

**2008/09 Distributed Learning (DL) Enrolment (September 2008 and February 2009 Claims)
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
BC College of Teachers (BCCoT)				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> <i>Under the supervision of, assessed and evaluated by a member of the BC College of Teachers</i> <p>(Ref: K-12 Funding General Policy)</p>	<p>Verification that all staff teaching DL students hold a certificate of qualification as a teacher, or a letter of permission to teach issued under Section 25(2) of the <i>Teaching Profession Act</i>.</p>	<p>Whether all teaching and administrative staff are members in the BCCoT.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> School Act Section 17 to 20 - Student's educational program must be supervised by qualified teacher. K-12 Funding General Policy BCCoT Website: www.bcct.ca/registrysearch.aspx <p>Audit Steps</p> <ol style="list-style-type: none"> Prior to the audit, verify the teaching and administrative staff's membership in BCCoT by checking BCCoT web site. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	
STUDENT MUST BE ACTIVE				
<p><i>The Ministry of Education (MEd) will only fund enrolled students that meet the criteria contained in the DL-Active policy.</i></p> <p><i>Active participation in distributed learning is equivalent to attendance in a school and is a requirement under the School Act. Boards or authorities must have evidence of active participation to be funded by the Ministry for a Distributed learning student's course or program.</i> (Ref: DL-Active Policy)</p> <p>Definitions:</p> <p>Active Date – for a student in a course or program is defined as the earliest date, supportable with evidence, which</p>	<p>Evidence that the students claimed on Form 1701 have met the DL Active policy requirements.</p>	<p>Whether the sampled students claimed for funding meet the requirements of the DL Active policy.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> DL Active Policy (July 2008 and January 2009 versions) 2008/09 DL Standards School Act Section 6 – Student Requirement to Participate School Act Section 17 and School Regulation - Planning of the educational program is led by a qualified teacher. Required Areas of Study in an Education Program Order M295/95 –Students' Learning Plan Graduation Program Order M302/04 –Students' Graduation Program Plan BC Adult Graduation Requirements Order M320/04 	

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<p>satisfies the Active policy criteria for funding. The Active Date is typically later than the date when the school assigns a student to a course through registration, enrolment, or class configuration mechanisms.</p> <p style="text-align: center;">Snapshot Dates</p> <p>September Claims: Grades K-9 October 21, 2008 or Grades 10-12 October 7, 2008 (Per September Form 1701 Instructions, P.1 and July 2008 DL Active Policy)</p> <p>February Claims: February 20, 2009 (Per February Form 1701 Instructions, P.1 and January 2009 DL Active Policy)</p> <p><i>Attend – To be enrolled in an educational program that includes distributed learning; and to participate in an educational activity by means of distributed learning.</i></p> <p><i>Student Learning Plan (SLP) – A document listing the courses or components of a student’s program of studies meeting the Required Areas of Study M295/95 or Graduation Program Order M302/04 requirements.</i></p> <p><i>Course Plan – A document for each course that provides links to learning outcomes, performance standards, required resources, and assessment strategies. Examples include course outlines, syllabi, and instructional designs. (Ref: DL Active Policy)</i></p> <p>To be considered active in a DL course/program for funding purposes: Grades K–9 Each student file must</p>			<p>Audit Steps: Select a sample of approximately 25% of the students enrolled in the program. The sample must include students from both the September and February count documents. Ensure that there is a representative sample from all grades. If applicable: In order to ensure that none of the students on the sample list are identified on the current INAC nominal roll, request the District’s list of nominal roll students.</p> <p>Grades K – 9 Is there evidence that the school has met the Active policy requirements in accordance with the appropriate snapshot date?</p> <ol style="list-style-type: none"> 1. Evidence of activity appropriate to the amount of time the student has been enrolled? Are exceptions (e.g. sickness) documented and reasonable? 2. A teacher-developed student learning plan and a signed commitment to the learning plan from the parent. Signed commitment can include such evidence as: <ul style="list-style-type: none"> • a logged parent/teacher meeting discussing the SLP • email discussion between parent and teacher regarding the SLP • documented information about parent reviewing SLP • other documented forms of communication identifying parent was involved in SLP development 3. Evidence the SLP was in place by the appropriate snapshot date. <ul style="list-style-type: none"> • Has the plan been created by and is it being led by a BC Certified Teacher? • Is there evidence that ensures that the roles of teachers and parents are clearly defined and communicated before the student enrolls? 	

