

**2009/10 Distributed Learning (DL) Enrolment (September 2009 and February 2010 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 teaching 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/MemberServices/FindATeacher.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 will only fund enrolled students that meet the active policy. 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: Active Date – for a student in a course or program is defined as the earliest date, supportable with evidence, which satisfies the Active policy criteria for</p>	<p>Evidence that the students claimed on Form 1701 have met the DL Active policy requirements.</p>	<p>Whether the 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, January 2009 DL Standards - June 2007, Version 2.0 DL Adult Funding Policy Form 1701 Instructions (Fall and February Data Collection periods) 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 <p>Audit Steps: Select students enrolled in the program. The</p>	

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<p>funding. <i>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.</i></p> <p>Snapshot Submission Dates (Per September/February Form 1701 Instructions, P.1 and January 2009 DL Active Policy)</p> <p>September Claims: September 30, 2009</p> <p>February Claims: February 5, 2010)</p> <p>Attend – <i>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>Student Learning Plan (SLP) – <i>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>Course Plan – <i>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.</i> (Ref: DL Active Policy)</p> <p>To be considered active in a DL course/program for funding purposes:</p> <p>Grades K–9 Each student file must contain: (Ref: DL Active Policy Rev. January 1, 2009)</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. 			<p>selection must include students from both the September and February count documents. 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 submission date?</p> <ol style="list-style-type: none"> Evidence of activity appropriate to the amount of time the student has been enrolled? Are exceptions (e.g. sickness) documented and reasonable? A teacher-developed student learning plan (SLP) 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 Evidence the SLP was in place by the appropriate snapshot submission 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? <p>Note: Students in Grade 9 enrolled in a 'standard' school taking additional non-secondary DL course(s) will have their student learning plan filed at the 'standard' school. For</p>	

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<ul style="list-style-type: none"> • <i>The minimum evidence is a teacher-developed learning plan and a signed commitment from a parent.</i> • <i>Active participation in the educational program must be reflective of the amount of time the student has been enrolled in the program and in evidence three weeks after the snapshot date.</i> <p>Note: Additional evidence of active participation can be found throughout the DL Standards document.</p> <p>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:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Following completion of the student learning plan, at least one example of instruction-related communication between the teacher and student.</i> • <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> • <i>A student learning plan (of eligible courses), reviewed annually and signed by the student which meets graduation requirements.</i> 			<p>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 Is there evidence that the school has met the Active policy requirements?</p> <ol style="list-style-type: none"> 1. Evidence that the student is active in their funded course(s) in accordance with the appropriate snapshot submission date. 2. A course plan created for each course in which the student is enrolled. 3. The course plan is adequate in that there are linkages between student activities, Ministry learning outcomes and assessment strategies. 4. A current signed SLP consisting of eligible courses, 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 SLP 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 SLP 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 "Funding" Section below)</p> <ol style="list-style-type: none"> 5. Evidence of at least one example of instruction-related communication between the teacher and student following the creation of the plan. 	

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<ul style="list-style-type: none"> For Graduated Adults evidence that the course is a provincial or Board/Authority Authorized course listed on LearnNow BC. (Ref: DL Active Policy, January 2009)			<p>Note: Teachers communicate with students to support the learning outcomes of their program and or course.</p> <p>Note: Assignments indicate communication and interaction between teacher and student.</p> <p>6. Evidence that a substantive assignment, linked to the SLP, 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 impacts 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 gradebooks 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 as evidence to meet the Active requirement.</u></p> <p>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 the course's learning outcomes.</p> <p>7. Document discrepancies on an Observation Sheet and attach supporting documentation.</p>	
FUNDING				
<p>Students in Grades K-9 may be enrolled and funded through only one school. If a student enrolls with a board/authority operating a DL school or program after September 30, the student will generate funding for the portion of the year in the DL school or program. (Ref: DL Funding Policy)</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 LearnNow BC website www.learnnowbc.gov.bc.ca <p>Audit Steps: To provide assurance that the students claimed</p>	

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<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 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. 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. 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>			<p>on Form 1701 have met the DL Funding policy, examine the following information for each student in the sample:</p> <p>Grades K-12 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> <p>Grades K–9 Note: No compliance audit step is required to identify duplicate enrolment for the K-9 students. The BCeSIS and Form 1701 entries identify duplication in enrolment and reconcile 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 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. 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. Note: The minimum timeline within which re-enrolments upon withdrawal is allowed for</p>	

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<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>students in Grades 10-12 is two funding periods. Example: The student is active in a course as at the September 2009 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 2010 funding period - this is not a new enrolment. • If the student returns and is active in June they can be claimed for the September 2010 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 selected non-graduated adults and verify that they are being claimed in accordance with DL Active and Adult Funding policy requirements. 4. Check all selected graduated adults 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. 	
Post-Secondary Transition Programs (ONLY For School-Age Students Who Began Taking These Programs Funded as Courses During Grades 11 and 12)				
<p>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) 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</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</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</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 • Elective Work Experience Courses and Workplace Safety Policy • Work Experience Order M226/07 • Program Guide for Ministry-Authorized Work Experience Courses • 2009/10 Manual of Course Information for the 	

