

**2007/08 K-12 Regular Enrolment
Audit Program**

Date of Visit: _____ **School Visited:** _____ **School District:** _____

Lead Auditor: _____ **Audit Team Members:** _____

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>School aged students must be born between July 1, 1988 and December 31, 2002 and should be reported by the education facility with which they are enrolled. (P.2 Form 1701 Instructions)</p> <p>The following students should not be reported on Form 1701:</p> <ol style="list-style-type: none"> 1. Students enrolled in a Provincial Resource Program (PRP) for 3 months or less. 2. All persons who are not taking courses leading to graduation. 3. Persons who have graduated from another jurisdiction. 4. Adult graduates. 5. Pre-primary or early childhood education students (those born after December 31, 2002). 	<p>Assurance of accuracy and appropriateness of the student and school data reported to the Ministry of Education (MEd) by school districts.</p>	<p>Whether or not districts are in compliance with the Ministry's school and student data collection instructions.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • September 2007 Form 1601 and 1701 Instructions • Compliance Audit Policy, September 2002 • School Act, Section 81, 168(2) (t), 117(1) (b) • MO 152/89 School and Student Data Collection Order <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine the school process for ensuring that students meet the age requirements. 2. Document the school process. 3. Select a sample of 25 students and check to see that there is documentation that verifies their birth date. 4. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	
<p>Note: For the 2007/08 school year the 0.5 FTE base will no longer apply to students reported in Grades 10 to 12, as well as Secondary Ungraded. The 0.5 FTE base will continue to be in place for non-graduate school-age students in Grades 8 and 9. (Ref: Funding email notification Oct.18/07)</p> <p>Students 19 years of age or older as at July 1 of the current school year are defined as Adult Students. Adult students are funded for courses that lead to secondary graduation.</p>			<p>Key Documents:</p> <ul style="list-style-type: none"> • Adult Graduation Program Policy, May 1999 • MO 320/04 BC Adult Graduation Requirement • School Act Section 168 (2) (b) and (5) <p>Audit Steps:</p> <p>If adult students are selected through the regular enrolment sample, ensure that this criterion is being followed.</p>	

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<p>Students who plan to graduate with an Adult Graduation Certificate must take at least three courses as an adult.</p> <p>Adult students should only be reported if they are enrolled and in attendance in courses that are part of a planned program of studies leading to a BC Certificate of Graduation or a BC Adult Graduation Diploma. Students must be on a clear path to graduation and can take the courses they need to reach the diploma/certificate requirements. (P.2 and P.14 Form 1701)</p> <p>Only one General Education Development (GED) preparation course is fundable per lifetime.</p> <p>Students who are only registered to write the GED examinations are not fundable.</p> <p>Note: To be eligible for GED the student MUST meet the following four requirements at the time of application: be a Canadian citizen or landed immigrant, be a British Columbia resident, be at least 18 years of age on the date of the tests, not have received a Grade 12 graduation certificate from any institution.</p>				
<p>Students should be reported by the education facility in which they are enrolled and in attendance as at September 30, 2007.</p> <p>Interpretation: Student attendance is defined as being present at school, on a school sponsored program or field trip, or</p>	<p>Verification that students reported on Form 1701 were enrolled and in attendance on September 30, 2007.</p>	<p>That the district's headcount on September 30, 2007, as reported on Form 1701, is accurate.</p>	<p>Key Documents: (as identified above)</p> <p>Audit Steps: Review by Reconciliation</p> <ol style="list-style-type: none"> 1. Review the school reconciliation of actual enrolment on the date of the audit with the enrolment as of September 30, 2007 (school should have been provided with the 	

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<p>absent for legitimate health or personal reason documented by parent and/or guardian or certified by school officials.</p> <p>NEW AS OF DECEMBER 2007</p> <p>Alternate School Students: For the 2007/08 school year (as advised by the Funding Department at December 2007) Grade 10-12 and Secondary Ungraded students enrolled in alternate schools are being funded on a headcount basis rather than by FTE. Grade 9 and under Alternate School students will continue to be funded in the usual manner by FTE. Follow the audit steps to ensure all alternate students in the sample are enrolled and attending.</p> <p>FOR 2007/08 ALTERNATE PROGRAM STUDENTS, NO FUNDING ADJUSTMENTS WILL BE RECOMMENDED FOR AUDIT CRITERIA FINDINGS OTHER THAN ENROLMENT, ATTENDANCE, AND FOR SUPPLEMENTARY CATEGORIES (IF APPLICABLE). DOCUMENT THOSE COURSE/ PROGRAM FINDINGS THAT DO NOT MEET THE AUDIT CRITERIA AS OBSERVATIONS AND RECOMMENDATIONS IN THE FINAL REPORT.</p> <p>All Alternate School Students claimed for Aboriginal Education, ESL/ESD and Post-Secondary Transition funding must meet the criteria</p>			<p>reconciliation form prior to audit). The Review is done by:</p> <ul style="list-style-type: none"> • Asking the school for a transfer in & out document (transfer file) from September 30 to date of the audit. • Verifying that the reconciliation balances. If it does not balance, work with school staff to identify the unreconciled data. <p>2. If the data can not be reconciled identify the issues on an Observation Sheet and attach supporting documentation.</p> <p>Review of Withdrawals</p> <ol style="list-style-type: none"> 1. Examine the attendance records for each student who has withdrawn during October to ensure that those students were attending school on September 30. 2. Identify on an Observation Sheet students not in attendance on September 30 and thereafter, and attach supporting documents. <p>Review by Sampling September 30 attendance</p> <ol style="list-style-type: none"> 1. Select a sample of 10 students reported absent on September 30. [Do not select those students considered in the Review of Withdrawals.] 2. Check to see which of those students are still enrolled and attending on the day of the audit. 3. For those sampled students who are not enrolled and not in attendance, follow up with school staff and obtain an explanation for the September 30 absence and the date they withdrew. 4. Identify on an Observation Sheet those students not enrolled and not in attendance on September 30 and thereafter, and attach supporting documentation with an explanation. <p>Review by sampling 1701</p> <ol style="list-style-type: none"> 1. Select a sample of 25 students, reported on Form 1701, who are reported by the school as being in attendance on the day of the 	

