

2008/09 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
Student Reporting				
<p>School age students reported for funding are: (Ref: Form 1701 Instructions, P.2 and 3)</p> <ul style="list-style-type: none"> • <i>Born between July 1, 1989 and December 31, 2003</i> <p>and</p> <ul style="list-style-type: none"> • <i>School aged students in Kindergarten through Grade 9 can only be reported in one school.</i> • <i>School aged students in Grades 10 to 12 or Secondary Ungraded (SU) in Alternate programs may only be reported in one school within a Board and only by one Board/Authority</i> • <i>School aged students in Grades 10 to 12 or SU in K-12 schools may be reported in more than one school operated by a Board but may only be reported by one Board/Authority.</i> <p>Adult students reported for funding are: (Ref: Form 1701 Instructions, P.2 and 4)</p> <ul style="list-style-type: none"> • <i>Born prior to July 1, 1989</i> <p>And</p> <ul style="list-style-type: none"> • <i>Adult students may be reported in more than one school and more than on Board/Authority.</i> 	<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 2008 Form 1601 and 1701 Instructions • Compliance Audit Policy • School Act, Section 81, 168(2) (t), 117(1) (b) • Permanent Student Record Order M190/91 • Student Progress Report Order M191/94 • School and Student Data Collection Order M152/89 <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 including staff contact (if applicable). <p>Note: <i>The following students should not be reported on Form 1701:</i></p> <ol style="list-style-type: none"> 1. <i>Students enrolled in a Provincial Resource Program (PRP) for 3 months or less.</i> 2. <i>Students who are only registered to write the General Education Development (GED) examinations.</i> 3. <i>Pre-primary or early childhood education students.</i> <p>(Ref: Form 1701 Instructions, P.3).</p>	

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B.C. 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> (Ref: K-12 Funding General Policy) 			<p>Key Documents:</p> <ul style="list-style-type: none"> • K-12 Funding-General Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Verify teachers' membership in BCCoT by reviewing a copy of each of the teachers' current membership in BCCoT. 	
B.C. Residency				
<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>ordinarily resident in BC (and where applicable) with their parent/legal guardian</i> • <i>enrolled in the district</i> (Ref: K-12 Funding General Policy) <p><i>International students are not eligible for a provincially funded education, as they do not meet residency requirements</i> (Ref: International Students Policy). See International Students Policy for exceptions.</p>			<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • MEd International Students Policy, including 'Decision Aid'. • School Act, Section 82 (1) and (2) • BC Regulation 265/89 (16) <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine the school process for ensuring that students (adult), and parents or legal guardians (of school-age students) are ordinarily resident in BC. 2. Document the full school process as determined in Step 1, including names of personnel contacted. 	
Enrolled and Attending (see below for Adult Student Attendance Requirements)				
<p><i>Students should be reported by the education facility with which they are enrolled and in attendance as at September 30, 2008.</i> (Ref: Form 1701 Instructions, P.2)</p> <p>Interpretation: Student attendance is defined as being present at school, on a school sponsored program or field trip, or absent for legitimate health or personal reason documented by parent and/or guardian or certified by school officials.</p>	<p>Verification that students reported on Form 1701 were enrolled and in attendance on September 30, 2008.</p>	<p>That the district's headcount on September 30, 2008, as reported on Form 1701, is accurate.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Form 1701 Enrolment Verification Report as at September 30, 2008 (Echo Report 9035). <p>Note: this document is the final version approved by the District's Form 1701 staff contact. Auditors' Echo reports are the correct version the district was funded with.</p> <p>Note: 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>Audit Steps: Review by Reconciliation</p> <ol style="list-style-type: none"> 1. Review the school reconciliation of actual 	

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<p><i>A student in transition from one B.C. school to another B.C. school on September 30, 2008 should be reported at the school last attended in September. For a student who arrives in a school during the last week in September, the principal of the receiving school should contact the school the student has left to ensure the student is removed from the departing school's 1701 file. (Ref: Form 1701 Instructions, P. 4).</i></p>			<p>enrolment on the date of the audit with the enrolment as of September 30, 2008 (school should have been provided with the 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 including staff contact names.</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 including staff contacts (if applicable). <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, including staff contacts. 	