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<p>contain:</p> <p>September 2008 Claims (Ref: July 1, 2008 DL Active Policy)</p> <ul style="list-style-type: none"> Evidence that a student is active at the snapshot date, as listed in the 1701 Instructions. The evidence must be reflective of the amount of time the student has been in the program. For students enrolling within 3 weeks of a snapshot date, the minimum evidence is a teacher-developed learning plan and a signed commitment from a parent. <p>February 2009 Claims (Ref: January 1, 2009 Revised DL Active Policy)</p> <ul style="list-style-type: none"> Evidence that a student is active at the snapshot date, as listed in the 1701 Instructions to claim funding. The minimum evidence is a teacher-developed learning plan and a signed commitment from a parent. <p>Note: The January 2009 Revised DL Active Policy no longer recognizes “within 3 weeks of a snapshot date”. As at January 1, 2009 the date requirement for ‘Active’ evidence is the final student data collection submission date identified in the 1701 Instructions (known as the ‘snapshot date’).</p> <p>Note: The student learning plan indicates how the school will address the Required Areas of Study or coursework for the school year. Additional evidence of active participation can be found throughout the DL Standards document.</p> <p>September 2008 Claims (Ref: July 1,</p>			<p>Note: Students in Grade 9 enrolled in a ‘traditional’ school taking additional non-secondary DL course(s) will have their student learning plan filed at the ‘traditional’ school. For the DL course(s), if no learning plan is found, a notification/request for the student learning plan should be in the student’s DL file.</p> <p>4. Document discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>Grades 10 – 12</p> <p>Is there evidence that the school has met the Active policy requirements?</p> <ol style="list-style-type: none"> Evidence that the student is active in their funded course(s) in accordance with the appropriate snapshot date. A course plan created for each course in which the student is enrolled. The course plan is adequate in that there are linkages between student activities, Ministry learning outcomes and assessment strategies. A current signed student learning plan consisting of eligible courses and linked to Ministry learning outcomes that is signed by the student and parent (if applicable) – and for school age students and non-graduated adults – the course(s) meet the graduation requirements? <p>Note: The student learning plan will demonstrate how the required areas of study will be met. It should include the teacher’s plan for learning activities; demonstrate the student’s commitment to learning; and links to the student’s interest and needs.</p> <p>Note: For non graduated adults, the student learning plan may be in evidence to document graduation requirements, however, in accordance with the Adult Funding Policy the requirement for adults is to document eligible courses on a course enrolment form by the Active date timeline (see</p>	

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<p>2008 DL Active Policy) Grades 10–12 student files must contain the following within one week of a snapshot date to be claimed for funding.</p> <ul style="list-style-type: none"> Evidence that a student is active at the snapshot date. <p>Note: The January 2009 Revised DL Active Policy no longer recognizes “within one week of a snapshot date”. As at January 1, 2009 the date requirement for ‘Active’ evidence is the final student data collection submission date identified in the 1701 Instructions (known as the ‘snapshot date’).</p> <p>February 2009 Claims (Ref: January 1, 2009 Revised DL Active Policy) <i>Grades 10-12 student files must contain the following at the snapshot submission date as listed in the 1701 Instructions to be claimed for funding:</i></p> <ul style="list-style-type: none"> A clear course plan for each subject listed on the signed student learning plan which links to learning outcomes, performance standards, required resources and assessment strategies. Following completion of the student learning plan, at least one example of instruction-related communication between the teacher and student. At least one substantive assignment submitted to the teacher by the student by the snapshot date. A substantive assignment addresses the learning outcomes of the course and noticeably impacts the final percentage value of the student’s 			<p>“Funding” Section below)</p> <p>5. Evidence of at least one example of instruction-related communication between the teacher and student following the creation of the plan. Note: Teachers communicate with students to support the learning outcomes of their program and or course. Note: Assignments indicate communication and interaction between teacher and student.</p> <p>6. Evidence that a substantive assignment, linked to the learning plan, was submitted to the teacher by the student prior to claiming funding. Does the substantive assignment address the Ministry learning outcomes of the course and noticeably impact the final percentage value of the student’s school mark? <ul style="list-style-type: none"> Evidence includes examples of student work, assessment data, and teacher gradebooks reflecting student engagement in a significant portion of the program and/or course. Note: Marked assignments are generally returned to students, but marks must be recorded for evaluation and reporting purposes and filed in a gradebook, and a <u>sample of the substantive assignment must be kept on file as evidence to meet the Active requirement.</u> Note: For school age non graduate students Graduation Transition Courses (claimed once per student and only in Grade 12) must have some evidence of work that addresses course’s learning outcomes.</p> <p>7. Document discrepancies on an Observation Sheet and attach supporting documentation.</p>	