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<p>associated with these supplementary categories. If the criteria are not met, in these categories, funding adjustments will be recommended.</p>			<p>audit. Verify their attendance using the following procedures:</p> <ul style="list-style-type: none"> • Verify with the enrolling teacher that the student is in attendance on the day of the audit. • Identify any student not in attendance based on teacher's information. • Check with the staff to verify that the student has been in attendance between September 30 and the day of the audit. <p>2. Identify on an Observation Sheet those students who were not in attendance on September 30 and thereafter, and attach supporting documents.</p> <p>Adults students and school aged graduates</p> <p>1. Select a sample of the following students attending and enrolled:</p> <ul style="list-style-type: none"> • 25% of the total adult students • 25% of school-age graduates, and • those school-age Grade 10 to 12 students in the base sample. <p>2. Verify their course count, enrolment, and attendance on September 30.</p> <p>3. Determine the FTE, for each student selected, based on the Form 1701 Instructions table (P.15).</p> <p>4. Compare the verified FTE equivalent with the Form 1701 reported FTE.</p> <p>5. Identify on an Observation Sheet students with FTE discrepancies and attach supporting documentation.</p>	
Ordinarily Resident				
<p>The student and the guardian/ parent must be ordinarily resident in BC to be claimed for funding.</p> <p>In accordance with the MEd International Students Policy exceptions are International students who:</p> <ul style="list-style-type: none"> • are refugee claimants with an 	<p>Verification that all students claimed for funding are ordinarily resident of BC or are fundable exchange students</p>	<p>Whether students sampled on the Form 1701 follow the eligibility requirements of residency.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • September 2007 Form 1701 Instructions • MEd International Students Policy, including 'Decision Aid'. • School Act, Section 82 (1) and (2) • BC Regulation 265/89 (16) <p>Audit Steps:</p>	

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<p>acknowledgement letter from the Immigration and Refugee Board;</p> <ul style="list-style-type: none"> • are considered a Convention Refugee and can present a letter from Citizenship and Immigration Canada (CIC); • have been admitted to Canada under a letter of permission or permit issued by CIC; • are in the custody of the Minister for Children and Family Development (see Student Youth Agreement below); or • are attending school on a reciprocal and equal exchange (see Exchange Students below). <p>Youth Agreement Students: Students who are part of a youth agreement can be claimed for funding. These are students who have entered into a Youth Agreement with the Director of the Ministry for Children and Families. They are deemed resident under BC Regulation 265/89 (16) for funding purposes set out in Section 82 of the School Act.</p>			<ol style="list-style-type: none"> 1. Determine the school's process for ensuring that parents or legal guardians are ordinarily resident in BC. 2. Document the full school process as determined in Step 1. 3. Select a sample of 10 students and verify that the process (documented in Step 2) is being followed. 4. Select a sample of up to 10 students from the Permanent Records Cards whose birthplace is outside BC. 5. Check to see that there is documentation in each student's file which verifies the claim that the students and the guardian/ parent are ordinarily resident of BC. Evidence could include the following: <ul style="list-style-type: none"> • Parents study or work permits for a year or more; • Documentation from CIC; • Permanent resident card (PRC) or Record of Landing (MM 1000) • BC Care Card • Passport with Foreign Representative Acceptance Counterfoil (Diplomat) <p>Note: Contact the Funding and Compliance Unit if no evidence is provided or if the school is having difficulties obtaining the information.</p> <p>Note: The evidence requirement is for MED only. Evidence may take the form of hard copy documents, notes on file, conversations, and meeting minutes, etc.</p>	
Exchange Students				
<p>This exchange of students must be one in/one out of the same district for the same length of time, with the exchange completed within two years.</p> <p>Interpretation: 1. The purpose is to provide funding to districts while local students are</p>	<p>Verification that students involved in a reciprocal exchange are eligible for funding in accordance with the MEd International Students Policy.</p>	<p>Whether each exchange student is one involved in a reciprocal and equal exchange.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • September 2007 Form 1701 Instructions • MEd International Students Policy <p>Audit Steps: 1. Request a one-to-one list of local and district sponsored reciprocal exchange students from the school or district.</p>	

