

**2010/11 Distributed Learning (DL) 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
<b>BC College of Teachers (BCCoT)</b>				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> <li>• <i>under the supervision of, assessed and evaluated by a member of the BC College of Teachers</i></li> </ul> <p>(Ref: K-12 Funding General Policy)</p>	<p>Verification that all staff teaching K-12 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 current members of the BCCoT.</p>	<p><b>Key Documents:</b></p> <ul style="list-style-type: none"> <li>• <i>School Act</i> Section 17 to 20</li> <li>• BC Regulation 265/89, Sec.4-Duties of a teacher</li> <li>• K-12 Funding General Policy</li> <li>• BCCoT Website: <a href="http://www.bcct.ca/MemberServices/FindATeacher.aspx">www.bcct.ca/MemberServices/FindATeacher.aspx</a></li> </ul> <p><b>Audit Steps</b></p> <p>1. Prior to the audit, verify teachers' membership in BCCoT by reviewing each of the teachers' current membership.</p>	
<b>B.C. RESIDENCY AND OUT-OF-PROVINCE STUDENTS</b>				
<p>(Ref: K-12 Funding General Policy)</p> <p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> <li>• <i>ordinarily resident in BC (and where applicable) with their parent/legal guardian</i></li> <li>• <i>enrolled in the district</i></li> </ul> <p>(Ref: DL BC Residency Policy)</p> <p><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 B.C. requirement.</p>	<p>That students reported for funding are ordinarily resident in BC and therefore eligible for provincial funding.</p> <p>Whether there is written information for the sampled students who are not living in BC indicating they intend to return to British Columbia within a reasonable amount of time.</p> <p>Whether the Board of Education has a</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• Distributed Learning – BC Residency Policy</li> <li>• School Act, Section 168 (3)</li> <li>• School, Act, Section 82 (1,2)</li> </ul> <p><b>Audit Steps-Ordinarily Resident:</b></p> <p>Determine the school process for ensuring students (incl. adults), and parents/legal guardians (of school-age students) are ordinarily resident in BC.</p> <p>1. 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.</p> <p>2. Interview appropriate staff to determine board policy, guidelines and directives ensuring that the parents/guardians of students who are</p>	

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<p><i>province, in distributed learning schools or programs.</i>  <i>...boards or authorities are required to establish their own residency policy consistent with Ministry legislation and policy</i></p> <p><i>For students who were residents of British Columbia at one time, but do not have a current address in British Columbia, determining "ordinarily resident" status is a school board decision, and 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><b>Non-residents Within Canada:</b> Have a written agreement with the education authority in the other jurisdiction where the student(s) resides. <b>The student(s) in the other jurisdiction are ineligible for funding. School boards may set fees for the courses.</b></p> <p>The DL BC Residency Policy does not enable boards/authorities to offer DL services outside of Canada.</p>		<p>residency policy in compliance with provincial requirements.</p>	<p>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><b>NOTE:</b> 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, where applicable) are ordinarily resident in BC. Evidence of residency must be in accordance with board's residency policy. Contact Manager of Compliance Program if no evidence is provided or if the school is having difficulties obtaining the information.</p> <p><b>Note:</b> The evidence requirement is for Ministry audit verification only. Evidence may take the form of hard copy/electronic scanned documents, notes on file, conversations, and meeting minutes, etc.</p> <p><b>Audit Steps – Non-Resident Within Canada Students:</b></p> <p>1. Interview appropriate staff to determine if they 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 ECHO9100 report.</p> <p><b>Note:</b> Out-of-province students are not eligible for funding.</p> <p>3. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p>	

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<b>STUDENT MUST BE ACTIVE</b>				
<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. Public boards of education or authorities must have evidence of active participation to be funded by the Ministry for a distributed learning student's course or program. (Ref: DL-Active Policy)</i></p> <p><b>Definitions:</b>  <b>Active Date</b> – for a student in a course or program is defined as the earliest date, supportable with evidence, which satisfies the Active policy criteria for funding. The Active Date is no later than the date when the school assigns a student to a course through registration, enrolment, or class configuration mechanisms.  <b>Activation Submission Dates</b>  <b>September Claims:</b> September 30, 2010  <b>September Timeline:</b> report all courses in which the Grade 10-12 student was active since April 30, 2010 and that have not previously been reported.  <b>February Claims:</b> February 18, 2011  <b>February Timeline:</b> report all courses in which the Grade 10-12 student was active since October 1, 2010.  <b>Attend</b> – To be enrolled in an educational program that includes distributed learning; and to participate in an educational activity by means of distributed learning.  <b>Student Learning Plan (SLP)</b> – A</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><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• DL Active Policy, January 2009 and September 30, 2010</li> <li>• DL Standards – February 2010</li> <li>• Adult Funding Policy</li> <li>• Form 1701 Instructions (Fall and February Data Collection periods)</li> <li>• Required Areas of Study in an Education Program Order M295/95 (Students' Learning Plan)</li> <li>• Graduation Program Order M302/04 – (Students' Graduation Program Plan)</li> <li>• BC Adult Graduation Requirements Order M320/04</li> </ul> <p><b>Audit Steps:</b>  Select students enrolled in the program. The selection must include students from both the September and February count documents. <b>If applicable:</b> 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><b>Grades K – 9</b>  To determine that the students in the sample were active in the funded program <b>by the appropriate activation submission timeline listed in the Form 1701 Instructions</b>, verify that the school records meet the Active policy requirements. Is there:</p> <ol style="list-style-type: none"> <li>1. Evidence of the student's active participation in the program three weeks after the activation date? Are exceptions (e.g. sickness) documented and reasonable?</li> <li>2. A teacher-developed student learning plan (SLP) and a <b>signed</b> commitment to the learning plan from the parent. Signed commitment can include such evidence as: <ul style="list-style-type: none"> <li>• a logged parent/teacher meeting discussing the</li> </ul> </li> </ol>	

