



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

2016/17 Special Education Enrolment Audit

AUDIT REPORT

**KAMLOOPS CHRISTIAN SCHOOL
(073 96280)**

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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 Kamloops Christian School on March 14 to March 16, 2017.

Prior to the file reviews an entry meeting was held with school assigned staff. The auditor interviewed the School Principal, the Vice Principal of Secondary Education, and the two Special Education Coordinators to enquire about the Independent School Authority's policies, procedures and programs. At that interview it was learned that the School's special needs enrollment has been increasing. The School currently employs two Special Education Coordinators who oversee 19 Education Assistants and the inclusive programs at the School, as well as coordinating and overseeing the program of the contracted service provider.

Kamloops Christian School reported 39 students in special education categories at the Fall 2016 Form 1701 data submission. For the purposes of this audit 37 student records were reviewed in the following low incidence special needs categories:

Headcount	Category
1	Physically Dependent (Code A)
4	Moderate to Profound Intellectual Disability (Code C)
3	Physical Disability or Chronic Health Impairment (Code D)
1	Visual Impairment (Code E)
26	Autism Spectrum Disorder (Code G)
2	Intensive Behaviour Intervention or Serious Mental Illness (Code H)

The file review process encountered one issue requiring a meeting. The School contracts with an outside agency to provide services for students in the Autism Category (Code G). This program is located in the same building as the School and works with the School to provide servicing for ten to 100% of the student's program. The interview was held to determine the intake process, the contracted services, the integration model, the qualifications of the staff of the agency and the involvement of the school staff and parents in the program.

An exit meeting was held with the School Principal, the Vice Principal of Secondary Education, the Vice Principal of Elementary Education, and the two special education coordinators on March 16, 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 in Code A, Code C, Code D, Code G and Code H.

The one student file reviewed by the auditor in Code E the student was recommended for reclassification to Code G.

The auditor found that:

- The Special Education Funding: Parent/Guardian Confirmation Form was signed and included in all student files.
- A consistent format is being used for the IEPs, and the goals relate to the category the student was claimed in.
- The student files were well organised and the documentation was current and dated.
- There was evidence of co-planning between the special education coordinators, parents and the classroom teacher and, where applicable, with the appropriate staff of the outside agency.
- In the Visual Impairment Category (Code E), one student claim did not have evidence of the receiving special education services directly related to the student's visual impairment on a regular basis from a qualified Teacher of the Visually Impaired. There was evidence in the student file that the criteria for Autism Spectrum Disorder (Code G) was met. There was a diagnosis of ASD made by appropriately qualified professionals (Interior Health Children's Assessment Network) as well as an IEP, and evidence of services aligning with the criteria for Code G.
- The format of the IEPs was consistent but did not state a specific date to determine when it was written.
- In some files there was a signature page indicating who had read the IEP; however, the signatures do not clearly indicate the name or position.
- All IEPs clearly stated the methods being employed to gather data and assess student progress, yet in many files there was no consistent evidence of the data being collected.
- Most IEP goals and objectives were being reviewed and updated only once a year.
- There was no evidence in the student files of how much time the student is spending out of the integrated classroom and in the contracted agency program.
- Evidence of transition goals was not found on IEPs for students at critical transition times.

- There was no evidence of a disclosure agreement to share student information with the contracted agency.
- There was no written description of the intake process and the program provided by the contracted agency to the students at the school.

Recommendations

The auditor recommends that:

- The School must ensure students claimed in Code E meet the criteria listed in the Special Education Services Manual of Policies, Procedures and Guidelines for that category before claiming the student on the Form 1701.
- The School ensure that the IEPs for identified students claimed for funding clearly state the specific date the IEP is written.
- The School ensure that names and roles are clearly indicated beside the signatures on IEPs.
- The School ensure the files contain the data being collected to demonstrate progress towards goal attainment.
- The School report on IEP goal progress at each reporting period.
- The School include information on the student's IEP indicating the amount of time spent attending the contracted agency program.
- The School ensure transition goals are written for students in Grades 10 through Grade 12, and for those students transitioning into and out of the contracted agency program.
- The School ensure that disclosure agreements are signed by parents for all contracted services with outside agencies.
- The School develop a program description of the contracted agency option for students that clearly states the intake process, the roles and responsibilities for the parents, the classroom teacher, the special education teacher, and the agency staff.

Auditor's Comments

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