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<p>participating in an eligible exchange and they are not in attendance September 30 because of the exchange.</p> <p>2. There is no minimum exchange time period.</p> <p>3. The Ministry does not provide funding for the exchange student.</p> <p>4. Although it appears, in some situations, as if the Ministry is providing funding for an exchange student who is listed on the Form 1701 that funding is always for the local student.</p> <p>5. If both students are enrolled and in attendance in the same year and neither will be in attendance the next year due to the exchange schedule then both are funded now and no one is funded next year.</p> <p>6. If both are attending in September and the local student will be enrolled and in attendance in the following September only the local student is to be claimed for funding.</p>			<p>2. View supporting documentation such as the exchange agreement relating to the exchange.</p> <p>3. Ensure the documentation verifies that each visiting student has a reciprocal local student who has, or will, participate in the exchange.</p> <p>4. Identify the local student name and PEN number and note the projected date of completion of the exchange.</p> <p>5. Identify on an Observation Sheet those 'exchange' students with no documentation that they are involved in a reciprocal exchange program and attach supporting documents.</p>	
Full Time Kindergarten				
<p>To be claimed for 1.0 FTE funding a kindergarten student, they must be attending a full day kindergarten program – these programs are (see P.7 of the Form 1701 Instructions):</p> <ul style="list-style-type: none"> • English as a Second Language (ESL/ESD/FSL) -see P.9 of the Form 1701 Instructions for further detail • Aboriginal Education • Physically Dependent • Deaf/Blind • Moderate to Profound Intellectual Disability • Physical Disability or Chronic Health 	<p>Evidence that a student claimed for 1.0 FTE:</p> <ul style="list-style-type: none"> • Attends on a full time basis • Morning and afternoon programs are distinct and complimentary. 	<p>Whether kindergarten students claimed for a full FTE (1.0) are in accordance with MEd and Form 1701 instructions.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • September 2007 Form 1701 Instructions • MEd K-12 Funding – General • School Act 82, 106.3, 106.4, 114 • Required Areas of Study in an Educational Program Order M295/95 <p>Audit Steps: Identify all kindergarten students claimed as 1.0 FTE on the Form 1701 and perform the following steps to verify that the student is eligible:</p> <p>1. Check the Form 1701 to verify that the students are claimed in one of the eligible</p>	

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<p>Impairment</p> <ul style="list-style-type: none"> • Visual Impairment • Deaf or Hard of Hearing • Autism Spectrum Disorder <p>Note: Repeating the morning program in the afternoon does not qualify as a program eligible for 1.0 FTE. The total program (1.0 FTE) must meet the objectives of the BC curriculum.</p>			<p>programs or categories.</p> <ol style="list-style-type: none"> 2. Verify that the student is attending a full time kindergarten program by interviewing staff and or reviewing relevant documents. 3. Verify that the morning curriculum is not repeated in the afternoon by interviewing staff and or reviewing relevant documents. 4. Identify on an Observation Sheet those full-time kindergarten students whose program does not meet Ministry requirements and attach supporting documents. 	
English as a Second Language				
<p>School-age students requiring and receiving English as a Second Language (ESL) or French as a Second Language (FSL for students enrolled in Conseil Scolaire Franchophone de la Colombie Britannique) services are eligible for ESL/FSL funding for a maximum of five years providing they continue to meet funding criteria. Those reported as ESL/FSL students must meet all six requirements per Form 1701 Instructions (P.9 to10).</p>	<p>Assurance that students claimed for supplemental funding for English as a Second Language (or French as a Second Language or English as a Second Dialect [see below]) are receiving additional services in accordance with MEd policies and Form 1701 Instructions.</p>	<p>Whether students sampled for ESL/FSL/ESD supplementary funding meet Form1701 Instructions requirements</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • English as a Second Language (ESL) Policy • K-12 Funding – English as a Second Language (ESL) Policy • Form 1701 Instructions <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Select a sample of 25% of the students reported as ESL on the Form 1701 and perform the following audit procedures. 2. Interview the appropriate staff to determine the process for identification and placement of ESL students according to their English language proficiency and document this process. 	
<p>1. Evidence of documentation of a current annual English language proficiency assessment, dated after September 30, 2006.</p>	<p>Confirmation that:</p> <ul style="list-style-type: none"> • There is documentation of a current annual English language proficiency assessment, dated after September 30, 2006. • Each student is identified as requiring 	<p>Whether there has been a language proficiency assessment for each of the students sampled.</p> <p>Whether sampled students have a current assessment in place.</p>	<p>Audit Steps:</p> <p>For each ESL student in the sample:</p> <ol style="list-style-type: none"> 1. Examine their English language proficiency assessment and ensure that it is dated after September 30, 2006. <p>Note: If there is no date on the assessment, interview the appropriate staff. If the assessment is not current, or this cannot be determined, then document on an Observation Sheet.</p> <ol style="list-style-type: none"> 2. Determine whether the assessment process is in place. 3. Determine if there is evidence that the 	