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			<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 audit. Verify their attendance using the following procedures: <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. 2. Identify on an Observation Sheet those students who were not in attendance on September 30 and thereafter, and attach supporting documents, including staff contacts. 	
<p style="text-align: center;">Adult Attendance</p> <p><i>Attendance is defined to be over one registration period AND either 1) a minimum of 10 hours of instruction in a classroom or learning centre for each course or a demonstrated completion of 10% of the course requirements (10/10 Rule) - OR - 2) meets the 'active' policy for distributed learning...K-12 schools must choose either the 10/10 criteria OR the active policy as a definition of "attendance". Ref: Adult Funding Policy</i></p>				
<p style="text-align: center;">(10/10 Rule Option - Adults)</p>				
<p>Interpretation – Instruction in a Classroom: direct communication between teachers and students who are enrolled and participating in an educational program that is supervised and assessed by the teacher. (Per Governance and Legislation Branch, September 2008)</p>	<p>Evidence that sampled students are attending each course claimed for funding in accordance with the definition of attendance as stated in the Adult Funding policy.</p>	<p>That the district has reported for funding only: a) students who were in attendance in accordance with the Adult Funding policy definition of attendance during the specified time period.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Form 1701 ECHO Report 9100. • Adult Funding Policy <p>Audit Steps (Attendance):</p> <ol style="list-style-type: none"> 1. Determine that each of the adult students in the sample attended each course claimed for funding. 2. Evidence to support the students' attendance includes: <ul style="list-style-type: none"> • Classroom teacher attendance sheets • Computer bubble sheets • Electronic data (system logins/outs) • Information gathered through interviews with teachers and other staff • Record of work performed (progress) 	

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			3. Identify on observation sheets those students who do not meet the criteria, including the name(s) of staff contacts and attach supporting documentation.	
(‘Active’ Option - Adults)				
<p><i>Active participation...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 (Ref: DL-Active Policy)</i></p> <p>Definitions: Active Date – for a student in a course or program is defined as being within one week of a snapshot date, supportable with evidence, which satisfies the Active policy criteria for funding. Snapshot Date – September 30, 2008 (Per September Form 1701 Instructions, P.1) Course Enrolment Form (from Adult Funding Policy) – A document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment. Attend (from DL Active Policy) – To be enrolled in an educational program... and to participate in an educational activity</p> <p>To be considered active in a course/program for adult funding purposes: (Ref: DL Active Policy): <i>Student files must contain the following to be claimed for funding.</i></p> <ol style="list-style-type: none"> 1. Evidence that a student is active at the snapshot date. 2. A clear course plan for each subject 	<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: As above, and</p> <ul style="list-style-type: none"> • DL Active Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Is there evidence that the student is active in their funded course(s) within one week of the snapshot date? 2. Has the course plan been created for each course in which the student is enrolled? 3. Is the course plan adequate in that there are linkages between student activities, Ministry learning outcomes and assessment? 4. Is there a current student learning plan consisting of eligible courses and linked to Ministry learning outcomes that is signed (or electronically confirmed) by the student and for non-graduated adults – the course(s) meets 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> <ol style="list-style-type: none"> 5. Is there evidence of at least one example of instruction-related communication between the teacher and student following the creation of the plan? <p>Note: Assignments indicate communication and interaction between teacher and student.</p> <ol style="list-style-type: none"> 6. Is there 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 	

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<p><i>listed on the signed student learning plan which links to learning outcomes, performance standards, required resources and assessment strategies.</i></p> <p>3. <i>Following completion of the student learning plan, at least one example of instruction-related communication between the teacher and student. Evidence of communications can include email, telephone, face-to-face commentary, computer-mediated conference records, discussion boards, submission of student work.</i></p> <p>4. <i>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 school mark.</i></p> <p>5. <i>A student learning plan (of eligible courses), reviewed annually and signed by the student, which meets graduation requirements.</i></p>			<p>outcomes of the course and noticeably impact the final percentage value of the student's school mark?</p> <ul style="list-style-type: none"> Evidence includes examples of student work, assessment data, and teacher grade books reflecting student engagement in a significant portion of the program and/or course. <p>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.</u></p> <p>7. Document discrepancies on an Observation Sheet and attach supporting documentation.</p>	

