



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

2016/17 Special Education Enrolment Audit

AUDIT REPORT

**HONOUR SECONDARY SCHOOL
(03696900)**

**2016/17 SPECIAL EDUCATION ENROLMENT AUDIT REPORT
HONOUR SECONDARY SCHOOL (03696900)**

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 Honour Secondary School on February 15, 2017.

Prior to the file reviews, an entry meeting was held with the Principal, Program Supervisor and Manager of Youth Services. Following introductions, the purpose of the audit was reviewed and the audit process was described. The auditor interviewed the Principal and staff to enquire about the Independent School Authority's policies, procedures and programs. The organization of student files and online case management notes were also discussed.

Honour Secondary School reported 11 students in special education categories at the Fall 2016 Form 1701 data collection period. For the purposes of this audit, 10 student records were reviewed in the following low incidence special needs categories:

Headcount	Category
1	Physical Disability or Chronic Health Impairment (Code D)
9	Intensive Behaviour Intervention or Serious Mental Illness (Code H)

One student record was also reviewed in the following high incidence special needs category:

Headcount	Category
1	Moderate Behavior Support/Mental Illness (Code R)

The information in the files and in the online case management notes was complete and thorough. Meeting with the Principal enabled the auditor to keep the School staff apprised of the audit progress.

The file review process did not encounter issues requiring class visits. The file review process identified comprehensive service delivery for the students. The auditor was given the opportunity to observe a number of these students engaged in learning activities that were described in their IEPs.

An exit meeting was held with the Principal, Program Supervisor and Manager of Youth Services on February 15, 2017. The auditor reviewed the purpose of the audit and the audit criteria, explained the audit reporting process, reported the 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 auditor.

The auditor found that:

- The student files were well organized and online case management data was readily available.
- All student evidence contained appropriate and updated assessments related to the category in which the students were claimed.
- A functional behaviour assessment was completed annually for all students.
- All IEPs contained the information as specified in the Special Education Services Manual of Policies, Procedures and Guidelines. The frequency and level of service provided was clearly outlined in the IEPs.
- All IEPs contained goals and measurable objectives and specific strategies that corresponded to the category in which the students were identified.
- The IEPs were written to reflect the specific needs of each individual student and contained methods for measuring the objectives.
- Various school forms were used to track progress toward IEP objectives and IEP Progress Reports were completed.
- The Instructional Support Planning Process document was used consistently for each student and there was evidence that these were linked to the development of IEP goals.
- The Special Education Funding: Parent/Guardian Confirmation Form was signed and included in each of the student files.
- In addition to attending IEP meetings, the Parents/Guardians provided specific input into the IEPs by completing the school's *Parent/Guardian/Caregiver Input Form*, prior to IEP meetings. This Form included information about student achievements, progress, concerns, goals, likes and ways to support learning.
- The School accessed a variety of unique programs as part of the wraparound services for students claimed in Code H. Some of the support services included: Probation Officers, Community Work Service Support Workers, Family Support Workers, Ministry of Children & Family Development (MCFD) Social Workers, and Intensive Supervision and Support Workers through the MCFD Custody Centre and Options programs.

- There were thorough records of meetings, communication and action plans. These were shared amongst members of the wraparound service team by means of daily anecdotal case management notes, emails and meeting notes. There was extensive documentation related to serious behaviour including: incident reports, safety plans and threat assessments.
- Every two months an update report was prepared by the School and shared with Probation Officers and Key Workers. These reports provided details about positive behaviours exhibited by the student, the level of attendance, the transition and IEP goals worked on, as well as Counsellor observation notes.
- There were several forms that were use consistently and provided the evidence to confirm student claims met criteria. These included:
 - Confidential Referral Form (completed by Probation Officers)
 - Functional Behaviour Assessments
 - Case Management Notes (completed daily and shared with wraparound services)
 - Update Reports (shared with the integrated case management team)
- Programs were individualized for every student based on identified needs and goals. There was opportunity given for the students to provide input about the supports and programming that they felt would help them with making positive choices and growth plans. There was evidence of flexible and individualized programming to suit the interests, needs and motivations of the students and included work experience opportunities, pre-employment skills, community based outings and activities, and holistic support with meeting other needs such as housing, parenting and employment.

Recommendations

The auditor recommends that:

- The School maintain the commendable level of service and documentation that was presented and identified during the audit.
- The School ensure continuation of their practises and programs supporting students with special needs.
- The School ensure professional development occurs to maintain the present level of consistency developing student IEPs.

Auditor's Comments

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