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<p><i>Training Authority in order to report students in ACE-IT Programs. (Ref: Form 1701 Instructions, P.12)</i></p>	<p>Policy.</p>	<p>student enrolled in post-secondary programs through post-secondary institutions.</p>	<p>Graduation Program</p> <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Follow the audit steps in the K-12 Regular Enrolment audit program section specific to the Post-Secondary Transition Programs. 2. Document any discrepancies on an Observation Sheet and attach supporting documentation. <p>Note: The student's required current planned program of studies listing their secondary and post-secondary transition program courses must be in place by the corresponding active date (i.e., September 30th or February 5th).</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 educational activities, assessment strategies, and learning resources.</i></p> <p>Students old enough to understand the plan must also sign it.</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 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>Key Documents: As above.</p> <p>Audit Steps: Teacher is Responsible for the Educational Program</p> <p>Interview appropriate staff and review the 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"> 1. 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 	

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			<p>between teachers and students, and teachers and parents,</p> <ul style="list-style-type: none"> • 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. <p>2. 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.</p> <p>3. Determine that the student learning plan refers to:</p> <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 • 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>	

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			<p>Audit Steps: Teacher is Responsible for Instruction 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> <ol style="list-style-type: none"> Determine if the teachers are responsible for the instruction of their students. Review documentation such as: <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 between teachers and students, and teachers and parents, 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 Clarify any ambiguities with the student's enrolling teacher. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	
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. (2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or</p>	Confirmation that the DL school is conducted on a strictly secular and non-sectarian basis and that no religious dogma or creed is	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-	<p>Key Documents:</p> <ul style="list-style-type: none"> School Act Section 76 <p>Audit Steps: To provide assurance that the DL School is operated on strictly secular and non-sectarian</p>	

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<p><i>Provincial school.</i></p> <p>Schools must be conducted on strictly secular and non-sectarian principles.</p>	<p>being taught in the school.</p>	<p>secular resources in use.</p>	<p>principles interview appropriate staff to determine board policy, guidelines and directives on this issue.</p> <ol style="list-style-type: none"> Determine if the educational program is secular and non-sectarian by: <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, educational resources, student work, course outlines and overviews; resources; and communication between the school, students and parents Document any discrepancies on an observation Sheet and attach supporting documentation. 	
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</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</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"> Interview appropriate staff, to determine board policy, guidelines and directives that ensure that the students and parents/guardians (where applicable) are ordinarily resident in BC. Obtain a copy of the Board's policy. Interview appropriate staff to determine board 	

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<p><i>province, in distributed learning schools or programs.</i> <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 guidance and a Decision Aid to establish eligibility.</i></p> <p>Non-residents Within Canada: 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 funded by the BC MEd. School boards may set fees for the courses.</p> <p>The DL BC Residency Policy does not enable boards/authorities to offer DL services outside of Canada.</p>		<p>Education has a residency policy in compliance with provincial requirements.</p>	<p>policy, guidelines and directives ensuring that the parents/guardians of students who are temporarily out of the province are ordinarily residents of BC.</p> <p>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.</p> <p>4. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>NOTE: Student files should be able to clearly demonstrate that students are temporarily out of the province.</p> <p>For International students, check to see if there is documentation in each student's file verifying the claim that the students and the guardian/parent are ordinarily resident in 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 <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> <p>1. Interview appropriate staff to determine if they</p>	

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			<p>have any students from other provinces or jurisdictions in Canada.</p> <p>2. Request a list of the names of those students and check them against the Form 1701 data.</p> <p>Note: Out-of-province students are not eligible for funding.</p> <p>4. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p>	
REIMBURSEMENTS TO LEARNERS AND PARENTS (Including Contracting Out)				
<p><i>If the public board or authority uses a third party to provide educational services, materials, or resources to Learners, the board or authority will:</i></p> <p><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></p> <p><i>(b) pay the third party directly and not the Parent, Learner or any other person.</i></p> <p><i>The public board or authority 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 public board or authority may provide financial assistance...for a portion of the Family's Internet connection fees only...The public board or authority may lend, not give, equipment (such as a computer) that is required for participation in a Distributed</i></p>	<p>District contracted educational services are associated with the DL school.</p> <p>Confirmation that these agreements meet the MED directives.</p> <p>Verification that financial reimbursements are made in accordance with the Distributed Learning - General Policy.</p>	<p>Whether the district has contacted any educational services.</p> <p>Whether these contracted services are in accordance with the School Act and DL policy.</p> <p>Whether financial reimbursements are distributed in accordance with the Distributed Learning - General Policy.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act Section 82 (7) and Section 83 (7) allows Agreement to specify reimbursements. • School Act Section 86 - Agreements • Distributed Learning – General Policy, July 2009 – Reimbursements to Learners and Parents <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 accordance with the DL – General Policy and Section 86 of the School Act. Section 86 describes the areas that districts can contract out. <p>Note: The onus is on the District to give evidence that their BCCoT staff member (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. Interview appropriate staff to determine the School or District policy on financial reimbursement to parents. Obtain a written copy of the policy. 3. Determine if the parents have had the policy communicated to them in writing. Obtain a copy of the written communication to parents. 4. Check the information on the website. 5. Sample three family files to determine the financial reimbursement process. 	

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<p><i>Learning education program or course (Ref: DL –General Policy)</i></p>			<p>6. Determine if third party services, materials, resources or supplies are linked to the student's educational program.</p> <p>7. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p>	
SUPPLEMENTAL FUNDING				
<p>Students with Aboriginal Education and English as a Second Language/Dialect (ESL/D) Classification.</p> <p>ESL/D Supplemental 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 Supplemental 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 Regular Enrolment 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 • 2009/10 K-12 Regular Enrolment Audit Program <p>Audit Steps:</p> <p>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>	