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<p><i>school mark.</i></p> <ul style="list-style-type: none"> • A student learning plan (of eligible courses), reviewed annually and signed by the student which meets graduation requirements. • For Graduated Adults evidence that the course is a provincial or Board/Authority Authorized course listed on LearnNow BC. <p>(Ref: DL Active Policy July 2008 and January 2009 versions)</p>				
FUNDING				
<p><i>Students in Grades K-9 may be enrolled with only one board or authority at a time. If a student enrolls with a board/authority operating a DL school or program after September 30, the student will generate funding only for the portion of the year in the DL school or program.</i> (Ref: DL Funding Policy)</p> <p><i>By agreement between schools students may take courses in schools and DL schools concurrently, exchanging appropriate fees for services, however only one school may report the K-9 student for funding purposes.</i> (Form 1701 Instructions, P.3)</p> <p>Note: K-7 students who become active in their DL school or program by September 30 will be funded at 1.0 FTE (0.5 FTE for Kindergarten – unless eligible for full-time). Grade 8 and 9 students will be funded at 0.5 FTE plus 0.125 FTE per course</p>	<p>Verification that sampled students enrolled in DL schools/programs are enrolled and claimed for funding in accordance with MEd requirements.</p>	<p>Whether the sampled students meet the requirements for enrolment and funding for the DL courses claimed by the District.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act Section 3 – Entry to educational program. • DL Funding Policy • Adult Funding Policy • September 2008 and February 2009 Form 1701 Instructions • <i>LearnNow BC</i> website www.learnnowbc.gov.bc.ca <p>Audit Steps: To provide assurance that the students claimed on Form 1701 have met the DL Funding policy, examine the following information for each student in the sample:</p> <p>Grades K-12</p> <ol style="list-style-type: none"> 1. For the sampled students who are claimed for the first time in the February count, how many of these students transferred from a bricks and mortar school after September 30. Note on an observation sheet and provide details. <p>Grades K-9 Note: No compliance audit step is required to identify duplicate enrolment for the K-9 students. The MEd data collection systems (BCeSIS and Form 1701 entries) staff should have identified duplication</p>	

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<p>to a maximum of 1.0 FTE per school year. Each student must have a learning plan that shows all courses the student will take during the school year. Additional courses taken after the September enrolment data submission that are not included in the learning plan will not be included in the funding calculation.</p> <p>Grade 10–12 students will be funded at 0.125 FTE for each course they become active in. A student enrolling only in Grade 10-12 courses in a DL school or program, who is also enrolled in a Grade K-9 school or program in another school, is counted as a Grade 10-12 student for funding purposes.</p> <p>Adults: Adult students may enrol in a DL school or program and are funded according to the Adult Education provisions in the Ministry of Education Operating Grants Manual.</p> <ul style="list-style-type: none"> • Non graduated adults: may take eligible courses that lead to the British Columbia Certificate of Graduation (the Dogwood) or the Adult Graduation Diploma (the Adult Dogwood). • Graduated adults: Adults that have completed the graduation requirements from a secondary school or high school in BC or in another jurisdiction must be enrolled in provincial or Board/Authorized courses listed on LearnNow BC. www.learnnowbc.gov.bc.ca/. (Ref. DL Funding Policy) 			<p>in enrolment and reconciled with the applicable districts for those students who took part of their educational program through DL and part in-school, or between boards. Boards must make their own arrangements for shared services as long as no tuition fees are charged to the student.</p> <p>Note: For students in K-9 re-enrolment is not allowable in the same school year.</p> <p>Grades 10–12</p> <ol style="list-style-type: none"> 1. Determine if any of the sampled students re-enrolled in the same courses in two different semesters without a valid reason for the withdrawal. <p>Definition: determination of re-enrolment (or re-registration) refers to DL courses only. In accordance with MEd DL Program unit this determination does not apply to students withdrawing from a course in a traditional school and then re-enrolling for the same course in a DL school.</p> <p>Note: The minimum timeline within which re-enrolments upon withdrawal is allowed for students in Grades 10-12 is two funding periods.</p> <p>Example: The student is active in a course as at the September 2008 funding period. Student then drops out of the course in November.</p> <ul style="list-style-type: none"> • If the student returns and is active in April – the student should not be claimed in the May 2009 funding period - this is not a new enrolment. • If the student returns and is active in June they can be claimed for the September 2008 funding - this is a new enrolment. <ol style="list-style-type: none"> 2. Determine that Form 1701 reports only new course activity. The school should not report the same funded course for a student in the September and February counts. 3. Check all non-graduated adults in the sample and verify that they are being claimed in accordance 	