Academic Program or Course Funding

School age students are:

- enrolled at the Kindergarten to Grade 9 level, for the completion of learning outcomes outlined in the appropriate subject educational program guide in accordance with the Required Areas of Study in an Educational Program Order 295/95
- enrolled in Grades 10-12 with a student learning plan in accordance with the Graduation Requirements Order 205/95
- enrolled as secondary ungraded (SU) taking courses at a number of levels. (Ref: Form 1701 Instructions, P.8)

Note:

- Students enrolled in grades 10 to 12, SU and Graduated Adults (GA) will be funded for more than 1.0000 FTE if they take more than 8 courses.*
- School aged non graduated students in grades 10 to 12 and SU reported in Alternate Programs will be funded at 1.0000 FTE regardless of the number of courses in which they are enrolled.* (Ref: Form 1701 Instructions, P.14)
- To be recognized as Alternate Program students, districts must report students through a Class 3 Facility Code (Alternate Program Schools). (Ref. September Form 1601 Instructions, P.3)

Adult Students are:

- Non-graduated students *taking Ministry-Authorized or Board/Authority Authorized courses that lead to a graduation diploma, meet the **attendance***

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<p><i>definition in the Adult Funding Policy (10/10 Rule or DL Active Requirement – see above), and the funding eligibility requirements set out in the K-12 Funding-General Policy. Eligible courses leading to graduation are documented on a Course Enrolment Form; or</i></p> <ul style="list-style-type: none"> • <i>Graduated adults taking only those courses identified as authorized under Phase 3 of the Education Guarantee. (See Key Documents below).</i> <p>For the 2008/09 reporting year the Appendix 1 Adult Foundation Level 1 through 7 courses are under development and not available in all CE centres. To aid CE centres during this transition year, those graduated adults in the sample found to be taking existing LD courses used by Boards to upgrade students' academic skills and knowledge may be eligible for funding if there is an assessment of that student indicating they are at an academic level below Grade 12 and therefore would not be considered secondary graduates in BC. (see Note below)</p> <p>The assessment must be a recognized standardized test which provides grade levels for specific subjects (e.g. Canadian Adult Achievement Test – CAAT)*.</p> <p>*Assessment: evidence that Districts have used reputable assessment tools which give credible grade level equivalencies in the core academic competencies for use in determining which graduates from other jurisdictions do not meet BC graduation skill levels.</p> <p>Note: The above exception to the Adult Funding policy and September Form 1701 instructions is applicable for graduated adults assessed and identified as requiring core academic studies below the Grade 10 level (and eligible for the Adult Foundation Courses once these are fully implemented in 2009/10). Those graduated adult students found to be assessed at the Grade 10 to 12 level must be taking the core academic courses identified for graduated adults in Appendix 1 of the Phase 3 Education Guarantee.</p> <ul style="list-style-type: none"> • <i>Adult students taking one locally developed General Education Development (GED) preparation course.</i> <p>(Ref: Form 1701 Instructions, P.2 and 12)</p> <p>Funding:</p> <ul style="list-style-type: none"> • Graduation Transitions may only be reported once for a student during their K-12 education and only reported when the student is enrolled in grade 12. (Ref: Form 1701 Instructions, P.13) • Support Blocks are for non special needs, school aged, non graduated students in grades 10 to 12 and SU taking less than 8 courses, who are engaged in their learning at structured times in addition to their academic or regular program courses. The combined total number of support blocks and courses leading to graduation cannot exceed 8 for these students. Each support block should be considered equivalent to the 120 hours of instruction in a regular course, instructional service should be provided by a teacher, regular attendance is expected, and does not include independent study time, voluntary study halls, tutorial sessions or time spent on courses at another school. In support of students taking distributed learning courses, non-DL schools may claim one funded support block per student per school year as long as the above requirements are met. (Ref: Form 1701 Instructions, P.14) 				
<p><i>To obtain funding for school aged students, school boards must meet the following criteria:</i></p> <ul style="list-style-type: none"> • <i>report the student's annual plan of courses in which the student was enrolled and in attendance as at September 30, 2008.</i> <p><i>To obtain adult student funding, school boards must meet the following</i></p>	<p>Verification of the FTEs claimed for funding by the School District.</p>	<p>Whether the FTEs claimed for funding are accurate.</p>	<p>Key Documents: As Above, and</p> <ul style="list-style-type: none"> • Student Credentials Order M164/96 • Required Areas of Study in an Educational Program Order M295/95 • Graduation Requirements Order M205/95 • BC Adult Graduation Program Order M320/04 • Adult Funding Policy • Adult Program Policy • Authorized course list for Graduated Adults 	

