



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

2016/17 Special Education Enrolment Audit

AUDIT REPORT

**JOHN CALVIN SCHOOL
(033 96192)**

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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 John Calvin School on February 27, 2017.

Prior to the file reviews, an entry meeting was held with the Principal, Vice Principal and Special Education Coordinator. Following the introductions, the purpose of the audit was reviewed, the audit process was described and the auditor interviewed the School staff to enquire about the Independent School Authority's policies, procedures and programs.

John Calvin School reported 13 students in special education categories at the Fall 2016 Form 1701 data collection period. For the purposes of this audit, ten student records were reviewed in the following low incidence special needs categories:

Headcount	Category
4	Physical Disability or Chronic Health Impairment (Code D)
4	Deaf or Hard of Hearing (Code F)
2	Autism Spectrum Disorder (Code G)

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

Headcount	Category
3	Learning Disability (Code Q)

The Special Education Coordinator was the main contact throughout the audit and was able to provide the auditor with evidence when clarification was required. Although the file review process did not encounter issues requiring class visits, the file review process encountered one issue requiring a meeting. There was a student reported in Code D in Kindergarten who had a healthcare plan, but there was no IEP. The School subsequently provided an IEP for this student that met the criteria for Code D.

An exit meeting was held with the Principal, Vice Principal and Special Education Coordinator on February 27, 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:

- One student in half-time Kindergarten reported in the Physical Disability/Chronic Health Impairment Category (Code D) did not have an IEP, but only a Health Care Plan. The School subsequently provided an IEP for this student that met the criteria for Code D.
- The diagnostic assessment for one student in Code G was completed in Manitoba and the Autism Spectrum Disorder diagnosis was not verified by a British Columbia specialist.
- The frequency and level of support from professionals such as occupational therapists (OT), physiotherapists (PT) and speech and language therapists (SLP) were not always clearly indicated.
- For six of the IEPs only the month and year were provided as the IEP date. The specific dates were verifiable by IEP meeting dates.
- The IEPs did not contain a method of measuring progress towards IEP goals. Notes of daily anecdotal records made by Educational Assistants were provided to verify evidence of tracking student progress.
- Student files were well organized with dividers and title pages to indicate: registration information, parent consent forms, diagnostic/medical reports, SLP/PT/OT support, Progress reports, communication with parents/guardians, IEP meetings, and IEPs.
- The IEP goals and objectives aligned with the category in which the students were claimed.
- Students in the Deaf and Hard of Hearing Category (Code F) received weekly intervention from a Teacher of the Deaf and Hard of Hearing, and team meetings were regularly held and documented.
- Psycho-educational assessments and speech and language assessments were regularly updated.
- All Parent/Guardian Confirmation forms were signed. The School also supplied parents with forms to provide their input related to their child's IEP goals, school supports and concerns prior to the IEP meeting, as well as during the year.
- The School completed Transition Planning Meetings for all students from year to year that summarized the successes and achievements, successful strategies, areas of focus for goals for the next year and transition strategies.

Recommendations

The auditor recommends that:

- The School ensure that all students claimed in special education categories have IEPs that align with the criteria outlined in the Special Education Services Manual of Policies, Procedures and Guidelines.
- The School ensure that the diagnostic assessment of Autism Spectrum Disorder (Code G) are made by appropriately qualified professionals to meet the BCAAN Standards and the criteria in accordance with the Special Education Services Manual of Policies, Procedures and Guidelines.
- Documentation of the level and amount of service given to students be clearly recorded in the IEP.
- Specific IEP dates be documented on all IEPs.
- The IEP outlines the methods for measuring progress in relation to the IEP goals as stated in the Special Education Services Manual of Policies, Procedure and Guidelines.
- The School maintain the commendable level of service that was presented and identified during the audit.

Auditor's Comments

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