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			with DL Active and Adult Funding policy requirements. 4. Check all graduated adults in the sample to verify that the course(s) are eligible as listed on LearnNow BC and meets the DL Active and Adult Funding policy requirements. 5. Document any discrepancies on an Observation Sheet and attach supporting documentation.	
CONTRACTING OUT				
<p>In accordance with School Act Section 86: <i>(1) A board may, subject to this Act, the regulations and the orders of the minister,</i> <i>(a) enter into an agreement to purchase or provide managerial, administrative or other services with respect to the operation of schools in a district,</i> <i>(a.1) enter into an agreement to purchase educational services that will be under the general supervision of an employee of the board who is a member of the college, and</i> <i>(b) enter into an agreement concerning the promotion, development or operation of recreational and community services.</i> (See Section 86 for complete listing)</p>	<p>District contracted educational services associated with the DL school.</p> <p>Confirmation that these agreements meet the MED requirements.</p>	<p>Whether the district has contracted any educational services.</p> <p>Whether these contracted services are in accordance with the School Act and per the terms of the Districts DL agreement.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 86 - Agreements <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine whether the District has contracted any educational services and assess whether the contract is in compliance with Section 86 of the School Act and in accordance with the district's DL Agreement. Section 86 of the School Act describes the areas that districts can contract out. <p>Note: The onus is on the District to give evidence that their BCCoT member staff (those legally liable for the general supervision of the program) provide the student's assessment and marks related to the contracted program.</p> <ol style="list-style-type: none"> 2. Note any discrepancies on an Observation Sheet and provide documentation. <p>Should any questions arise regarding the interpretation or intent of the contract, contact the Funding and Compliance Unit.</p>	
TEACHERS SUPERVISE THE EDUCATIONAL PROGRAM				
<p>Teachers must supervise the educational program.</p> <p>Note: (Ref. Procedures section of the DL Active Policy) <i>Teachers lead educational programs using course plans that show how curriculum outcomes will be addressed through</i></p>	<p>Verification that all teachers are undertaking their responsibilities in accordance with the School Act.</p>	<p>Whether, in accordance with the School Act, each teacher is responsible for designing the educational programs of their</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 17 to 20 - Student's educational program must be supervised by qualified teacher. <p>Audit Steps: Teacher is Responsible for the Educational Program</p> <p>Interview appropriate staff and review the</p>	

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<p><i>educational activities, assessment strategies, and learning resources.</i></p> <p><i>Students old enough to understand the plan must also sign it.</i></p>		<p>students.</p> <p>Whether in accordance with the School Act, each teacher is responsible for supervising and assessing the educational programs of their students.</p>	<p>information provided on the school's website to obtain an understanding of how teachers supervise the educational programs of their students. Document this discussion.</p> <ol style="list-style-type: none"> Determine if the teachers are responsible for designing the educational programs of their students by examining the programs of each student in the sample. Review documentation such as: <ul style="list-style-type: none"> Course or student timetables. Teacher files that include course information, student learning plans, master assignments, records of contact and interaction (attendance equivalent), assessment, samples of student assignments, and other anecdotal commentary on the student's learning progress. The communications between teachers and parents and teachers and students related to the program. Log books of ongoing individual interactions between teachers and students, and teachers and parents, Samples of student work. Registration or course selection sheets. Newsletters to parents, both print and on-line. Evidence of a variety of modes of interaction with teachers such as web blogs, virtual classrooms, online tutorials, face-to-face meetings. Determine that there is a teacher developed student learning plan for each school age student which is signed by the teacher and parent and/or student. The signature of the parent and/or student should demonstrate a commitment to the learning plan. Determine that the student learning plan refers to: <ul style="list-style-type: none"> Learning outcomes in the IRP for the program and/or course(s); www.bced.gov.bc.ca/irp/lo.htm 	