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<p><i>document listing the courses or components of a student's program of studies meeting Required Areas of Study or Graduation Program Order requirements..</i> (Ref: DL Active Policy)</p> <p>To be considered active in a DL course/program for funding purposes: <b>Grades K–9</b> Each student file <b>must</b> contain:</p> <ul style="list-style-type: none"> <li>• Evidence that a student is <b>active at the activation date</b>, as listed in the 1701 Instructions to claim funding.</li> <li>• The <b>minimum evidence</b> is a teacher-developed learning plan and a signed commitment from a parent.</li> <li>• <b>Active participation</b> in the educational program must be... in evidence three weeks after the activation date.</li> </ul> <p>(Ref: DL Active Policy January 2009)</p> <p><b>Grades 10-12</b> student files (including all adult claims) <b>must contain the following at the activation submission date as listed in the 1701 instructions to be claimed for funding.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• at least one example of instruction-related communication between the teacher and student... Teachers communicate with students <u>to support the learning outcomes in their program and/or course...Evidence must include at least one contact for the student to</u></li> </ul>			<p>SLP</p> <ul style="list-style-type: none"> <li>• email discussion between parent and teacher regarding the SLP</li> <li>• documented information about parent reviewing SLP</li> <li>• other documented forms of communication identifying parent was involved in SLP development</li> </ul> <p>3. Evidence the SLP was in place by the appropriate activation submission date.</p> <ul style="list-style-type: none"> <li>• Has the plan been created by and is it being led by a BC Certified Teacher?</li> <li>• Is there evidence that ensures that the roles of teachers and parents are clearly defined and communicated before the student enrolls?</li> </ul> <p>4. Document discrepancies on an Observation Sheet and attach supporting documentation.</p> <p><b>Grades 10 – 12</b></p> <p>To determine that the students in the sample were active in <b>each course</b> claimed for funding <b>by the appropriate activation submission timeline listed in the Form 1701 Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Verify there is a course plan (that meets the Active Policy's definition) for each course in which the student is claimed.</li> <li>2. Verify there is a current student learning plan (that meets the Active Policy's definition) consisting of eligible courses that is signed (or there is documented verification of confirmation) by the teacher and student <b>and for non-graduated adults</b> – the course(s) listed meet the graduation requirements.</li> </ol> <p><b>Note:</b> The student learning plan will demonstrate how the required areas of study will be met. It will 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><b>Note:</b> For non-graduated adults, the student</p>	

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<p><u>be considered active in the program and/or course they are enrolled in.</u></p> <ul style="list-style-type: none"> <li>• <u>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...</u> Substantive assignments are submitted to teachers and address curriculum outcomes in the student's program and/or course...samples of marked student work are kept on file. <b>NOTE:</b> for February funding period claims onward The substantive assignment will be clearly linked to the learning outcomes of each course claimed, will be dated, marked, and impact the final percentage of the student's school mark by at least five percent (Ref. DL Active Policy, September 30, 2010.)</li> <li>• A student learning plan (of eligible courses), reviewed annually and signed by the student and parent (where applicable), which meets graduation requirements. (see definition above) (Ref. DL Active Policy, January 2009)</li> </ul>			<p>learning plan may be in evidence to document graduation requirements, however in accordance with the Adult Funding Policy, the requirement for all adults is to document eligible courses on a course enrolment form by the Active date.</p> <p>3. Verify there is evidence of at least one example of instruction-related communication between the teacher and student that supports the learning outcomes in their eligible course prior to funding claim.</p> <p>4. Verify there is evidence of a substantive assignment, that addresses curriculum outcomes in the student's eligible course, noticeably impacts the final percentage value of the student's school mark for the course (or by at least five percent for all February 2011 funding period claims), and was submitted to the teacher by the student prior to claiming funding.</p> <p><b>Note:</b> 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>5. Document discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<b>FUNDING</b>				
<p>Students in <b>Grades K-9</b> may be enrolled and funded through only one school. If a student enrolls with a public board of education or authority operating a DL school 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>By agreement between schools students may take courses in schools</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><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• School Act Section 3 – Entry to educational program.</li> <li>• DL Funding Policy-January 2009 ver. and September 2010 ver.</li> <li>• LearnNow BC website <a href="http://www.learnnowbc.gov.bc.ca">www.learnnowbc.gov.bc.ca</a></li> </ul> <p><b>Audit Steps - Grades K-12:</b></p> <p>1. For the sampled students who are claimed for the first time in the February count, how many of</p>	

