



**Ministry of Education
Resource Management and Corporate Services Division
School District Financial Reporting Unit**

2016/17 Special Education Enrolment Audit

AUDIT REPORT

Agassiz Christian School (078 96105)

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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 2016/17 school year, the Ministry of Education conducted Special Education enrolment audits, in selected schools recommended by the Office of the Inspector of Independent Schools (OIS), 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 at Agassiz Christian School on January 16, 2017.

Prior to the file reviews, an entry meeting was held with school assigned staff. The auditor interviewed Mr. John Zuidhof (Principal) and Ms. Heather Stace-Smith (Special Education Coordinator) to enquire about the Independent School Authority's policies, procedures and programs.

Agassiz Christian School reported 11 students in special education categories at the Fall 2016 Form 1701 data submission. The Principal indicated there were two additional Category Q designated files but these were not indicated on the Form 1701 and were not required for the audit. For the purposes of this audit, nine student records were reviewed in the following low incidence special needs categories:

Headcount	Category
7	Physical Disability or Chronic Health Impairment (Code D)
2	Autism Spectrum Disorder (Code G)

Two student records were also reviewed in the following high incidence special needs category:

Headcount	Category
2	Learning Disability (Code Q)

The review process encountered one student file reported in Code D requiring a discussion to provide further evidence that the student exhibited an array of complex needs which significantly impact the student's education and achievement.

An exit meeting was held with Ms. Heather Stace-Smith on January 16, 2017. The Principal was not available to attend the exit meeting. 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 2016/17 school year, and expressed appreciation for the assistance provided.

Observations:

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

- one student was recommended for reclassification to Code Q
- one student was recommended for reclassification to Regular Education.

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

There were no recommended reclassifications for the two student files reviewed by the auditor in Code Q.

The auditor found that:

- Two student claims for Code D did not have sufficient evidence to meet the Special Education Services Manual of Policies, procedures and Guideline's criteria for placement in the Physical Disability/Chronic Health Impairment category. Both students were appropriately assessed by an occupational therapist (OT) and diagnosed with Developmental Coordination Disorder (DCD) by a pediatrician. In both cases the same pediatrician claimed the students met the criteria for a Physical Disability/Chronic Health Impairment designation. However, for one student, there was no further evidence of complex diagnoses in addition to the DCD. For the other student, there was an additional diagnosis of a Specific Learning Disorder. Both instances lacked the diagnostic complexity and evidence that the chronic health impairment seriously impacts the students' education and achievement.
- The student files were well organized, data was readily available, and documentation was dated and current.
- The IEPs were current and reviewed regularly. Meeting notes were recorded directly on the IEP.
- An IEP Checklist is used by the School to monitor IEP goals and ensure these are addressed daily.
- There was some use of the Instructional Support Planning Tool for Code D student files.
- The School appeared to be well connected to the Fraser Valley Child Development Centre (FVCDC) and makes good use of available resources.

Recommendations:

The auditor recommends that:

- The School formally track or document behaviour incidences or episodes (e.g., incidence reports, office referrals) as evidence of a student's behaviour or social-emotional functioning.
- The School ensure any student claims in Code D meet the criteria listed in the Special Education Services Manual of Policies, Procedures and Guidelines for that category. Students reported in Code D with DCD require additional documentation to demonstrate diagnostic complexity and evidence that the chronic health impairment seriously impacts the students' education and achievement.
- The School continue to maintain the commendable documentation that was presented and identified during the audit.
- The School ensure there is documented evidence of IEP meetings and to include information that is not evident directly in the IEP (i.e., members present at the meeting, assessment updates, action plan, etc.)
- The School use the Instructional Planning Tools for Code D, Code G and Code Q in its entirety as an aid for program planning.
- The School continue its relationship with and utilization of services from the Fraser Valley Child Development Centre (FVCDC).
- The School continue with the processes in place to meet the individual needs of the students.

Auditor's Comments

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