



**Ministry of Education
Resource Management Division**

2019/20 Special Education Enrolment Audit

AUDIT REPORT

Christian Homelearners eStreams (08396714)

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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 2019/20 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 Christian Homelearners eStreams February 6 to 7, 2020.

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

Christian Homelearners eStreams reported 72 students in special education categories at the Fall 2019 Form 1701 data submission. For the purposes of this audit, 62 student records were reviewed in the following low incidence special needs categories:

Headcount	Category
14	Physical Disability or Chronic Health Impairment Category (Code D)
45	Autism Spectrum Disorder Category (Code G)
3	Intensive Behaviour Intervention or Serious Mental Illness (Code H)

No student records were reviewed in the high incidence special needs categories.

An exit meeting was held with the Principal and three special education coordinators on February 7, 2020. 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 current and subsequent school year, and expressed appreciation for the assistance provided.

Observations

Of the 14 student files reviewed by the auditors in Code D:

- One student claim was recommended for declassification from any special needs category.

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

The auditors found that:

- During the online access and review undertaken at this facility, the files were well organised and required information was easily accessible.
- The Strengths and Stretches for each student were evident on the IEP.
- There was evidence of a variety of services contracted to support the students.
- The documentation of parent consultation on the IEP was easily accessible and well documented.
- There is no evidence that one student claimed in Code D was enrolled and attending as of the claim date nor evidence supplemental services were provided.
- One student was claimed for a chronic health impairment (Code D) due to the impact of a seizure disorder. It was unclear from the evidence that the disorder significantly impacted the student's functioning and education. In this instance only, based on the School's recent information and evidence provided along with the School receiving test results indicating the condition significantly impacts the student's functioning and education, consideration to alignment with a Code D claim is in place for this school year. If the results do not support a chronic health impairment significantly affecting the student's functioning and education, a review is to be undertaken to reclassify the student to another special education category in accordance with the Special Education Manual of Policies, Procedures and Guidelines or be declassified from any special needs category for the 2020/21 school year.
- In some instances, there was no evidence of a variety of methods to measure progress in relation to IEP goals.
- Evidence of data to show progress on goals was not readily apparent in some instances, making it difficult to determine what goals have been achieved and what goals may need more work or require different strategies.
- In some cases, the non-BCAAN (Private) Diagnosis of Autism Spectrum Disorder, or the Ministry of Children and Family Development (MCFD) approval for Autism Services, or the BCAAN clinical outcome form were used as evidence of a diagnosis of Autism. While this is sufficient for category placement, these forms do not contain recommendations for educating the student.
- The services listed on the IEP did not always align with the budget expenditures and in other instances, the budget expenditures did not align with the services listed on the IEP.

Recommendations

The auditors recommend that:

- The School ensure all students claimed are enrolled and attending as at the Form 1701 claim date.
- The School ensure that student claims in Code D have a medical diagnosis of a nervous system impairment that impacts movement, a musculoskeletal condition or a chronic health impairment that seriously impacts the student's functioning and education.
- The School develop a consistent process for regularly measuring and reporting progress on IEP goals. As per the Special Education Services Manual of Policies, Procedures and Guidelines Page 17: "*An IEP should include the period of time and process for review of the IEP and evidence of evaluation or review which could include revisions made to the plan and the tracking of achievement in relation to goals*".
- The School consider requesting a full diagnostic assessment when the non-BCAAN or MCFD forms are submitted as evidence of the diagnosis of Autism. If that is not possible, the School use the Autistic Spectrum Disorder Instructional Support Planning Process to ensure best practice in programming the needs of students.
- The School ensure there is consistency and alignment with the services listed on the IEP and the budget expenditure form.

Auditors' Comments

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