



**Ministry of Education
Knowledge Management & Accountability Division**

2015/16 Special Education Enrolment Audit

AUDIT REPORT

**BRITISH COLUMBIA CHRISTIAN ACADEMY
(043 96579)**

2015/16 SPECIAL EDUCATION ENROLMENT AUDIT REPORT
British Columbia Christian Academy (043 96579)

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 2015/16 school year, the Ministry of Education through the Office of the Inspector of Independent Schools (OIIS) conducted Special Education enrolment audits, in selected schools, 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 \(September 2013\)*](#).

Description of the Compliance Audit Process

A compliance audit was conducted at British Columbia Christian Academy on March 4, 2016.

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

British Columbia Christian Academy reported 27 students in special education categories at the Fall 2015 Form 1701 data submission. For the purposes of this audit, 17 student records were reviewed in the following low incidence special needs categories:

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

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

Student Claims	Category
10	Category Q (Learning Disability)

The Learning Resource Director explained how the learning support program had been five years in the making, outlining the support process and service delivery model for low and high incidence special needs students. The file review process did not encounter issues requiring student visits. The Learning Resource Director was able to provide the auditor with evidence when clarification was required.

The Learning Resource Director alerted the auditor to one student who had left the school early in October. File information was presented for viewing. The auditor was advised that the student reported in Code H had been released early in the school year from their outside counseling agency.

An exit meeting was held with Mr. Ian Jarvie (Head Principal), Ms. Evangeline Torres (Learning Resource Director), and Ms. Beth Peters (Elementary Principal) on March 4, 2016. The auditor reviewed the purpose of the audit and the audit criteria, explained the audit reporting process, reported the findings, clarified any outstanding issues, discussed reclassifications for the 2015/16 school year, and expressed appreciation for the assistance provided.

Observations

There were no recommended reclassifications for the two student files reviewed by the auditors in Code C.

Of the five student files reviewed by the auditors in Code D:

- One student was recommended for reclassification to Code H.

There were no recommended reclassifications for the nine student files reviewed by the auditors in Code G.

The one student file reviewed by the auditors in Code H was recommended for reclassification to Regular Education.

Of the ten student files reviewed by the auditors in Code Q:

- One student was recommended for reclassification to Regular Education.

The auditor found that:

- One Grade 12 student reported in Code C was receiving minimal services at the request of the parent. The School had scheduled SEA support into a few areas of the timetable. If the student is returning next year, do not report the student in this category unless there is evidence of ongoing special education services in place, proportionate to need.

- One full-time kindergarten student reported in Code D left the school in October. There was no IEP in the file or at the time of the Fall submission, in accordance with the Form 1701: Student Data Collection, Completion Instructions for Independent Schools. There was evidence of several attempts to set up an IEP planning session, written communications regarding IEP programming, a behavioural and safety plan, and a functional behavioural assessment. Service provision of a full-time SEA, learning assistance and 80 minutes a week of in-class consultation were recorded on the School's summary of support services.
- One student claim for Code H did not have evidence to meet the criteria for placement in the Intensive Behaviour Interventions/Serious Mental Illness Category. The student's mental health assessment stated treatment had been completed and the mental health condition was in remission. The parent refused both to provide any other documents and to consult about preparation of the IEP. No IEP was developed, nor was there evidence of cross-agency planning. The report card did not reflect any concerns associated with Code H or any other classification requiring services or support.
- One student reported in Code Q did not have evidence to meet the criteria for placement in the Learning Disabilities Category. The assessment outlines relative weaknesses in two academic areas and attention, but rules out a Learning Disability.
- Many students claimed in Code G have had assessment designations from a qualified specialist, as opposed to a BC Autism Assessment Network. Assessments note that the parents are provided with the Non-BCAAN form. The School files have assessments, but do not contain the Non-BCAAN forms.
- The student files are organized in binders by year and subcategories, data readily available, documentation dated and extensive, and generally current. Occasionally, it took time to locate the assessments within the various years' subsections.
- A number of files contain communications with various community professionals initiating assessments on behalf of parents, requesting planning information, or providing academic history.
- Evidence of Learning Assistance assessments, functional behaviour assessments and safety plans are in files.
- The IEPs do not consistently contain transition information for students in the graduation program, otherwise all elements of the IEP as laid out in the Special Education Manual of Policies, Procedure and Guidelines are included, comprehensive and well organized with linkage between sections.
- Most IEPs are written to reflect the specific needs of each individual student and are reflective of the identified categories. In Code D, physical goals were at times nominal to need.
- The goals, prescriptive intervention programs, accommodations and strategies are specific, abundant, and often replicated recommendations from various assessment or medical reports.
- SEAs are not added to the support team listings on the IEP.
- IEPs for Code Q students are in a slightly different format and completed to a different degree of comprehensiveness. The student profile information with adaptations and accommodations was explicit and extensive. The strategies and methods of measuring progress sections were intermingled. Often goals are recorded but not measurable outcomes.
- Services, their frequency and level of service, are well-documented through the IEP, and through both a school and an individual budget.

- Services are wide-ranging and shared payment arrangements with parents are housed in each student file.
- Therapists are providing assessments, consults, and intervention.
- Learning Assistance is available to unfunded and funded students at all grade levels.
- All the student files reviewed contained evidence of the school using a best practice of maintaining a reassessment cycle in partnership with the parent.

Recommendations:

The auditor recommends that:

- BC Christian Academy continue using the various documentation of communications, checklists, meetings, and planning tools in practice.
- The School ensure any 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.
- The School ensure any student claimed in Code H with a mental health diagnosis has evidence to support the diagnosis, has an IEP in place, and planning is coordinated as specified in the Special Education Manual of Policies, Procedures and Guidelines.
- In order to identify a student in a Special Needs category at the time of the Fall 1701 submission a current IEP must be in place dated after September 30, of the previous year. Next year ensure all students identified have current IEPs developed.
- The School report only student claims in each category when there is evidence to verify criteria has been met.
- Flagging the pertinent assessment documentation within the student file binders would be helpful when the school is conducting an annual designation review.
- Transitional goals are integrated into IEPs for designated students at the graduation program level.
- The School review IEPs to ensure measurability is added to those objectives where it is absent, designated SEAs are added as team members, and Code D goals align more closely or extensively with the physical needs of the students.

Auditor's Comments

The auditor expresses appreciation to the School staff for their cooperation and hospitality during the audit.