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	specialized language services to develop intellectually and to achieve the expected learning outcomes of the provincial curriculum.		<p>student's ESL program is based on this assessment.</p> <p>Note: It is not the role of the auditor to evaluate the assessment, the assessment results, or the program provided.</p> <p>4. Identify on an Observation Sheet students not meeting these criteria and attach supporting documentation.</p>	
2. Evidence that a current annual instructional plan (AIP) is in place, dated after September 30, 2006.	An instructional plan that is designed to meet the needs of the student as identified by the English language proficiency assessment.	<p>Whether a current AIP is in place for all sampled students.</p> <p>Whether the AIP meets the English language development needs of the student.</p>	<p>Key Documents: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Obtain the ESL student's AIP and ensure that it: <ul style="list-style-type: none"> • is for the current year (2007/08). • is dated after September 30, 2006. • is designed to meet the identified needs of the student. This verification could be determined from interviews with staff, documentation on file, the assessment process, etc. If unable to determine, ensure that the plan is reasonable. 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documentation. 	
<p>3. An ESL/FSL specialist teacher is involved in the development of the instructional plan and participates in a regular review of that plan during the school year (at a minimum, at each student reporting period);</p> <p>Note: An ESL/FSL specialist teacher is someone with expertise in working with ESL/FSL children and or specialist trained in programming and delivery of ESL/FSL services.</p> <p>Note: Speech Language Pathology services and other non-ESL/FSL</p>	<p>Evidence of ESL specialist teacher involvement:</p> <ul style="list-style-type: none"> • ESL specialist's signature or initials on the AIP. • Name of the ESL specialist teacher involved in the development of this program. • The specialist verifies that he/she is involved. 	Whether an ESL specialist is involved in the development and review of the student AIP.	<p>Key Documents: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Verify that an ESL specialist teacher was involved in the development of the ESL AIP and participated in the review of the plan during the school year. <p>Note: This verification may include a review of the AIP for evidence of the specialist participation in the development and review, an interview with appropriate staff, or other documentation on file.</p>	

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specific services are not considered to be additional services for purposes of Form 1701 reporting.			2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.	
<p>4. Evidence that additional services are being provided.</p> <p>Service must be in evidence at the time of the September 30, 2007 claim. Service that is deferred to a later time (e.g.; second semester) will not be funded.</p> <p>Note: Board Authority/ Authorized (BAA) courses are part of a student's regular curriculum and should not be considered as an additional service.</p>	<p>Evidence that additional services are provided include:</p> <ul style="list-style-type: none"> • direct instruction in reception classes, • pull-out services, • ESL specialist support to a classroom teacher or teachers' assistant, • and/or additional services provided in a regular classroom environment. <p>Note: When sampled students receive adaptations within mainstream classrooms, there must be documentation that these adaptations specifically address the ESL needs identified in the student's English Language proficiency assessment and the AIP.</p>	<p>Whether the ESL students in the sample are receiving additional services in accordance with Ministry requirements.</p> <p>Whether the service was in place by September 2007.</p> <p>Whether there are adaptations to the programs which support the goals in the AIPs of the sampled students.</p>	<p>Key Documents: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Verify that the ESL services are being provided by visiting classes, interviewing staff, and examining documents such as timetables, day books, course outlines and attendance records. 2. Determine that services were being provided at the time of the September 30, 2007 claim by : <ul style="list-style-type: none"> • Examining the schedule detailing the nature of direct support provided. • Examining specialized services being provided to the student by reviewing teacher logs, timetables etc. 3. Ensure that if sampled students receive adaptations within classrooms they specifically address the needs in the student's English Language proficiency assessment and the AIP goals and objectives. This can be verified by interviewing staff involved and by reviewing file documentation. 4. Document how the teacher adapts the regular program to meet the students' ESL needs. 5. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents. <p>Note: Services that are deferred to a later time will not be funded (i.e. second semester services).</p> <p>Note: Services such as Speech Language Pathology services or other non-ESL specific services (that are based on total student</p>	

