



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

2016/17 Special Education Enrolment Audit

AUDIT REPORT

**KING DAVID HIGH SCHOOL
(039 96451)**

2016/17 SPECIAL EDUCATION ENROLMENT AUDIT REPORT KING DAVID HIGH SCHOOL (039 96451)

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 (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 King David High School from January 19 to January 20, 2017.

Prior to the file reviews, an entry meeting was held with the Head of the School, Deputy Head of the School and the Resource Teacher. Following introductions, the purpose of the audit was reviewed and the audit process was described. The auditor interviewed the school administrators and staff to enquire about the Independent School Authority's policies, procedures and programs. The organization of student files was also discussed.

King David High School reported 45 students in special education categories at the Fall 2016 Form 1701 data submission. For the purposes of this audit, seven student records were reviewed in the following low incidence special needs categories:

Headcount	Category
1	Physically Dependent (Code A)
1	Physical Disability or Chronic Health Impairment (Code D)
1	Visual Impairment (Code E)
4	Autism Spectrum Disorder (Code G)

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

Headcount	Category
12	Learning Disability (Code Q)
2	Moderate Behavior Support/Mental Illness (Code R)

The file review process did not encounter issues requiring school visits. The Resource Teacher was the key contact person throughout the audit and was able to provide the auditor with evidence when clarification was required. Meeting daily with the Resource Teacher enabled the auditor to keep the school staff apprised of the audit progress.

An exit meeting was held with the Principal, Deputy Head of the School and the Resource Teacher on January, 20, 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 diagnostic assessment for one student reported in Code G included the BCAAN Clinical Outcome Form, but not the full assessment report.
- One psycho-educational assessment report for a student reported in Code Q did not contain information from other sources as required.
- Some secondary school-aged students had psycho-educational assessments more than six years old.
- The IEPs did not contain both goals and objectives. They were stated as goals only with some alignment to indicate objectives.
- All the IEPs contained academic goals, however, clarifications were required for four IEPs to determine how the IEP goals corresponded to the reported category. The School provided a separate document containing non-academic goals corresponding to the categories.
- The IEPs did not contain a method of measuring progress in relation to the IEP goals.
- Clarifications were required for 21 of the 22 student claims to determine the services that were provided. These were not outlined in the IEPs. Timetables of support were developed to indicate the type and amount of support the students received.
- Clarifications were required for 13 of the student files to provide evidence that the students were receiving learning activities in accordance with the IEPs.
- “Special Education Funding: Parent/Guardian Confirmation” forms were either not signed or missing for eight of the 14 high incidence student files.
- There was evidence of transition planning for students with significant needs. This included discussion about potential career paths and post-secondary opportunities and requirements.

Recommendations

The auditor recommends that:

- The School attempt to obtain a comprehensive diagnostic report from the professionals making diagnoses, aligned with the Special Education Services Manual of Policies, Procedures and Guidelines.
- The School ensure that psycho-educational assessments meet the requirements outlined in the Special Education Services Manual of Policies, Procedures and Guidelines. The psycho-educational assessments are to integrate information from at least two sources such as information from the family about health social/emotional status and developmental history, information from other professionals, information from class teachers, and relevant academic history.
- The School consider updating some of the older psycho-educational assessments to assist with transition planning.
- The special education staff ensure the IEPs contain information aligning with Ministry requirements, which include:
 - individualized goals and measurable objectives
 - goals that correspond to the category in which the student is identified
 - outlining services in the IEP that relate to the identified needs of the student
 - outlining a method of measuring progress
- The School staff undertake a Special Education workshop with a focus on writing Individual Education Plans including creation and development.
- Ensure that all “Special Education Funding: Parent/Guardian Confirmation” forms are signed annually for students in low incidence categories as well as high incidence categories. This will aid in verifying parent have been given the opportunity to participate in the creation of the IEP.

Auditor’s Comments

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