEPs are done by teachers making a plan and sending a questionnaire to parents who then respond with concerns if there are any.

Surrey Muslim School reported five 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 category:

Student Claims	Category
1	Category C (Moderate to Profound Intellectual Disability)

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

Student Claims	Category
1	Category P (Gifted)
3	Category R (Moderate Behavior Support/Mental Illness)

An exit meeting was held with the Principal and the Resource 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:

The one student file reviewed in Code C was recommended for reclassification to Regular Education unless there is evidence of a cognitive assessment for the 2015/16 school year.

The one student file reviewed in Code P was not recommended for reclassification. The evidence met the criteria for Code P.

Of the three student files reviewed in Code R, one student claim had documentation to meet criteria. One student claim was recommended for reclassification to Code Q as documentation aligned with Learning Disabilities. One student claim had no evidence of an IEP and was recommended for reclassification to Regular Education.

The auditor found that:

- One student claim for Code C did not contain cognitive assessment evidence. The Principal contacted the parent who advised they were making attempts with the previous school to obtain the assessment. There was no recommended adjustment in this instance only as it was verified that the service requirements were being met. To align with the Special Education Manual of Policies, Procedure and Guidelines requirements, this student requires a cognitive assessment to support the Moderate to Profound Intellectual Disability category, or be reclassified to regular education in the 2015/16 school year.
- One student claim for Code R did not have evidence to meet the criteria for placement in this category. The IEP goals and objectives were consistent with Learning Disabilities and was reclassified to Code Q.
- One student claimed in Code R had no IEP although documentation on the assessment showed severity for the category. While behaviour has shown some improvement according to his teacher, an IEP is required in accordance with the Special Education Manual of Policies, Procedure and Guidelines with service and support aligning with the criteria for

Code R. Without an IEP, the student was recommended for reclassification to regular education.

Recommendations:

The auditor recommends that:

- The School report student claims in Code C only if they meet the criteria listed in the Special Education Manual of Policies, Procedures and Guidelines for that category. Assessment documentation is required showing the student's intellectual functioning is three or more standard deviations below the mean on an individually administered Level C assessment and assessment documentation shows there are limitations of a similar degree in two or more adaptive skill areas.
- The School ensure there is documentation in place to verify their due diligence obtaining or attempting to obtain required diagnosis for low incidence student claims reported for funding.
- The School ensure any student classified with a Special Needs classification have an IEP on file to support the category as specified in the Special Education Manual of Policies, Procedures and Guidelines, including those students in all the high incident categories.
- Documentation of the level of service given to students be clearly recorded in the IEP.
- The School report only those student claims who meet the criteria for the category in which they are claimed and ensure the students are receiving special education support services to address the needs identified in the assessment information that are beyond those offered to the general population.
- The School report only student claims in each category when there is documentation to verify criteria of the special education category has been met, and that a plan for the delivery of these special education services are in evidence at the time of the required claim.
- The School ensure that all student files contain dated evidence supporting the placement of a student in a category.

Auditors' Comments

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