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			enrolment) are not considered to be additional ESL services for purposes of this audit. Note: Reduction of class size by itself is not a sufficient service to meet the definition of ESL services.	
5. A schedule which details the nature and amount of direct service provided to the student by an ESL/FSL specialist teacher(s).	A schedule which details the service.	Whether an ESL program is delivered to the student. Whether the sampled students are receiving an ESL service.	Audit Criteria 4, Steps 2 and 3 (above), details this audit procedure.	
6. Documentation of the student's progress in the acquisition of English proficiency in all Student Progress Reports.	Comments on progress in the acquisition of English proficiency in the student progress reports of all ESL students.	Whether there is documentation in the sampled ESL students' Progress Reports of the students' progress in the acquisition of English proficiency.	Key Documents: As above. Audit Steps: 1. Review the students' progress reports. The reports, or ESL inserts, must contain specific information on the student progress in ESL such as: <ul style="list-style-type: none"> • Descriptions of what the student can do; • Areas in which further attention or development is required; • Ways of supporting the student learning; or • Comments on the student achievement in the area of ESL. 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.	
English as a Second Dialect (see ESL above)				
Provincial policy recognizes English as a Second Dialect (ESD) support services as a part of ESL support services. ESD support services must address the development of Standard English language proficiency, especially oral language proficiency. Students	For a student to be claimed for English as a Second Dialect (ESD) funding all six of the ESL criteria (see above) must be met.	Whether sampled students claimed under ESD funding meet the six ESL requirements as identified in the Form 1701 Instructions.	Key Documents: <ul style="list-style-type: none"> • English as a Second Language (ESL) Policy • Form 1701 Instructions Audit Steps: 1. Select a sample of 25% of the ESD students reported on the Form 1701 and perform the same audit steps outlined for ESL/FSL students.	

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<p>reported as requiring ESD services speak a dialect of English that differs significantly from Standard English used in school and in broader Canada society (i.e., significant variations in oral language vocabulary and sentence structure from those used in Standard English).</p> <p>ESD services do not include:</p> <ul style="list-style-type: none"> • speech-language therapy for language development disorders; • services that solely address accents in speech carried over from another language; or • services that solely address deficits in reading and writing Standard English. 				
Aboriginal Education Programs				
<p>Aboriginal Education programs and services are intended to support the success of Aboriginal students in the areas of: improved academic performance, increased retention, attendance and graduation rates; and/or, as agreed to and defined in Enhancement Agreements.</p> <p>Note: Students may be claimed for funding under one or more of the following three categories of Aboriginal Education programs and services:</p> <ul style="list-style-type: none"> • Aboriginal Language and Culture Programs • Aboriginal Support Services • Other Approved Aboriginal Programs. 	<p>Written documentation which describes how the program will achieve the goals of:</p> <ul style="list-style-type: none"> • Improved academic performance • Increased retention, attendance and graduation rates 	<p>Whether the school/district has a plan to address the achievement of the MEd goals to develop and deliver Aboriginal Education programs and services that integrate academic achievement and Aboriginal culture and/or language.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • K-12 Enhanced Funding for Aboriginal Education Policy • Form 1701 Instructions • Enhancement Agreement and Last Annual Report <p>Audit Steps:</p> <p>To obtain an understanding of the program and to have context, perform the following steps:</p> <ol style="list-style-type: none"> 1. Interview the appropriate staff and review relevant documentation, including an enhancement agreement where one exists to gain an understanding of: <ul style="list-style-type: none"> • The program(s). • How the program(s) is delivered • How the program(s) was planned • The consultative process with parents and community. • How the records of services are maintained. 2. Interview the appropriate staff to determine the process for program development and 	

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			implementation for Aboriginal students. 3. Document processes on an Observation Sheet and attach relevant documentation.	
For a student to be reported as receiving an Aboriginal Education Program and/or Support Services, all of the following must be met.			Audit Steps: Select a sample of 25% of the total number of students reported as receiving Aboriginal Educational funding on the Form 1701 and perform the following audit procedures.	
<p>1. Evidence that the student has self-identified as being of Aboriginal Ancestry (First Nations, status and non status; Métis; and Inuit);</p> <p>Interpretation: Only the student, parent, or guardian can “self-identify”, not bands or district staff.</p> <p>Self-identification is not required yearly but it should be confirmed yearly by the school.</p> <p>The school must be able to support that self-identification has taken place.</p>	<p>Confirmation that students claimed for funding have self-identified. Examples of self identification are:</p> <ul style="list-style-type: none"> • a letter, • telephone conversation records, • indication on the student registration or permanent record cards including electronic data, • facsimile confirmations, • email confirmations. <p>Confirmation that students and/or parents/guardians have the opportunity to change their declaration of Aboriginal Ancestry upon request.</p>	Whether sampled students have self-identified as being of Aboriginal Ancestry.	<p>Key Documents: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Examine school records of the sampled students for evidence of student self-identification of Aboriginal Ancestry. The evidence must show that self identification of aboriginal ancestry has been made by the student or parent/guardian on the student’s behalf. Note: The self-identification can be changed at any time. 2. Interview the staff to determine the process for a student’s aboriginal ancestry designation to be changed. Note: Aboriginal Identification must be made on a voluntary basis. 3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents. 	
2. Evidence that the parent or guardian of the student has been consulted;	Documented communication between the school	Whether there is communication between the school	Key Documents: As above.	

