



**Ministry of Education
Resource Management Division**

2018/19 Special Education Enrolment Audit

AUDIT REPORT

GLENLYON NORFOLK (06196021)

2018/19 SPECIAL EDUCATION ENROLMENT AUDIT REPORT GLENLYON NORFOLK (06196021)

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 2018/19 school year, the Ministry of Education conducted Special Education enrolment audits, in selected schools recommended by the Office of the Inspector of Independent Schools (OIIS), to verify reported enrolment on Form 1701.

Purpose

The purpose of the Special Education enrolment audit 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 audit 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 \(April 2016\)*](#).

Description of the Compliance Audit Process

A compliance audit was conducted on March 4 2019 at Glenlyon Norfolk School.

Prior to the file reviews, an entry meeting was held with the Head of School, Principal of the Middle School, Principal of the Junior School, two Department Heads, and five Learning Strategies Teachers. The audit team interviewed school administrators and staff to enquire about the Independent School Authority's policies, procedures and programs.

Glenlyon Norfolk School reported 77 students in special education categories at the Fall 2018 Form 1701 data submission. For the purposes of this audit ten student records were reviewed in the following low incidence special needs categories:

Headcount	Category
1	Category C (Moderate to Profound Intellectual Disability)
2	Category D (Physical Disability or Chronic Health Impairment)
6	Category G (Autism Spectrum Disorder)
1	Category H (Intensive Behaviour Intervention or Serious Mental Illness)

25 student records were also reviewed in the following high incidence special needs categories:

Headcount	Category
1	Category P (Gifted)
24	Category Q (Learning Disability)

An exit meeting was held with the Head of the School, Principal of the Junior School, two Department Heads, and two Learning Resource Teachers on March 4, 2019. The auditors reviewed the purpose of the audit and the audit criteria, explained the audit reporting process, reported their findings, and expressed appreciation for the assistance provided.

Observations

There were no recommended reclassifications for the student files reviewed by the auditors.

The auditors found that:

- The student files were available in both paper and digital format and were arranged alphabetically by category. Laptops were available for the auditors and access to the data was readily available.
- The files were comprehensive. All the documentation required for verification of the criteria was contained in the student file under the following headings: Screening/Referral Forms; Student IEP; Medical Documents; Professional Assessments; School Based Assessments and Planning; Behavior; Parent Information and Meeting Notes/Emails; Adjudication/Other.
- The diagnostic information was relative to each category claim and contained current, pertinent and dated evidence required to support the criteria for each category.
- The IEPs were current and comprehensive with diagnostic information thoroughly summarized.
- Goals on the IEP were specific to the category claim. The objectives were measurable. The methods for measurement and evaluation were clearly defined and documented.
- The services provided to the students were appropriate to the category in which the student was claimed.
- There was evidence the students were receiving a program that corresponded to the individual needs outlined in the IEP and reflected recommendations made in a variety of assessment reports.
- The IEP contained Assistive Technology goals in most of the student files as well as transition plans, where appropriate.
- The Special Education Funding Confirmation Form was found consistently in the student files.
- There were other forms which contained useful information to verify criteria was being met. These included: Special Education Evaluation Committee (SEEC) Review Documentation/Clarification Sheet; IEP Review Checklist; Learning Support Meeting Notes; and Education Assistant Weekly Updates.
- The Instructional Support Planning Process Document was found in every student file and contained additional evidence to support the category claim.
- There was evidence of ongoing reviews of students with special needs designations to ensure they still met criteria for placement in the category they were claimed.

Recommendations:

The auditors recommend that:

- The School continue with their established exemplary practises to ensure students identified with special needs receive the programming, educational adaptations and services consistent with the category in which they are claimed.

Auditors' Comments

The auditors express their appreciation to the school staff for their cooperation and hospitality during the audit.