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			<ul style="list-style-type: none"> • Required areas of study for the program and/or course(s); • The teacher's plan for providing learning activities; • Learning resources required to complete the program and/or course(s); • Standards of performance expected of the student. • Is the learning plan adequate in that there are linkages between student activities, Ministry learning outcomes and assessment? • Is there evidence that the plan is current and linked to the educational program delivered? <p>4. Clarify any ambiguities with the student's enrolling teacher.</p> <p>5. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>Audit Steps: Teacher is Responsible for Instruction</p> <p>Interview appropriate staff to gain an understanding of the role of teacher's planning, implementing and monitoring of each student's instruction. Document these discussions.</p> <p>1. Determine if the teachers are responsible for the instruction of their students. Review documentation such as:</p> <ul style="list-style-type: none"> • Samples of student work, • Student portfolios • Evidence of substantive work submissions initiated by the teacher. Some student assignments should include collaboration with other students and in the case where students are isolated, could be with others in the community. • Intervention and instructional planning done by the teacher. • Log books of ongoing individual interactions 	

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			between teachers and students, and teachers and parents, <ul style="list-style-type: none"> • The communications between teachers and parents and teachers and students related to the day to day work of the student. • Newsletters to parents, both print and on-line • Comments made on Progress Reports 2. Clarify any ambiguities with the student's enrolling teacher. 3. Document any discrepancies on an Observation Sheet and attach supporting documentation.	
ROLES OF TEACHERS AND PARENTS				
<p>In accordance with the Delivery Standard requirements from the Standards for K-12 Distributed Learning in British Columbia document (Schedule B of the district's DL Agreement), the DL school is responsible for clearly communicating to parents the roles of teachers and parents in the planning, implementing, assessing and evaluation of students. These requirements follow the directives of School Act, Sections 7, 17 and 18.</p>	<p>Verification that the roles of the teacher and the parent in the planning, implementing, evaluating and assessing of the student's instructional program have been clearly communicated to the parents and students.</p>	<p>Whether the roles of the teacher and the parent, in the planning and implementation of the students' instructional program, is clearly communicated to the parent and student.</p> <p>Whether the role of the teacher and the parent in the evaluation and assessment of the students is clearly communicated to the parents and students.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Standards for K-12 Distributed Learning in British Columbia • School Act Section 7, 17 and 18 <p>Audit Steps: Role of the teachers are clearly communicated to parents and students - Instructional Program</p> <p>Interview appropriate staff to gain an understanding of how the roles of the teachers and parents in the planning and implementation of the student's program are communicated to parents. Document these discussions.</p> <p>1. For each student in the sample verify that school staff has clearly communicated the role of the teacher and the parent in the implementation and supervision of the student's educational program. Find evidence that:</p> <ul style="list-style-type: none"> • The role of the teacher is clear in all communications and practice. • The teacher communicates expectations and assessment schedule to the students. • There is evidence of ongoing communications between student and teacher. • There is evidence of a variety of communications. 	

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			<ul style="list-style-type: none"> • Clarify any ambiguities with the student's enrolling teacher. • Document any discrepancies on an Observation Sheet and attach supporting documentation. <p>Audit Steps: Role of teachers are clearly communicated to parents and students - Evaluation and Assessment</p> <p>Interview appropriate staff to gain an understanding of how the roles of the teachers and parents in the assessment, evaluation and reporting are communicated to parents. Document these discussions.</p> <ol style="list-style-type: none"> 1. Determine if the roles of teachers and parents are clearly defined. 2. Determine if the evaluation plan has been communicated to students. 3. Determine if the teacher has communicated expectations and the assessment schedule to the students. 4. Clarify any ambiguities with the student's enrolling teacher. 5. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	
TEACHER LEADS EVALUATION AND ASSESSMENT				
<p>In accordance with the DL Standards, the teacher must lead student evaluations and assessments. - and - The student must receive on-going regular assessments, progress reports and letter grades.</p> <p>Definition: Ongoing regular assessments, progress reports and report cards written by the teacher in accordance with MEd requirements.</p>	<p>Confirmation that the teacher is responsible for the students' evaluations and assessments in accordance with Ministerial Orders and School Act requirements.</p>	<p>Whether the teacher is responsible for the on-going assessment and evaluation of the sampled students.</p> <p>Whether the teacher is responsible for the marks and comments in the Progress Reports of the sampled</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act Sections 79(3), 85 (2)(j), and 168(2) • Ministerial Regulations – Student Progress Report Order M191/94 and Letter Grades, Provincial Letter Grade Order M192/94 <p>Audit Steps: On-going Evaluation and Assessment</p> <p>Interview appropriate staff to gain an understanding of the role of teachers in the evaluation and assessment of students. Document these discussions.</p> <ol style="list-style-type: none"> 1. Ascertain if the teachers are responsible for the on-going assessment and evaluation of their students. Review documentation such as: 	