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<p>Interpretation: Consultation - represents communications between the school and the parents.</p>	<p>and the parent/guardian.</p>	<p>and the parent/guardian.</p>	<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine the process used by the staff to consult with the parents or guardians of each of the students in the sample. 2. Obtain evidence that the process is being followed such as: <ul style="list-style-type: none"> • Letter to parents. • Telephone logs. • Record of communication between parent and staff. 3. Document the findings on an Observation Sheet and attach supporting documentation. 	
<p>3. Evidence that the Aboriginal Education Programs and Services have involved the Aboriginal communities in planning and delivery, either through direct involvement or through a process of informed consent;</p> <p>Note: Informed consent means that information has been given (in writing or verbally) to the local aboriginal communities and they were given the opportunity to respond.</p>	<p>Confirmation that the Aboriginal communities have been given the opportunity for ongoing participation in the planning and delivery of the Aboriginal Education Program.</p>	<p>Whether the Aboriginal communities have ongoing involvement in the planning and delivery of Aboriginal Education Program.</p>	<p>Key Documents: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine how the local communities (on and off reserve) have been involved in the planning and delivery of the aboriginal programs. 2. Obtain evidence supporting direct involvement or informed consent. Some examples of direct involvement include: <ul style="list-style-type: none"> • meeting minutes, • agreements, • memorandums of understanding, etc. <p>Note: Conclude that Audit Criteria Item 3 has been met if there is a Ministry recognized enhancement agreement in place and there is evidence of ongoing community involvement.</p> <p>Note: Initial lack of consensus with the local Aboriginal Community does not preclude the responsibility of the school board to deliver programs and services for aboriginal students.</p> <ol style="list-style-type: none"> 3. Document the findings on and Observation Sheet and attach supporting documentation. 	
<p>4. Evidence that the Aboriginal Education Program is in addition to any</p>	<p>Documentation of the additional</p>	<p>Whether the program/service is in</p>	<p>Key Documents: As above.</p>	

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<p>other programs and services to which the student is eligible.</p>	<p>Aboriginal Educational Program services provided.</p>	<p>addition to any other programs/services the student is entitled to.</p>	<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. For each of the students in the sample, interview staff to: <ul style="list-style-type: none"> • identify whether the student is receiving a Language and Culture program and/or support services program, and • develop an understanding of the nature of the program/services. 2. Assess whether the program/services is in addition to any other programs and services to which the student is eligible for funding. 3. Document findings on an Observation Sheet and attach supporting evidence. <p>Note: Districts are responsible for providing programs that meet the learning needs of all students through base funding. For example programs currently covered by the base per pupil funding may include learning assistance and Special Education). A district should be able to demonstrate that targeted funds are not being used to offset costs associated with this provision.</p> <p>Targeted funding is not used for programs or services which would ordinarily be funded through core funding, such as the teaching of BC First Nations Studies 12, or psychometric testing for students with special needs. Aboriginal Education funding is for programs that exist only because of the supplementary funding.</p> <p>The following may used as evidence:</p> <ul style="list-style-type: none"> • program schedules • student timetables • logs • program outlines • daybooks • attendance <p>Note: Participation of non-aboriginal students in</p>	

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			such programs will not affect the eligibility of aboriginal students to be funded in the program as long as the supplementary program is an enhancement over the base program.	
5. Evidence that the Aboriginal Education programs and services provide a continuum of substantive learning experiences and/or support services throughout the school year.	Verification that there is a planned continuum of learning experiences and/or support services provided to the student throughout the year.	Whether the Aboriginal Education Program provides a range of substantive learning experiences and/or support services to the sampled students for the entire school year.	<p>Key Documents: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine whether the program provides a planned continuum of substantive learning experiences throughout the school year. 2. Identify students whose program does not meet this criteria and document the findings on an Observation Sheet, and attach supporting documentation. <p>Aboriginal Support Services</p> <p>Questions to Consider:</p> <ul style="list-style-type: none"> • Are the support services planned and developed to assist the success of Aboriginal students in the school? • Does the program provide a planned continuum of substantive support services throughout the school year? (Note: This is not intended to be an evaluation of the program itself) • Are the Aboriginal support workers or services available throughout the year? • Are the services provided by personnel who are familiar with, and sensitive to, the values, beliefs and needs of the Aboriginal communities? <p>Examples of services include:</p> <ul style="list-style-type: none"> • Elder, peer or community counselling • Aboriginal tutorial assistance • Other services identified through the implementation of an enhancement agreement. 	

