



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

2015/16 Special Education Enrolment Audit

AUDIT REPORT

**Kenneth Gordon Maplewood School
(044 96204)**

2015/16 SPECIAL EDUCATION ENROLMENT AUDIT REPORT KENNETH GORDON MAPLEWOOD SCHOOL (044 96204)

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 Kenneth Gordon Maplewood School on February 10, 2016.

Prior to the file reviews, an entry meeting was held with school assigned staff and the auditor.

The school staff assigned to the audit included: Dr. J. Christopher (Head of School), Marie Walter (Principal-Deputy Head of School) and Laura Magee (Director of Student Services).

The programs and services that the School offers were outlined in the meeting and include:

- Instructional, Environmental and Assessment Accommodations
- Orton-Gillingham Tutoring (daily one-on-one for students in Kindergarten to Grade 8)
- Social Emotional Learning Support
- Educational Psychologist (1.5 days per week)
- Psychology Intern- UBC (two days per week)
- Speech Language Pathologist (three days per week)
- Occupational Therapist who provides training and advises staff (one day every other week)

Kenneth Gordon Maplewood School reported 144 students in special education categories at the Fall 2015 Form 1701 data submission. For the purposes of this audit, 27 student records were reviewed in the following low incidence special needs categories:

Student Claims	Category
1	Category C (Moderate to Profound Intellectual Disability)
8	Category D (Physical Disability or Chronic Health Impairment)
1	Category F (Deaf or Hard of Hearing)
17	Category G (Autism Spectrum Disorder)

The School staff were readily available to address any questions or concerns. The files were accessible and in good order.

An exit meeting was held with Dr. Christopher, Ms. Walter and Ms. Magee on February 10, 2016. The auditor reviewed the purpose of the audit and the audit criteria, explained the audit reporting process, reported their findings, clarified any outstanding issues, discussed reclassifications for the 2015/16 school year, and expressed appreciation for the assistance provided.

Observations

There was no recommended reclassification for the student file reviewed by the auditor in Code C.

Of the eight student files reviewed by the auditor in Code D:

- One student claim was recommended for reclassification to Code Q

There was no recommended reclassification for the student file reviewed by the auditor in Code F.

There were no recommended reclassifications for the 17 student files reviewed by the auditor in Code G.

The auditor found that:

- Although there was evidence of an overarching statement in the School’s special education services policy of the accommodations (instructional, environmental, assessment) that all students received, there was no evidence stated in the individual student’s IEP of those accommodations that were specific to the student and the designation. When brought to the attention of the administration team, the Principal and Resource Teacher requested to review the files and revised the IEP goals which corresponded to the category in which the student was identified. For this audit finding there were no recommended adjustments in this instance only as it was verified that services were provided but not appropriately recorded in the IEP.

- The assessment for one student claim reported in the Physical Disability or Chronic Health Impairment Category (Code D) did not meet the criteria for this classification as outlined in the Special Education Manual of Policies, Procedure and Guidelines. The evidence did support placement in the Learning Disabilities Category (Code Q). The student had been diagnosed with DCD and the physician concluded that the DCD “*impacts his ability to write things quickly*”. The IEP goals focused on fine motor skills and did not address the complexity required for a Code D classification. The IEP goals did support the criteria aligned with Code Q.
- For the Code D files there was no evidence in individual student IEPs of the specific accommodations the students received or aligned with the designation.
- A student claim in the Deaf or Hard of Hearing category did not have evidence in the IEP of goals corresponding to the category. The IEP goals were revised to include: FM system use, specific supports and involvement of the Itinerant Teacher for the Deaf and Hard of Hearing.
- Clarifications were required for three student claims in the Autism Spectrum Disorder Category (Code G) to identify how the IEP goals corresponded to the reported category. The IEP goals were revised to include: social interaction, peer communication, social skills, life skills and direct support.
- One student who was claimed in the Autism Spectrum Disorder Category (Code G) transferred out of the school in October 2015. It was verified that the student was present and had an IEP from the previous school year as well as a current IEP for the September 2015 reporting period.
- While appropriate service provision was in place, in many of the Code D IEPs, the goals did not correspond to the category claimed.
- In the majority of cases the evidence required to support the various categories was available, yet was not always identified in the file for the following reason:
 - The IEP goals were not specific to the category in which the student was identified.
 - The collective descriptor of the ‘Learning Environment’ was not specifically stated for individual students.
 - There was no evidence of the use of the Instructional Planning Tool for any of the audited categories.
 - Outside agency supports/involvement was not always documented in the files.
- Medical reports and assessments were documented in the files.
- Teaching strategies and assessment methods to monitor outcomes were stated in the IEPs.

Recommendations:

The auditor recommends that:

- The School ensure 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 IEPs contain individual goals that reflect the category in which the student is claimed.

- The School consider the use of the Instructional Planning Tools (Codes: D, G and H) in developing IEP's. The Instructional Planning Tools provide indicators of student needs and complexity across four domains.
- The School ensure all IEPs outline methods for measuring progress in relation to the IEP goals as outlined in the Special Education Manual of Policy, Procedures and Guidelines.
- The School ensure documentation of the level and amount of service given to students be clearly recorded in the IEP. Service/involvement that a student is receiving from an outside agency be clearly reported in the IEP.
- The administrative team undertake a compliance workshop, as further training in the development of IEP's, to align reporting in accordance with the Ministry of Education's directives.

Auditor's Comments

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