



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

**2016/17 Special Education Enrolment Audit**

**AUDIT REPORT**

**SELKIRK MONTESSORI SCHOOL  
(061 96347)**

**2016/17 SPECIAL EDUCATION ENROLMENT AUDIT REPORT  
SELIRK MONTESSORI (061 96347)**

**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 (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 Selkirk Montessori School on February 21, 2017.

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

Selkirk Montessori reported 21 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:

<b>Headcount</b>	<b>Category</b>
9	Autism Spectrum Disorder (Code G)
1	Intensive Behaviour Intervention or Serious Mental Illness (Code H)

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

<b>Headcount</b>	<b>Category</b>
5	Learning Disability (Code Q)

The file review process did not encounter issues requiring school visits. The auditor was provided with individual student budgets for category-designated students and a copy of the School's Inclusive Education Policy along with access to their other policies. The Special

Education Coordinator explained how within learning support program was development of an in-class support process and a Response to Intervention service delivery model for low and high incidence special needs students. Information was provided on the School's referral process, collaborative IEP development, goal review process, and the organization of the files. Service contracting and payment sharing with parents was defined. The School offered access to each classroom's special education binder that contains copies of student IEPs for ongoing logging of observations, goal assessments, and objective updates.

Any clarification requests were dealt with in a timely manner and contained the information the auditor was requesting. Evidence of the "Special Education Funding: Parent/Guardian Confirmation Form" was available for every student claim reviewed.

An exit meeting was held with Erin Hayes, School Principal and Tasha Henry, Special Education Coordinator, on February 21, 2017. The auditor reviewed the purpose of the audit and the audit criteria, explained the audit reporting process, reported findings, clarified any outstanding issues, discussed reclassifications for the 2016/17 school year, and expressed appreciation for the assistance provided.

### **Observations**

No reclassifications were recommended for the student files reviewed by the auditors in Code G and Code H.

Of the five student files reviewed by the auditors in Code Q:

- one student was recommended for reclassification to Regular Education.

The auditor found that:

- One student reported in Code Q did not have evidence to meet the criteria for placement in the Learning Disabilities Category. The assessment outlined significant relative weaknesses in two academic areas and attention, indicating delays and features of a Learning Disability, but the report ruled out a diagnosis citing conflicting scores and that the difficulties may be due to lack of learning opportunities.
- At the time of the Form 1701 Fall Data Collection submission (September 30, 2016), one student claim did have evidence to meet the criteria for placement in Code H as outlined in the Special Education Services Manual of Policies, Procedure and Guidelines, yet recent evidence suggested the behaviours were becoming less frequent and may only support impact of behaviour in the school setting, aligning with the Moderate Behaviour Support Category (Code R).
- The student files were well organized in subsections and sequential. Data gathering has been maintained over time and was all readily available.
- The student files and classroom special education binders contained comprehensive planning and communication documentation.
- The inside cover of the files had a chart for documenting in-house and outside therapeutic services being accessed.

- Primary service provision provided by the School is with Special Education Assistants (SEAs). Most SEAs are shared between two designated students and at times assignments are towards one-to-one, or one-to-three students.
- The School provides counselling. Documents viewed confirmed two students accessing individual counselling services.
- The Principal confirmed the provision of social skills support thorough curriculum integration.
- An occupational therapist (OT), physiotherapist (PT), and two different speech and language therapists (SLP) were contracted by the School with a joint payment agreement between the families and the School.
- Four of the Code G files and budgets confirm two SLP and two OT/PT service contracts between the School and parents.
- Seven Code G files contained authorization to share information forms, or documentation confirming School communication with parent-contracted outside the school interventionists and therapists.
- There was some evidence of communications, assessments and progress reports from parent-contracted speech and language, and occupational therapists and behavioral interventionists.
- There was evidence documenting when the parents refused services or refused to provide assessments.
- All team members were listed in the IEP, but roles and frequency of service were not included.
- The IEP format used ensured all other IEP criteria areas were addressed.
- The IEP goals and objectives addressed the category in which the student was claimed.
- The IEPs for students in all categories were consistently written to reflect the specific needs of each individual student.
- The objectives were specific, measureable, attainable, realistic, and time based.
- The strategies and services were appropriate to the categories claimed.
- For those students who had psycho-educational assessments and therapy progress reports, recommendations were incorporated into the IEPs.
- IEPs were formally reviewed three times a year with ongoing observations, evaluations, and goal and objective adjustments as needed.
- The School ensures there is evidence that the student is being offered learning activities in accordance with the IEP developed for the student. IEPs are issued with every report card.
- Every IEP had evidence that the parent was involved in the creation of the IEP and its goals.
- There was evidence of regular communication and collaboration with parents.
- All Code Q students were receiving learning assistance or special education assistance, often via an in-classroom setting, rather than in a pull-out session.
- There were a number of forms that were used consistently and contained the required evidence needed to confirm that the student claims met the criteria. These included:
  - Instructional Support Planning Document for all students in all categories,
  - Special Education Category Checklists,
  - IEP goal tracking matrix templates,
  - IEP Meeting Notes,
  - Interagency Planning Notes,
  - Communication Logs,

- Functional Behavioral Assessments,
  - Scatter Plots Assessments,
  - Behaviour Intervention Target Sheets,
  - Behaviour Support Plan,
  - Positive Behaviour Support Planning Chart,
  - Safety Plan,
  - Teacher Concern Forms,
  - Special Education Service Checklists, and
  - Learning Assistance Referral Sheets.
- There was evidence some students had frequent and ongoing assessments and therapy reviews and some students had not had an assessment for some time.
  - The School explained the frequency and inclusion of assessments in files varied, based upon age of the student, parents comfort levels with assessing, affordability levels for parents, as well as parent willingness to grant permission for the School to communicate with outside agencies and access results.

### **Recommendations**

The auditor recommend that:

- Should the one student reported in Code H return to the School in the 2017/18 school year, an updated norm referenced assessment or functional behavioural assessment to demonstrate the severity of behaviour and that it persists across settings would be needed to maintain a Code H designation as outlined in the Special Education Services Manual of Policies, Procedure and Guidelines.
- The School consider requesting an updated assessment for the Code Q student claim recommended for reclassification to Regular Education.
- The School maintain the commendable level of documentation that was presented and identified during the audit.
- The School continue the consistent use of the various in-house forms and tools.
- Documentation of the level and frequency of service given to students be clearly recorded in the IEP, and the roles of the team members be included.
- The School continue with developing best practice for obtaining/providing assessments and updates. Where applicable, to also continue to request follow up assessments/consultations with parent-contracted therapists to support program planning.
- The School add 'Learning Assistance' to the service chart on the inside cover of the student files.

### **Auditor's Comments**

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

**School District Financial Reporting Unit**  
**Resource Management and Corporate Services Division**  
**Ministry of Education**  
**February 21, 2017**

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