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Post-Secondary Transition Programs				
<p>The Ministry recognizes post-secondary courses for funding purposes if they are part of students' planned programs of study leading to graduation.</p> <p>Post-secondary transition programs are educational programs that combine secondary and post-secondary courses. The purpose of these programs is to provide Grade 11 and 12 students with opportunities to transition to further education or training.</p> <p>Courses for which credit may be earned are listed in the BCCAT Transfer Guide, CTC Agreements and BC Public Post-Secondary Calendars.</p> <p>Example: Credit may be granted for a Gas Metal and Arc Welding course taught at a college.</p> <p>Note: For students who are in programs that are anomalies, contact the Funding and Compliance Unit.</p>	<p>Verification that CTC/ACE IT or other post-secondary courses reported for funding are part of a planned program of studies leading to Grade 12 graduation.</p> <p>The names, grade levels and the planned program of studies of students enrolled in post-secondary programs through post-secondary institutions and the related agreements such as:</p> <p>Accelerated Credit Enrolment in Industry Training (ACE IT) Program, Career Technical Centre (CTC) Program, Secondary School Apprenticeship (SSA) Career Program, Industry Training Pilot Projects, Trades and Technology Transition Programs, and Secondary school-to-Work Transition Programs</p>	<p>Whether the post secondary courses are part of a planned program of studies that lead to graduation.</p> <p>Whether there is a related agreement in place between the district/school and post-secondary partner for each student enrolled in post-secondary programs through post-secondary institutions.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • Recognition of Post-Secondary Transition Programs for Funding Purposes Policy • Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy • Work Experience and/or Community Service Requirements for Graduation and Workplace Safety Policy • September 2007 Form 1701 Instructions • Manual of Course Information for the Graduation Program <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine during the district and/or secondary school entry meeting whether students enrolled in post-secondary programs are claimed for funding. For those students who are enrolled in post-secondary programs through a post-secondary institution, obtain a copy of the agreement(s) which the district/school must have established with its post-secondary partners to be eligible for funding. 2. Document on an Observation Sheet and attach relevant documentation. <p>GRADUATION PROGRAM ORDER</p> <p>Post-secondary courses for which credit may be awarded must be:</p> <ol style="list-style-type: none"> (a) listed in the current edition of the British Columbia Council on Admissions & Transfers www.bccat.bc.ca/services.cfm and Transfer Guide www.bctransferguide.ca/ (b) specified in individual Career Technical Centre Program agreements between the board and a post-secondary institution , or (c) included in a calendar of a post-secondary 	

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			<p>institution that is a member of the British Columbia Transfer System or of the Educacentre as a course leading to a credential of one year or less, a two-year diploma or a four-year degree.</p> <p>Per Industry Training Authority (ITA) for ACE IT programs: <u>School Districts who are already running ACE IT programs and who will run these same programs again during the 2007/2008 school year are required to:</u></p> <ol style="list-style-type: none"> 1. Complete and submit the new Eligibility Criteria Cover Form 2. Complete and submit the new School District/Board Authority Commitments Form 3. Complete and submit a new Program Structure Form listing both the repeating programs and any new programs the district intends to offer. 4. Confirm the nature of support for each industry training program (repeating and new programs) from Technical Training Partner(s) by having them sign the new Technical Training Partner. 5. Confirm industry support for each industry training program (repeating and new programs) by having the industry partner(s) sign the new Industry Partner Form. 6. Complete and submit a Work-based Training Provider Form for new industry training programs only. 7. Update or Complete and submit a School District Communications Plan Form for new industry training programs only. 	
<p>For students enrolled in CTC/ACE IT, or other post-secondary transition programs that include courses delivered by post-secondary partners, the following criteria must</p>			<p>Key Documents: As Above.</p> <p>Audit Steps: Select a sample of 25% of the students enrolled in CTC, ACE-IT, or other post-secondary</p>	

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<p>be met in order for the post-secondary courses to be eligible as courses funded by the Ministry.</p>			<p>transition programs. Undertake the following procedures to establish if courses reported are eligible for funding.</p>	
<p>1. Post-secondary courses are reported for Graduation Program credit to the Ministry transcript system.</p>	<p>Evidence that post-secondary courses have been reported.</p>	<p>Whether the post-secondary courses claimed for sampled students were reported to the Ministry for Graduation Program credit.</p>	<p>1. Verify that each post-secondary transition course claimed for funding is reported for Graduation Program credit on the Ministry transcript system by:</p> <ul style="list-style-type: none"> • examining the student file containing the student signed planned program of studies and look for evidence (i.e. copies of TRAX [Transcript and Examination Database]. It is into this system that schools and the MEd Student Certification Unit input courses, exams and grades information for students to enable the Ministry to produce transcripts and Dogwoods. MEd contact: Brenda Neufeld, Student Assessment and Program Evaluation Branch.) information submitted) that post-secondary courses are reported to the transcript system (A copy for each school in the audit sample will be provided to the Lead Auditor.); • interviewing appropriate staff to determine how this criteria is met. 	
<p>2. The post-secondary courses lead to a post-secondary credential (and appear on a post-secondary transcript) from a post-secondary institution, which is a member of the BC Transfer System or offered in French through the auspices of <u>Educacentre</u>.</p> <p>Note: Schools must keep a copy of the post-secondary transcript on file, showing completion of post-secondary courses.</p>	<p>Evidence that funded post-secondary courses lead to a post-secondary credential and are from institutions that are members of the BC Transfer System (or offered in French through Educacentre).</p>	<p>Whether funded post-secondary transition courses in the sample lead to a post-secondary credential.</p> <p>Whether the partnered institution is a member of BC Transfer System or Educacentre.</p> <p>Whether there is a copy of the post-secondary transcript</p>	<p>1. Verify that each post-secondary transition course claimed for funding leads to a post-secondary credential from a post-secondary institution that is a member of the BC Transfer System or Educacentre.</p> <p>Note: This step may be covered by Audit Criteria 1 (above) in these procedures.</p> <p>2. Examine the files of the sampled students to verify the school has a copy of the post-secondary transition transcript for each post-secondary transition course completed by that student.</p> <p>Note: Post-secondary courses that are part of post-secondary transition programs are reported for transcript purposes using the post-secondary institution course codes assigned by the</p>	