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<p><i>criteria:</i></p> <ul style="list-style-type: none"> • a course enrolment form on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment • report the student's annual plan of courses in which the student was enrolled and in attendance as at September 30, 2008. <p>(Ref: Form 1701 Instructions, P.13)</p> <p><i>Number of Courses Leading to Graduation: a four credit course is one course and a two credit course is a half course.</i></p> <p>Ineligible Courses (not considered fundable secondary courses): <i>Prior learning assessment credit granting, tutorial time and teacher consultation, and courses completed via challenge.</i></p> <p>(Ref: Form 1701 Instructions, P.12)</p> <p>(Note: challenge courses are reported through the Transcript and Examinations (TRAX) system)</p>			<p>www.bced.gov.bc.ca/adult_graduation/pdfs/adult_grads_course_list.pdf</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Select a sample of: <ul style="list-style-type: none"> • a minimum of 25% of adult students, and • a minimum of 25% of school-age graduates, and those school-age Grade 10 to 12 students in the base sample. 2. Verify their course count, enrolment, and attendance on September 30. 3. Verify that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC. 4. Determine the FTE, for each student selected, based on the Form 1701 Instructions table (P.14). 5. Compare the verified FTE equivalent with the Form 1701 reported FTE. 6. Identify on an Observation Sheet students with FTE discrepancies and attach supporting documentation including staff contact names (if applicable). <p>Note: All Alternate School Students claimed for Aboriginal Education, ESL/ESD and Post-Secondary Transition funding must meet the criteria associated with these supplementary categories. If the criteria are not met, in these categories, funding adjustments will be recommended.</p>	
Exchange Students				
<p><i>An exchange student is one involved in a reciprocal and equal exchange. This exchange must be one in/one out of the same board for the same length of time, with the exchange completed within two years.</i> (Ref: Form 1701 Instructions, P.3)</p> <p>Interpretation: The purpose is to provide funding to</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: As above.</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Request a one-to-one list of local and district sponsored reciprocal exchange students from the school or district. 2. View supporting documentation such as a Rotary exchange agreement relating to the student exchange. 	

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<p>districts while local students are participating in an eligible exchange and they are not in attendance September 30 because of 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>If a student is reported as attending a full day Kindergarten program they must be participating in an additional program.</p> <ul style="list-style-type: none"> • Aboriginal Education • English as a Second Language (ESL/ESD/FSL) • Physically Dependent • Deaf/Blind • Moderate to Profound Intellectual Disability • Physical Disability or Chronic Health Impairment • Visual Impairment • Deaf or Hard of Hearing • Autism Spectrum Disorder <p>Repeating the morning curriculum in the afternoon does not qualify as full day kindergarten. (Ref: Form 1701 Instructions, P.7).</p>	<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: As above, and</p> <ul style="list-style-type: none"> • School Act 82, 106.3, 106.4, 114 <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> <ol style="list-style-type: none"> 1. Check the Form 1701 to verify that the students are claimed in one of the eligible programs or categories. 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 (French) as a Second Language/English as a Second Dialect (ESL/D)				
<ul style="list-style-type: none"> • In order for a School Board to qualify for Supplemental Funding for ESL/D support services there must be the following six requirements in place for each student reported. 	<p>Assurance that students claimed for English as a Second Language (or French as a Second Language or English</p>	<p>Whether students sampled for ESL/D supplementary funding meet Form 1701 Instructions requirements</p>	<p>Key Documents: As Above, and</p> <ul style="list-style-type: none"> • English as a Second Language (ESL) Policy • K-12 Funding – English as a Second Language (ESL) Policy 	