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		<p>students in accordance with Ministerial Orders and School Act requirements.</p>	<ul style="list-style-type: none"> • samples of student work; • student portfolio; • assessment files; • mark books; • student progress reports; • log books of on-going individual interactions about the program between teachers and students, and teachers and parents; • communications about the program; • newsletters to the parents, both print and on-line; and • interactions with teachers such as web blogs, virtual classrooms, online tutorials, face-to-face meetings. <p>2. Clarify any ambiguities with the student's enrolling teacher.</p> <p>3. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>Audit Steps: Student Progress Reports Interview appropriate staff members to gain an understanding of how the teacher(s) determines which marks and comments are written in the students' Progress Reports. Determine that progress reports are created and written solely by the teacher, with input from parents and students if appropriate. Document these discussions.</p> <p>1. Ascertain if the teacher is responsible for determining the marks and comments that are written in each student's Progress Report. Review documentation such as:</p> <ul style="list-style-type: none"> • Student Progress Reports • Assessment files • Mark books • Student work • Communications between the teacher and the parent and the teacher and the student. 	

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			<ul style="list-style-type: none"> • Progress reports have a clear link to teacher data. • Student progress reports reflect frequent and various types of assessment that represent a full range of activities • That the assessments are done regularly and are used to evaluate the student. • There is a minimum of three formal written reports a year. • Letter grades meet the requirements of MO 191/94 and MO 192/94. • In cases where an “I” grade is assigned, the following occurs: <ul style="list-style-type: none"> ▪ Student and parent are informed in advance. ▪ Student and parent are presented an opportunity to consult on the plan of action. ▪ The “I” grade is not assigned as a general means of practice. <p>2. Clarify any ambiguities with the student’s enrolling teacher.</p> <p>3. Document any discrepancies on an observation Sheet and attach supporting documentation.</p>	
LEARNING RESOURCES				
<p>Learning Resources must be selected from either the Ministry’s list of recommended resources or through the District’s approval process.</p> <p>For Grade 10-12 courses, also see the LearnNow BC website www.learnnowbc.gov.bc.ca/</p>	<p>Assurance that educational resource materials are in support of the educational programs and are in accordance with MEd requirements.</p>	<p>Whether the resource materials for the sampled students’ educational program’s are from the MEd recommended or District approved lists.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act Sections 76 and 168 (2) (e) • Educational Program Guide Order Section 3 M333/99 • Provincial Approval of Learning Resources policy www.bced.gov.bc.ca/policy/policies/prov_approval_of_lr.htm <p>Audit Steps: To provide assurance that learning resources used in the school comply with the School Act and related Regulations. Determine the following:</p> <ol style="list-style-type: none"> 1. Obtain a copy of the district’s policy for selection and approval of learning resources. Is there evidence that this process has been followed for all DL resources 	

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			2. Interview district and school staff to determine how the District's policy has been applied to the selection of DL School materials including online course material, web resources, etc. 3. Determine if the materials used in the instructional programs are secular. 4. Determine if the resources used by the sampled students are part of the educational program approved by the District and planned by the teacher. 5. Determine if the instructional resources are purchased by the school not the parent. 6. Determine if resources are kept from year to year as part of the district assets. 7. Clarify any ambiguities with the student's enrolling teacher, the school administrator and the district staff. 8. Document any discrepancies on an observation Sheet and attach supporting documentation. Note: Focus on a process whereby learning resources are a district decision and part of the educational program.	
SECULAR AND NON-SECTARIAN				
<p>School Act Section 76 (1) All schools and Provincial schools must be conducted on strictly secular and non-sectarian principles.</p> <p>(2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school.</p> <p>Schools must be conducted on strictly secular and non-sectarian principles.</p>	<p>Confirmation that the DL school is conducted on a strictly secular and non-sectarian basis and that no religious dogma or creed is being taught in the school.</p>	<p>Whether religious dogma or creed is being taught in the DL school or is part of the sampled students' courses and if there are non-secular resources in use.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 76 <p>Audit Steps:</p> <p>To provide assurance that the DL School is operated on strictly secular and non-sectarian principles interview appropriate staff to determine board policy, guidelines and directives on this issue.</p> <p>1. Determine if the educational program is secular and non-sectarian by:</p> <ul style="list-style-type: none"> • Interviewing appropriate school staff to gain an understanding of the school philosophy, goals and Mission Statement. Obtain copies. • Reviewing course outlines and overviews; and • Examining (for each student in the sample): <ul style="list-style-type: none"> ▪ student learning plans, 	