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		for each funded course in the sampled student's file.	Ministry Note: This information will not be available for Grade 11 students who are in the first year of their Program. In all likelihood, at the time of the audit they will not have completed any post secondary courses.	
3. The post-secondary courses are part of a school district program that is an education option for students.	Evidence that the post-secondary course(s) is an education option for the students within the school or school district. For example: Is the course listed in the school's course catalogue?	Whether the post-secondary course(s) in the sample is part of the school or school district's programs.	1. Verify that the post-secondary courses are part of a school district program by: <ul style="list-style-type: none"> • examining district and /or school course catalogue documents; • examining the school course calendar; • examining students' timetables; • interviewing staff 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documentation.	
4. The school district pays all tuition costs for post-secondary courses reported for funding.	Evidence that the school district paid tuition costs for post-secondary institution courses claimed for funding.	Whether the school district paid the post-secondary tuition fees associated with the funded post-secondary courses claimed for the students in the sample.	1. For each student in the sample verify that the school district has paid the post-secondary tuition fees for the applicable courses. Note: Student should not have paid tuition fees either directly to the post-secondary institution or to the school district. 2. Query a small number of the students to establish whether they paid tuition and, if so, what fees they paid. Note: Students might be paying for texts, tools, etc. This is acceptable. 3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.	
5. Students begin taking the post-secondary courses that are part of their transition program during their Grade 11 or Grade 12 year. Note: Students begin their transition program (student learning plan) after completing relevant learning outcomes in Planning 10 (Grade 10) – therefore, the stipulation above for students to	Evidence that students below Grade 11 do not register for these courses.	Whether all sampled students are in Grade 11 or 12.	1. Examine the files of the sampled students to verify that each post-secondary transition course claimed for funding was started while the student was in Grade 11 or Grade 12. 2. Sampled students participating in school-arranged work placements (i.e., SSA) must have evidence: <ul style="list-style-type: none"> • of an Apprentice and Sponsor Registration Form; • that they are, or were, working at a site 	

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<p>begin post-secondary courses during Grades 11 and 12.</p>			<p>where WorkSafe BC (the Workers' Compensation Board) coverage is, or was, provided; and</p> <ul style="list-style-type: none"> • must also show that the employment matches the goals as described in their transition plan. <p>3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.</p> <p>Note: Some districts recruit students at the Grade 10 level into a local program identified as "ACE IT" or "Secondary Transitions". The purpose is to have the student go through an orientation, training and selection program designed to improve the readiness of the students when they choose their courses in Grade 11. These 'preparation' type courses may show up on the program plans of students in the sample. These courses should not be claimed for funding as post-secondary transition courses.</p> <p>Note: If you identify students that are enrolled in Grade 10 and are in post-secondary transition course contact the Funding and Compliance Unit.</p>	
<p>6. Students in post-secondary transition programs annually update and sign a planned program of courses by September 30. This program plan lists their transition program courses, including when and where they will be taking their post-secondary courses.</p> <p>Note: Schools prepare a document by September 30 listing all courses that are part of the student's post-secondary transition program and the student signs the document.</p>	<p>Evidence of a current, signed planned program of courses listing the student(s) secondary and post-secondary transition program courses.</p>	<p>Whether the sampled students have a current, signed planned program of studies that includes their secondary courses and funded post-secondary transition program courses claimed.</p> <p>Whether the funded post secondary courses have been claimed in accordance with MEd</p>	<p>1. For each student in the sample:</p> <ul style="list-style-type: none"> • Ensure that they have a completed and signed planned program of studies/courses and that it was in place by September 30, 2007. • Determine that the plan is for the current year (2007/08). • Examine the plan to verify that it lists all the students' courses including transition program courses, and where and when the student will be taking their post-secondary courses. • Verify that post-secondary courses are claimed for funding in accordance with the notes below. 	

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		policy requirements.	<p>2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.</p> <p>Note: For school-aged students who have not yet graduated, post-secondary courses will be funded on the same basis as school district delivered courses.</p> <p>Note: For school-aged graduates who began taking post-secondary transition program courses during Grades 11 and 12 post-secondary courses will be funded on a per course basis where one 4-credit course generates 0.125 FTE.</p>	