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<ul style="list-style-type: none"> • ESL/D support services must be in evidence at the time of the September 30, 2008 claim. Service that is deferred entirely to a later time is not fundable. • Speech Language Pathology services and other non-ESL/D specific services are not considered to be additional services for Form 1701 reporting. (Ref: Form 1701 Instructions, P.9) <p><i>Provincial policy recognizes English as a Second Dialect (ESD) support services as a part of ESL support services.</i></p> <p><i>ESD support services must address the development of Standard English language proficiency, including oral language proficiency. Students 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).</i> (Ref: Form 1701 Instructions, P.10)</p>	<p>as a Second Dialect) supplemental funding for are receiving additional services in accordance with MED policies and Form 1701 Instructions.</p>		<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Select a sample of approximately 25% of the students reported as ESL/D 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/D students according to their English language proficiency and document this process. 	
<ol style="list-style-type: none"> 1. Evidence of documentation of a current annual English language proficiency assessment, dated after September 30, 2007. 	<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, 2007. • Each student is identified as 	<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/D 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, 2007. <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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	<p>requiring specialized language services to develop intellectually and to achieve the expected learning outcomes of the provincial curriculum.</p>		<p>student's ESL program is based on this assessment. Note: It is not the role of the auditor to evaluate the assessment, the assessment results, or the program provided. 4. Identify on an Observation Sheet students not meeting these criteria and attach supporting documentation.</p>	
<p>2. Evidence that a current annual instructional plan (AIP) is in place, dated after September 30, 2007.</p>	<p>An instructional plan that is designed to meet the needs of the student as identified by the English language proficiency assessment.</p>	<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>Audit Steps: 1. Obtain the ESL/D student's AIP and ensure that it: <ul style="list-style-type: none"> • is for the current year (2008/09). • is dated after September 30, 2007. • 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>	
<p>3. An ESL/FSL/ESD 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/ESD specialist teacher is someone with expertise in working with children needing ESL/FSL/ESD support and/or specialist training in programming and delivery of ESL/FSL/ESD services.</p>	<p>Evidence of ESL/D specialist teacher involvement:</p> <ul style="list-style-type: none"> • ESL/D specialist's signature or initials on the AIP. • Name of the ESL/D specialist teacher involved in the development of this program. • The specialist verifies that he/she is involved. 	<p>Whether an ESL/D specialist is involved in the development and review of the student AIP.</p>	<p>Audit Steps: 1. Verify that an ESL/D specialist teacher was involved in the development of the ESL/D AIP and participated in the review of the plan during the school year. 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. 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.</p>	
<p>4. Evidence that additional services are being provided.</p>	<p>Evidence that additional services are provided include:</p>	<p>Whether the ESL/D students in the sample are receiving</p>	<p>Audit Steps: 1. Verify that the ESL/D services are being provided by visiting classes, interviewing staff,</p>	

