



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

2016/17 Special Education Enrolment Audit

AUDIT REPORT

**YORK HOUSE SCHOOL
(039 96011)**

2016/17 SPECIAL EDUCATION ENROLMENT AUDIT REPORT YORK HOUSE SCHOOL (039 96011)

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 York House School January 26 to January 27, 2017.

Prior to the file reviews, an entry meeting was held with the Director of Learning Strategies to enquire about the Independent School Authority's policies, procedures and programs.

York House School reported 83 students in special education categories at the Fall 2016 Form 1701 data collection period. For the purposes of this audit, 13 student records were reviewed in the following low incidence special needs categories:

Headcount	Category
1	Deaf/Blind (Code B)
10	Physical Disability or Chronic Health Impairment (Code D)
1	Deaf or Hard of Hearing (Code F)
1	Autism Spectrum Disorder (Code G)

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

Headcount	Category
4	Gifted (Code P)
20	Learning Disability (Code Q)
5	Moderate Behavior Support/Mental Illness (Code R)

The file review process did not encounter issues requiring class visits. The Director of Learning Strategies was able to provide the audit team with evidence when clarification was required. Meeting daily with the Director of Learning Strategies enabled the audit team to keep the school staff apprised of the audit progress.

An exit meeting was held with the Director of Learning Services and the Assistant Head of Learning on January 27, 2017. The auditors reviewed the purpose of the audit and the audit criteria, explained the audit reporting process, reported their findings, clarified any outstanding issues, discussed reclassifications for the 2016/17 school year, and expressed appreciation for the assistance provided.

Observations:

There was no recommended reclassifications for the student files reviewed by the auditors in Code B, Code F, Code G, Code P and Code Q.

Of the ten student files reviewed by the auditors in Code D:

- two student claims were recommended for reclassification to Code H;
- one student claim was recommended for reclassification to Code R;
- one student claim was recommended for reclassification to Code Q.

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

- three student claims were recommended for reclassification to Regular Education.

The auditor(s) found that:

- Four students did not have evidence to meet the criteria for placement in Physical Disability/Chronic Health Impairment (Code D):
 - One student was diagnosed with an anxiety, panic and eating disorder which did not meet the criteria for placement in Code D. On the completed Instructional Support Planning Tool for Behaviour Intervention/Mental Illness, the student was assessed in the mild range in two domains and the moderate range in two domains. The evidence did support the criteria aligned with Moderate Behaviour Support/Mental Illness (Code R).
 - One student has ADHD and borderline personality traits. On the completed Instructional Support Planning Tool for Behaviour Intervention/Mental Illness, the student was assessed in the Complex area in all four domains. It was verified by the School staff that the student was reported in error. The evidence did support the criteria aligned with Students Requiring Intensive Behaviour Intervention/Serious Mental Illness (Code H).
 - One student claim in this category had no evidence aligned with Code D. The auditors were told that an injury had caused a concussion affecting the student's performance in

school but there was no evidence of a diagnosis. The evidence in place for this September 30th, 2016 claim aligned with the criteria for Learning Disabilities (Code Q).

- One student claim had evidence of outside agency support and meet the criteria for placement in Students Requiring Intensive Behaviour Intervention/Serious Mental Illness (Code H).
- Three students reported in the Students Requiring Behaviour Support or Students with Mental Illness (Code R) did not have evidence to meet the criteria for placement in the category:
 - The auditors were told by School staff that none of the students had special education files nor were they provided with any special education services; and, that all three students were reported in error. As there was no evidence of service or supports, all three students were recommended for declassification to Regular Education.
- The staff were very helpful providing assistance to the audit team.
- Clarification sheets issued by the audit team were responded to in a timely manner.
- Many of the IEP cover pages had two or more letter code designations identified.
- Many of the IEPs did not include measurable objectives and methods for measuring progress in relation to the IEP goals, as required and in accordance with the Special Education Services Manual of Policies, Procedures and Guidelines.
- In the IEPs, it was often difficult to determine the amount of service the student was receiving and if the service was beyond that offered to the general student population.

Recommendations:

The auditors recommend that:

- The School ensure that all the student files contain dated evidence supporting the placement of a student in a category.
- The School ensure all student claims are verified for accuracy before reporting to the Ministry of Education's Data Collection Branch (Form 1701).
- The School ensure they report only student claims when there is evidence to verify that criteria in accordance with the Special Education Services Manual of Policies, Procedures and Guidelines has been met.
- Where a diagnosis is required, the School must ensure they have the diagnosis in evidence and dated appropriately prior to reporting a student in a special education category.
- All student designations must align with the category in which the student is reported, including verification that the IEPs have corresponding goals and measureable objectives, and service provision.
- The IEPs must outline the methods for measuring progress in relation to the IEP goals as stated in the Special Education Services Manual of Policies, Procedure and Guidelines.
- Documentation of the level and amount of service given to students be clearly recorded in the IEP.

Auditors' Comments

The auditors express their appreciation to the school staff for their cooperation and hospitality during the audit.