



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

**2016/17 Special Education Enrolment Audit**

**AUDIT REPORT**

**FRASER VALLEY ADVENTIST ACADEMY  
(035 96061)**

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**Background**

The Ministry of Education funds Independent School Authorities based on the Authorities' reported enrolment as of September 30<sup>th</sup> 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 (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 at Fraser Valley Adventist Academy on February 21, 2017.

Prior to the file reviews, an entry meeting was held with the Principal, Vice Principal and School Accountant. The auditor interviewed the School administrators to enquire about the Independent School Authority's policies, procedures and programs.

Fraser Valley Adventist Academy reported eight students in special education categories at the Fall 2016 Form 1701 data collection period. For the purposes of this audit, four student records were reviewed in the following low incidence special needs categories:

<b>Headcount</b>	<b>Category</b>
3	Physical Disability or Chronic Health Impairment (Code D)
1	Autism Spectrum Disorder (Code G)

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

<b>Headcount</b>	<b>Category</b>
2	Mild Intellectual Disability (Code K)
1	Gifted (Code P)
1	Moderate Behavior Support/Mental Illness (Code R)

The auditor was provided with the following School documents:

- Special Education Policy,
- Delivery of Special Education Services Policy,
- Delivery of Special Education Services Process,
- A letter stating contracted Occupational Therapy services,
- A list of students who receive: educational assistants, learning assistant, speech/language therapy and occupational therapy, and
- Educational Assistant Assignments (daily schedule).

An exit meeting was held with the Principal and Vice Principal on February 21, 2017. The auditor 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 files reviewed by the auditors.

The auditor found that:

- In all categories, the Student Base Funding Allocations checklists were dated 2004.
- The IEPs for students in all classifications were very detailed and included (where applicable): medical information, formal and informal assessments, goals, objectives, criteria for measuring the objectives as well as ‘who and where’ responsibilities.
- In all classifications there was a daily schedule of Educational Assistant support.
- For a student reported in Code P there was a clarification requested for evidence to verify student met the criteria of exceptionally high capability. The School was able to present evidence that the student presented exceptionally high capabilities in drama, gymnastics and English. There was evidence of teacher observations and records of the student’s achievement.
- There were verification requests for both students reported in Code K.
  - For one student claim a request was made for evidence of “*limitations of a similar degree in 2 or more adaptive skill areas*”. The norm referenced measure of adaptive behaviour indicated that the student’s adaptive skills were ‘at risk’. The School was able to provide evidence of an interview with the student’s parents indicating the student’s adaptive skills at home (self-care, helping with simple household tasks) were limited. The School acknowledged that there would need to be adequate norm-referenced testing of adaptive skills.
  - For one student claim a request was made for evidence of “*limitations of a similar degree in 2 or more adaptive skill areas*”. The norm referenced measure of adaptive behaviour was completed six years ago and was within the low/average range. The School was able to provide teacher observations of the student’s limitations in self-care, caring for his belongings and communication skills. The School acknowledged that they would pursue fully-updated cognitive and adaptive assessments.

### **Recommendations:**

The auditor recommends that:

- The School use the most recent Student Base Funding Allocations checklist.
- The School ensure students reported in Code K have updated norm referenced measures of adaptive behaviour.
- The School ensure all student files have appropriate detailed assessments that support the recommendation of the student for the reported category in accordance with the criteria outlined in the Special Education Services Manual of Policy, Procedures and Guidelines.
- The School maintain the commendable level of service and documentation that was presented and identified during the audit.
- The School continue with the processes in place to meet the individual needs of the students.

### **Auditor's Comments:**

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