



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

2015/16 Special Education Enrolment Audit

AUDIT REPORT

SCHOOL DISTRICT No. 19 (Revelstoke)

2015/16 SPECIAL EDUCATION ENROLMENT AUDIT REPORT SCHOOL DISTRICT No. 19 (Revelstoke)

Background

The Ministry of Education funds boards of education based on the boards' reported enrolment as of September 30th each year and supplemental Special Needs classifications in September and February. The boards report students with special needs to the Ministry on *Form 1701: Student Data Collection* (Form 1701).

In the 2015/16 school year, school boards reported 26,633 students enrolled in the low incidence supplemental special education funding categories at September 2015. School District No.19 (Revelstoke) reported 45 students in the supplemental special education funding categories as of September 30, 2015. For the purpose of this compliance audit, School District No. 19 (Revelstoke) reported, four student claims in the Moderate to Profound Intellectual Disability Category (Code C), 17 student claims in the Physical Disability or Chronic Health Impairment Category (Code D), two student claims in the Visual Impairment Category (Code E), 19 student claims in the Autism Spectrum Disorder Category (Code G), three student claims in the Intensive Behavior Intervention/Serious Mental Illness Category (Code H), two student claims in the Mild Intellectual Disabilities Category (Code K), 50 student claims in the Gifted Category (Code P), 80 student claims in the Learning Disabilities Category (Code Q) and one student claim in Students Requiring Behaviour Support or Students with Mental Illness Category (Code R).

The Ministry of Education annually conducts Special Education enrolment audits, in selected school districts, to verify reported enrolment on Form 1701. School districts are selected for audit based on a variety of factors, including the length of time since their last audit, the district's incidence levels compared to the provincial incidence levels, and changes in enrolment.

Purpose

The purpose of the Special Education enrolment audit is to provide assurance to the Ministry of Education and boards of education that school districts are complying with the instructions contained in [*Form 1701: Student Data Collection, Completion Instructions for Public Schools*](#) and Ministry policies are being followed. The audit also provides assurance that the students reported are receiving the service and 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 Audit Process

A Special Education enrolment audit was conducted in School District No.19 (Revelstoke) during the week of February 22, 2016.

An entry meeting was held on February 22, 2016 with the Superintendent, Principals from the Elementary and Secondary schools, a secondary school Vice Principal, the District's Educational

Psychologist and two Learning Resource Teachers. Daily meetings with the Superintendent were held to present preliminary findings related to the contents of files.

Prior to the file reviews, the auditors interviewed District staff to enquire about the District's policies, procedures and programs. The auditors were provided with a PowerPoint presentation which gave an overview of the District's services and programs. The Superintendent reviewed the District's Student Services Handbook which outlines staffing, policies and procedures, and guidelines. Also provided was the Education Assistant/Personal Care Attendant Handbook with information relating to the policies, procedures and guidelines of an Education Assistant or Personal Care Attendant. Information was presented with data regarding staffing, student services, community resources including outside agency involvement and other pertinent information.

A sample of four student files in Moderate to Profound Intellectual Disabilities (Code C), 17 student files in Physical Disability or Chronic Health Impairment (Code D), two student files in Visual Impairments (Code E), 19 student files in Autism Spectrum Disorder (Code G), three student files in Intensive Behavior Interventions/Serious Mental Illness (Code H), two student files in Mild Intellectual Disabilities (Code K), 50 student files in Gifted (Code P), 80 student files in Learning Disabilities (Code Q), and one student file in the Moderate Behaviour Supports/Students with Mental Illness (Code R) special needs categories were reviewed and evaluated to determine if the students in these categories were accurately reported on Form 1701.

The file review process did not encounter issues requiring school visits. Meeting daily with the Superintendent enabled the audit team to keep the District staff apprised of the audit progress.

An exit meeting was held with the Superintendent, the Secretary Treasurer, School Principals, a Vice Principal, the District Vice-Principal of Technology, the District's School Psychologist, the District Counsellor (Elementary), the District Speech and Language Pathologist and nine Learning Support Teachers from various schools in the District on February 24, 2016. The auditors reviewed the purpose of the audit and the audit criteria, explained the audit reporting process, reported their findings, clarified any outstanding issues and expressed appreciation for the assistance provided.

Observations:

There were no recommended reclassifications for the student claims reviewed.

The auditors found that:

- The evidence was easily accessible, labeled clearly, and arranged in alphabetical order. The files were well-organized all in the same manner enabling the required information to be accessed in a timely manner.
- The content of the student files was well organized, data was readily available with documentation dated and current.
- Evidence in the School Based Team minutes identified regular reviews of student designations undertaken throughout the year.

- There was evidence of procedures for the regular review of psychoeducational assessments and these were consistently updated for category confirmation and to inform support levels and programming.
- The IEP template was clear and contained all the requirements.
- The Student Services Handbook was a comprehensive document containing all processes and procedures relating to student support services in the District.
- The Education Assistant/Personal Care Attendant Handbook was very thorough and contained information on all aspects of employee roles and responsibilities in the District.
- The IEP goals, measurable objectives and services addressed the needs of the students and corresponded to the categories in which the students were reported. There was evidence that IEP goals were reviewed at regular intervals.
- There were a number of District-developed forms that were used consistently and contained the relevant criteria evidence. These included: IEP format, History of Behavior Interventions, School-Based Team Forms, Referral Forms, Incidence Forms, Safety Plans, Behaviour Contracts, Integrated Case Management Meeting notes, and Children in Care Monitoring Form.
- The District is utilizing programs to support struggling learners including Precision Reading, Balanced Literacy, Phonographix, Earobics, Soar to Success and Fast ForWord,
- Documentation outlined many District processes including:
 - the designation and removal process for students reported in Special Education categories;
 - the district/school-wide student screening processes;
 - student referral processes for other services including counselling, SLP, OT, PT, Homebound, referrals for psycho-educational assessments and re-assessments;
 - integration of community services at school and home; and
 - data collection on student achievement used to guide support services and mediations with an emphasis on early intervention.

Recommendations:

The auditors recommend that:

- The District maintain their high standards of student identification, supports and programming for students with special needs.
- The District maintain the commendable level of service and documentation that was presented and identified during the audit.
- The District continue with the processes in place to meet the individual needs of the students.

Auditors' Comments

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