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<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>	<ul style="list-style-type: none"> • direct instruction in reception classes, • pull-out services, • ESL/D 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/D needs identified in the student's English Language proficiency assessment and the AIP.</p>	<p>additional services in accordance with Ministry requirements.</p> <p>Whether the service was in place by September 30, 2008.</p> <p>Whether there are adaptations to the programs which support the goals in the AIPs of the sampled students.</p>	<p>and examining documents such as timetables, day books, course outlines and attendance records.</p> <p>2. Determine that services were being provided at the time of the September 30, 2008 claim by:</p> <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. <p>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.</p> <p>4. Document how the teacher adapts the regular program to meet the students' ESL/D needs.</p> <p>5. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.</p> <p>Note: Reduction of class size by itself is not a sufficient service to meet the definition of ESL services.</p>	
<p>5. A schedule which details the nature and amount of direct service provided to the student by an ESL/FSL/ESD specialist teacher(s).</p>	<p>A schedule which details the service.</p>	<p>Whether an ESL program is delivered to the student.</p> <p>Whether the sampled students are receiving an ESL service.</p>	<p>Audit Steps: Audit Criteria 4, Steps 2 and 3 (above), details this audit procedure.</p>	
<p>6. Documentation of the student's progress in the acquisition of English proficiency in all Student Progress Reports.</p>	<p>Comments on progress in the acquisition of English proficiency in the</p>	<p>Whether there is documentation in the sampled ESL students' Progress</p>	<p>Audit Steps: 1. Review the students' progress reports. The reports, or ESL inserts, must contain specific information on the student progress in ESL</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
	student progress reports of all ESL students.	Reports of the students' progress in the acquisition of English proficiency.	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.	
Aboriginal Education Programs				
<p>(Ref: K-12 Enhanced Funding for Aboriginal Education Policy)</p> <p><i>Targeted Aboriginal Education funding requires the collaboration of Boards of Education and local Aboriginal communities to develop and deliver Aboriginal Education programs and services that integrate academic achievement and Aboriginal culture and/or language.</i></p> <p><i>Aboriginal Education Programs and Services are Aboriginal Language and Culture programs, Aboriginal Support Services, or other Ministry approved Aboriginal Programs. Such programs and services are articulated in Enhancement Agreements, developed collaboratively by the Board of Education and district Aboriginal communities.</i></p>	Written documentation which describes how the program will achieve the goals of: <ul style="list-style-type: none"> • Improved academic performance • Increased retention, attendance and graduation rates 	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>Key Documents:</p> <ul style="list-style-type: none"> • K-12 Enhanced Funding for Aboriginal Education Policy • District's 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 implementation for Aboriginal students. 3. Document processes on an Observation Sheet and attach relevant documentation. 	
<p><i>For a student to be reported as receiving an Aboriginal Education Program and/or Services, all of the following must be</i></p>			<p>Audit Steps:</p> <p>Select a sample of approximately 25% of the total number of students reported as receiving</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><i>met.</i> (Ref: Form 1701 Instructions, P.11).</p>			<p>Aboriginal Educational funding on the Form 1701 and perform the following audit procedures.</p>	
<p>1. <i>Evidence that the student has self-identified as being of Aboriginal Ancestry (First Nations, status and non status; Métis; and Inuit);</i></p> <p><i>Aboriginal Ancestry is determined on a voluntary basis through self-identification.</i> (Ref: K-12 Enhanced Funding for Aboriginal Education Policy and Form 1701 Instructions, P.6)</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>	<p>Whether sampled students have self-identified as being of Aboriginal Ancestry.</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. 3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents. 	
<p>2. <i>Evidence that the parent or guardian of the student has been consulted;</i></p> <p>Interpretation: Consultation - represents communications between the school and the parent/guardian.</p>	<p>Documented communication between the school and the parent/guardian.</p>	<p>Whether there is communication between the school 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. 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<ul style="list-style-type: none"> • Record of communication between parent and staff. 3. Document the findings on an Observation Sheet and attach supporting documentation.	
<p>3. <i>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;</i></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>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> <p>3. Document the findings on and Observation Sheet and attach supporting documentation.</p>	
<p>4. <i>Evidence that the Aboriginal Education Program is in addition to any other programs and services to which the student is eligible.</i></p> <p>Note: <i>Aboriginal Education funds must not be used for the delivery of BC First Nations Studies 12 or other base classroom instruction. Generic “Aboriginal culture” events do not constitute an Aboriginal Education Program.</i> (Ref: Form 1701 Instructions, P.11)</p>	<p>Documentation of the additional Aboriginal Educational Program services provided.</p>	<p>Whether the program/service is in 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. The following may used as evidence: <ul style="list-style-type: none"> • program schedules • student timetables 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<ul style="list-style-type: none"> • logs • program outlines • daybooks • attendance <p>3. Document findings on an Observation Sheet and attach supporting evidence.</p> <p>Note: Districts are responsible for providing programs that meet the learning needs of all students through base funding. A district should be able to demonstrate that targeted funds are not being used to offset costs associated with this provision. Aboriginal Education funding is for programs that exist only because of the supplementary funding.</p> <p>Note: Participation of non-aboriginal students in 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.</p>	