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			<ul style="list-style-type: none"> ▪ educational resources, ▪ student work, ▪ course outlines and overviews; ▪ resources; and ▪ communication between the school, students and parents <p>2. Document any discrepancies on an observation Sheet and attach supporting documentation.</p>	
B.C. RESIDENCY AND OUT-OF-PROVINCE STUDENTS				
<p>(Ref: K-12 Funding General Policy) <i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> • <i>Ordinarily resident in BC (and where applicable) with their parent/legal guardian</i> <p>(Ref: DL BC Residency Policy) <i>Boards or authorities are responsible to determine their own residency policy in compliance with the School Act and Regulations and the Ministry of Education policy.</i></p> <p><i>Boards or authorities may enrol students who are ordinarily residents of British Columbia, but temporarily out of province, in distributed learning schools or programs.</i></p> <p><i>...a board or authority must have a policy for determining “ordinarily resident” status to claim funding for these students.</i></p> <p><i>Evidence used to establish residency must be kept in the student’s file.</i></p> <p><i>For International Students, the International Student Policy provides</i></p>	<p>Evidence that those DL students who are living in and outside of British Columbia meet the ordinarily resident in British Columbia requirement.</p>	<p>Whether sampled students claimed for funding meet the ‘ordinarily resident’ requirement for British Columbia.</p> <p>Whether there is written information for the sampled students who are not living in BC indicating they intend to return to British Columbia within a reasonable amount of time.</p> <p>Whether the Board of Education has a residency policy in compliance with provincial requirements.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Distributed Learning – BC Residency policy • International Student policy, including ‘Decision Aid’. • School Act, Section 168 (3) • School, Act, Section 82 (1,2) <p>Audit Steps-Ordinarily Resident: To provide assurance that students in the school meet the “ordinarily resident” requirement of the School Act, determine what the Board’s policies and practices are in this area.</p> <ol style="list-style-type: none"> 1. Interview appropriate staff, to determine board policy, guidelines and directives that ensure that the parents/guardians are ordinarily residents of BC. Obtain a copy of the Board’s policy. 2. Interview appropriate staff to determine board policy, guidelines and directives ensuring that the parents/guardians of students who are temporarily out of the province are ordinarily residents of BC. 3. Determine if there is a written statement on file indicating when each sampled student who is temporarily out of the province will be returning to BC. 4. Document any discrepancies on an Observation Sheet and attach supporting documentation. <p>NOTE: Student files should be able to clearly demonstrate that students are temporarily out of the province.</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><i>guidance and a Decision Aid to establish eligibility.</i></p> <p>Non-residents Within Canada: Boards or authorities interested in delivering a course or program through distributed learning to students who reside outside of BC but within Canada, and will obtain a certification of graduation in the other jurisdiction, will be permitted to do so providing the following:</p> <ul style="list-style-type: none"> • Have a signed DL agreement for the current school year; • The DL school/program is identified by a facility type 08 • Have a written agreement with the education authority in the other jurisdiction where the student(s) resides. The student(s) in the other jurisdiction will not be fund by the BC MEd. School boards may set fees for the courses • School boards must: request approval from MEd to enter into an agreement with another Canadian jurisdiction; submit to the Ministry a copy of the fully executed agreement; and report students on 1701 using Funding Code 14 (Offshore/Out-of-Province) <p>The above procedures do not enable boards or authorities to offer a DL course/program to students outside of BC for the purpose of obtaining a BC Certificate of Graduation.</p> <p>The DL BC Residency Policy does not enable boards/authorities to offer DL services outside of Canada.</p>			<p>For International students, check to see if 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 (also see the Decision Aid associated with DL Residency policy):</p> <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>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> <p>Audit Steps – Non-Resident Within Canada Students:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine if they have any students from other provinces or jurisdictions in Canada. 2. Request a list of the names of those students and check them against the Form 1701 data. <p>Note: Out-of-province students are not eligible for funding.</p> <ol style="list-style-type: none"> 4. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	

