



**Ministry of Education  
Resource Management Division**

**2019/20 Special Education Enrolment Audit**

**AUDIT REPORT**

**SCHOOL DISTRICT No. 73 (Kamloops-Thompson)**

## **2019/20 SPECIAL EDUCATION ENROLMENT AUDIT REPORT SCHOOL DISTRICT No. 73 (Kamloops-Thompson)**

### **Background**

The Ministry of Education funds boards of education based on the boards' reported enrolment as of September 30<sup>th</sup> each year and supplemental Special Needs classifications in September and February. The boards report students with special needs to the Ministry on *Form 1701: Student Data Collection* (Form 1701).

In the 2019/20 school year, school boards reported 31,798 students enrolled in the low incidence supplemental special education funding categories at September 2019. School District No. 73 (Kamloops-Thompson) reported 902 students in the supplemental special education funding categories as of September 30, 2019. For the purpose of this compliance audit, School District No.73 (Kamloops-Thompson) reported 13 student claims in the Physically Dependent Category (Code A), 36 student claims in the Moderate to Profound Intellectual Disability Category (Code C), 287 student claims in the Physical Disability or Chronic Health Impairment Category (Code D), seven student claims in the Visual Impairment Category (Code E), 16 student claims in the Deaf or Hard of Hearing Category (Code F), 433 student claims in the Autism Spectrum Disorder Category (Code G), and 110 student claims in the Intensive Behavior Intervention/Serious Mental Illness Category (Code H).

The Ministry of Education annually conducts Special Education enrolment audits, in selected school districts, to verify reported enrolment on Form 1701. School districts are selected for audit based on a variety of factors, including the length of time since their last audit, the district's incidence levels compared to the provincial incidence levels, and changes in enrolment.

### **Purpose**

The purpose of the Special Education enrolment audit is to provide assurance to the Ministry of Education and boards of education that school districts are complying with the instructions contained in [\*Form 1701: Student Data Collection, Completion Instructions for Public Schools\*](#) and Ministry policies are being followed. The audit also provides assurance that the students reported are receiving the service and 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 Audit Process**

A Special Education enrolment audit was conducted in School District No. 73 (Kamloops-Thompson) during the week of March 9, 2020.

An entry meeting was held on March 9, 2020 with the Assistant Superintendent (Superintendent's Designate), Director of Instruction, District Principal-Inclusive Education and District Coordinator-Inclusive Education Services. Daily meetings with the Director of

Instruction, District Principal and District Coordinator were held to present preliminary findings and to seek clarification related to the contents of files.

A sample of 13 student files reported in the Physically Dependent category (Code A), ten student files in Moderate to Profound Intellectual Disabilities (Code C), 125 student files in Physical Disability or Chronic Health Impairment (Code D), three student files in Visual Impairment category (Code E), four student files in Deaf or Hard of Hearing (Code F), 29 student files in Autism Spectrum Disorder (Code G), and 100 student file in Intensive Behavior Interventions/Serious Mental Illness (Code H) special needs categories were reviewed and evaluated to determine if the students in these categories were accurately reported on Form 1701.

The auditors found significant evidence in the student files that the processes and procedures developed by the District to support their inclusive education students were being adhered to and followed throughout the District.

The file review process did not encounter issues requiring school visits.

An exit meeting was held with the Superintendent (via telephone), Assistant Superintendent, Director of Instruction, District Principal-Inclusive Education and District Coordinator-Inclusive Education Services on March 13, 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 2019/20 school year, and expressed appreciation for the assistance provided.

### **Observations**

Of the 13 student files reviewed by the auditors in Code A:

- one student was recommended for reclassification to Code D

Of the 125 student files reviewed by the auditors in Code D:

- one student was recommended for declassification from any special needs category

There were no recommended reclassifications for the student files reviewed by the auditors in Code C, Code E, Code G and Code H.

The auditors found that:

- One student reported in Code A did not have evidence to meet criteria for placement in the Physically Dependent Category (Code A). The evidence verified the students did not require assistance at all times for all major daily living needs as outlined in the Special Education Manual of Policies, Procedures and Guidelines. Evidence aligned with the criteria for Code D.
- The District identified an adult student claimed in error in Code D. This student was not attending school. There was no evidence available for the auditors to review as part of the verification process.
- Evidence was available to verify the students were ordinarily resident and in attendance.

- Each file was organized in chronological order. The evidence included: IEP, Medical Documentation, OT/PT Reports, Assessments, Other Reports and Assistive Technology.
- The diagnostic information was relative to the category claim and contained current, pertinent and dated evidence.
- The IEPs were current and comprehensive. The format used was consistent throughout the District.
- IEP goals were specific to the category claim. The objectives were measurable. The methods for measurement and evaluation were clearly defined and documented.
- The services provided to the students were appropriate to the category in which they were claimed.
- There was evidence the students were receiving a program that corresponded to the individual needs outlined in the IEP and reflected recommendations made in a variety of assessment reports.
- The IEPs contained Transition goals where appropriate.
- The Instructional Support Planning Process document was used consistently throughout the District and supported in the placement and planning for the students.
- All the student files in Code G contained evidence of well-defined services and programs. Many of the files contained up-to-date assessments.
- Code H student files contained a considerable amount of evidence to support the additional services being provided to students. Outside agency support and collaboration was well documented.
- There were a number of forms, used consistently throughout the District containing helpful information including:
  - Ministry Designation Review
  - Letters to Parents for Consultation on IEP
  - Goal/Objective Tracking Sheet
  - IEP Progress Data
  - Record of Services Provided or Meeting Held
  - Inter Agency Case Management
  - ABC Recording
  - Monthly Behaviour Document
- In most schools, evidence in the School Based Team minutes indicated that regular reviews of student designations were undertaken.
- There was significant evidence of ongoing reviews of student placement in categories. The process for this review was clearly documented.
- There were several files in Code D where the link between the medical diagnosis and IEP goals regarding impact on learning was not clear. These were clarified upon request.

## **Recommendations**

The auditors recommend that:

- The District's support services staff ensure student claims in Code A, Physically Dependent, contain assessment evidence verifying the student is completely dependent on others for meeting all major daily living needs and that the student requires assistance at all times for feeding, dressing, toileting, mobility and personal hygiene, as outlined in the Special Education Manual of Policies, Procedures and Guidelines.
- The District's support services staff ensure that Form 1701 reporting is verified prior to submission and that students claimed have files that are updated and reviewed regularly to ensure the students meet the criteria in the category in which they are claimed for the reported school year.
- The District's support services staff ensure the evidence for Code D clearly links the medical diagnosis to the serious and significant impact on student's education, achievement and functioning.

## **Auditors' Comments**

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