<p>5. <i>Evidence that the Aboriginal Education programs and services provide a continuum of substantive learning experiences and/or support services throughout the school year.</i></p>	<p>Verification that there is a planned continuum of learning experiences and/or support services provided to the student throughout the year.</p>	<p>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>	<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 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? 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<ul style="list-style-type: none"> • 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. 	
Post-Secondary Transition Programs				
<p><i>The Ministry recognizes post-secondary courses for funding purposes if they are part of students' planned programs of study leading to graduation. (Ref: Recognition of Post-Secondary Transition Programs for Funding Purposes Policy and Form 1701 Instructions, P.12)</i></p> <p><i>Boards must have a post-secondary partner in order to report students in Career Technical Programs and must have students registered in a technical training program funded by the Industry Training Authority in order to report students in ACE-IT Programs. (Ref: Form 1701 Instructions, P.12)</i></p>	<p>Verification that post-secondary courses reported for funding are part of a planned program of studies leading to Grade 12 graduation and in accordance with the requirements of the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy.</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: As above, and</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 • 2008/09 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>(Ref: Recognition of Post-Secondary Transition Programs for Funding</p>			<p>Audit Steps: Select a sample of approximately 25% of the</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>Purposes)</p> <p><i>The following criteria must be met in order for the post-secondary courses to be eligible as courses funded by the Ministry:</i></p>			<p>students enrolled in CTC, ACE-IT, or other post-secondary transition programs. Undertake the following procedures to establish if courses reported are eligible for funding.</p>	
<p>1. <i>The post-secondary courses are reported for Graduation Program credit to the Ministry transcript system.</i></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>Audit Steps:</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]; • interview appropriate staff to determine how this criteria is met. 	
<p>2. <i>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 www.bccat.bc.ca or offered in French through the auspices of <u>Educacentre</u>.</i></p> <p><i>Schools must keep a copy of the post-secondary transcript on file, showing completion of post-secondary courses.</i></p> <p><i>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 Ministry.</i></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 for each funded course in the sampled student's file.</p>	<p>Audit Steps:</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: 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.</p>	
<p>3. <i>The post-secondary courses are part of a school district program that is an education option for students.</i></p>	<p>Evidence that the post-secondary course(s) is an education option for the students within the school or school</p>	<p>Whether the post-secondary course(s) in the sample is part of the school or school district's programs.</p>	<p>Audit Steps:</p> <p>1. Verify that the post-secondary courses are part of a school district program by:</p> <ul style="list-style-type: none"> • examining district and /or school course catalogue documents; 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
	district. For example: Is the course listed in the school's course catalogue?		<ul style="list-style-type: none"> • 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. <i>The school district pays all tuition costs for post-secondary courses reported for funding.</i>	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.	Audit Steps: <ol style="list-style-type: none"> 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. Students might be paying for texts, tools, etc. This is acceptable. 2. Query a small number of the students to establish whether they paid tuition and, if so, what fees they paid. 3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents. 	
5. <i>Students begin taking the post-secondary courses that are part of their transition program during their Grade 11 or Grade 12 year.</i> Note: Students begin their transition program (student learning plan) after completing relevant learning outcomes in Planning 10 (Grade 10) – therefore, the stipulation above relates for students to begin post-secondary courses during Grades 11 and 12.	Evidence that students below Grade 11 do not register for these courses.	Whether all sampled students are in Grade 11 or 12.	Audit Steps: <ol style="list-style-type: none"> 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 where WorkSafe BC (the Workers' Compensation Board) coverage is, or was, provided; and • must also show that the employment matches the goals as described in their transition plan. 3. Identify on an Observation Sheet those students not meeting this criterion and attach 	

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			<p>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. <i>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.</i></p> <p><i>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. School districts include the documented post-secondary courses for funding as part of the 1701 data collection process.</i></p> <p><i>For school-aged students who have not yet graduated, post-secondary courses will be funded on the same basis as school district delivered courses.</i></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 policy requirements.</p>	<p>Audit Steps:</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, 2008. • Determine that the plan is for the current year (2008/09). • 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. <p>2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.</p>	