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FINANCIAL REIMBURSEMENTS				
<p>Boards of education that offer an educational program to students learning primarily at a distance must enter into an Agreement with the Minister of Education. (Ref. DL-General policy)</p> <p>School District Distributed Learning Agreement – Reimbursements to Learners and Parents: Section 17.01: <i>If the Board of Education uses a third party to provide educational services, materials, or resources to Learners, the Board of Education will:</i> <i>(a) Ensure that the educational services, materials, resources are part of the educational program supervised by an employee of the Board of Education who is a member of the British Columbia College of Teachers, and</i> <i>(b) Subject to paragraph 17.02, pay the third party directly and not the Parent, Learner or any other person.</i></p> <p>Section 17.02: <i>Subject to Paragraph 17.01 above, the Board of Education may not provide financial payments or reimbursements to Learners or their Parents, nor may they use any amount of money budgeted to support an educational program as an incentive to have a Learner register in a Distributed Learning educational program or course. The Board of Education may lend, not give, equipment that is required to participate</i></p>	<p>Verification that financial reimbursements are made in accordance with the School District Distributed Learning Agreement Section 17.01 and 17.02.</p>	<p>Whether financial reimbursements are distributed in accordance with the School District Distributed Learning Agreement Section 17.01 and 17.02</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act Section 75 (4.1) enacts Agreement • School Act Section 82 (7) and Section 83 (7) allows Agreement to specify reimbursements. • School District Distributed Learning Agreement Section 17.01 and 17.02 – Reimbursements to Learners and Parents <p>Audit Steps: To provide assurance that the District is meeting the terms of the Agreement related to financial reimbursement, perform the following steps:</p> <p>Note: Review of financial reimbursements will be linked to the Agreement Review process, but is also a review as part of audit process.</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine the School or District policy on financial reimbursement to parents. Obtain a written copy of the policy. 2. Determine if the parents have had the policy communicated to them in writing. Obtain a copy of the written communication to parents. 3. Check the information on the website. 4. Sample three family files to determine the financial reimbursement process. 5. Determine if third party services, materials, resources or supplies are linked to the student's educational program. 6. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<i>in a Distributed Learning Educational program or course (such as computers) to Learners and/or their Parents.</i>				
ENHANCED FUNDING				
<p>Students with Aboriginal Education and English as a Second Language/Dialect (ESL/D) Classification.</p> <p>ESL/D Enhanced Funding: School-age students reported as ESL/D on the Form 1701 and who meet all of the requirements as specified on the Form 1701 Instructions may qualify for ESL/D funding.</p> <p>Aboriginal Education Enhanced Funding: Funds provided for school-age students to Boards of Education for Aboriginal Education programs are targeted and must be spent on the provision of these programs and services. The delivery and outcomes of aboriginal programs and services must be in accordance with Form 1701 Instructions, and documented, preferably through Enhancement Agreements.</p> <p>Special Needs Classification – Reference: Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy</p>	<p>Confirmation that the ESL/D program is meeting the criteria specified in the Directions for the Form 1701 Instructions and the K-12 Regular Enrolment audit program.</p> <p>Confirmation that the Aboriginal Education Program is meeting the criteria specified in the Form 1701 Instructions and the K-12 Regular Enrolment audit program.</p>	<p>Whether sampled students who are being claimed for ESL/D or Aboriginal Education supplemental funding meet all the criteria specified in the Form 1701 Instructions as directed in the K–12 audit program.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • K-12 Funding – Aboriginal Education • K-12 Funding – English as a Second Language • 2008/09 K-12 Regular Enrolment Audit Program <p>Audit Steps: For ESL/D and Aboriginal Education services - Review specific student files to see if there is evidence that the appropriate services are being provided by the DL School in accordance with Ministry requirements. (Use K-12 Regular Enrolment Audit Program for direction).</p> <ol style="list-style-type: none"> 1. Follow the audit steps in the K – 12 audit program’s sections specific to Aboriginal Education and ESL/D. 2. Document any discrepancies on an Observation Sheet and attach supporting documentation. <p>Special Needs Students (compliance is in accordance with Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy www.bced.gov.bc.ca/policy/policies/spneed_distance_ed.htm) – Use student level data to determine if special needs students are in this school. If so, confirm that a current IEP is in place.</p>	