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<p><i>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><b>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.</b></p> <p><b>Adults:</b> <i>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.</i></p> <ul style="list-style-type: none"> <li>• <b>Non graduated adults:</b> <i>may take eligible courses that lead to the British Columbia Certificate of Graduation (the Dogwood) or the Adult Graduation Diploma (the Adult Dogwood).</i></li> <li>• <b>Graduated adults:</b> <i>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.</i> <a href="http://www.learnnowbc.gov.bc.ca/">www.learnnowbc.gov.bc.ca/</a>.</li> </ul> <p><b>Re-Claimed Courses:</b> <i>Students are not allowed to take the same course at the same time at two different schools.</i> <i>A course must be completed or withdrawn from before a student can</i></p>			<p>these students transferred from a bricks and mortar school after September 30. Note on an observation sheet and provide details.</p> <p><b>Grades K–9</b> <b>Note:</b> No compliance audit step is required to identify duplicate enrolment for the K-9 students. The BCeSIS and Form 1701 process identifies duplication in enrolment. Boards make their own arrangements for shared services as long as no tuition fees are charged to the student.</p> <p><b>Audit Steps - Grades 10–12</b></p> <ol style="list-style-type: none"> <li>1. Determine if any of the sampled students re-enrolled in the same course(s) in consecutive funding periods. <b>Definition:</b> determination of re-enrolment (or re-registration) refers to DL courses only and 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. (see audit criteria - Re-Claimed Courses)</li> <li>2. Determine that FTEs reported on ECHO9100 represent only new course claims. Schools cannot report for new funding in the same course unless following are met: <ul style="list-style-type: none"> <li>• Eligible course re-claim a) previous course claimed was completed and either failed or improved mark required, and b) assessment of past work cannot be used to evaluate re-claimed course.</li> <li>• Withdrawn or incomplete re-claims are ineligible unless there is a) a record of student inactivity for 2 DL reporting periods; b) corresponding records of attempts to re-engage student in the course; and, c) assessment of past work cannot be used to evaluate re-claimed course.</li> <li>• For all eligible re-claims, all areas of study consistent with IRP requirements for course must</li> </ul> </li> </ol>	

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<p><i>enrol in the same course again</i>  <i>For Grade 10-12 students (including adults) to be eligible for new funding in the same DL course(s) in the same DL school, the following conditions must be met:</i></p> <p><i>i. The student must have been previously reported as failed (through course completion), or completed the course and want to improve their mark, or were withdrawn from that course.</i></p> <p><i>ii. If course was withdrawn from or not completed there must be a record of student inactivity for two DL enrolment counts along with a corresponding record of attempts made by the DL school to contact the student for that course.</i></p> <p><i>iii. All areas of study consistent with the Integrated Resource Package requirements for the course, must be provided to the student in all re-claimed course instances.</i></p> <p><i>iv. Assessment of the student's past work must not be used to evaluate re-claimed course progress.</i>            (Ref. DL Funding Policy)</p>			<p>be provided to student.</p> <p>3. Check all selected non-graduated adults and verify that they are being claimed in accordance with DL Active and Adult Funding policy requirements (non grads must be taking eligible courses that lead to graduation).</p> <p>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.</p> <p>5. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p>	

**Course Claim Eligibility (Number of Eligible Courses Reported)**

**'COURSE' Clarifications:**

**Course Definition:** *A course is defined by the Student Credentials Ministerial Order M164/96...consider a four credit course (approximately 120 hours) as one course and a two credit course (approximately 60 hours) as a half course (see p.32 of the Course Information book for Graduation Program Manual's credit definition).* (Ref: Form 1701 Instructions, P.11)

**Not fundable through Form 1701:** (Ref: Form 1701 Instructions, P.11) *Items that are not secondary courses, such as prior learning assessment credit granting, tutorial time and teacher consultation, and courses completed via challenge.* **NOTE:** Partial credit courses are ineligible unless Ministry approved (must have assigned Ministry course code).

**Planning 10:** Planning 10 is a four-credit grade 10 course designed for delivery within the school timetable at grade 10. Planning 10 is ineligible for partial credit. (Ref. Planning 10 FAQ [www.bced.gov.bc.ca/graduation/planning10\\_qa.pdf](http://www.bced.gov.bc.ca/graduation/planning10_qa.pdf))

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<p><b>General Education Development (GED):</b> (Ref: GED Preparation Course Funding Policy and Form 1701 Instructions, P.2) <i>The Ministry of Education will fund the delivery by Boards of Education of a locally developed GED preparation course for adult students preparing to write the GED tests. Funding for a GED preparation course will be subject to the Adult Funding Policy. The Ministry of Education does not fund students to write the GED tests. The Ministry of Education will only fund the locally developed GED preparation course as one course, not as five courses for each subject area of the GED. The Ministry of Education will not fund school-aged students to enrol in a GED preparation course.</i></p> <p><b>Graduation Transitions</b> may only be reported once for a student taking a graduation program leading to a BC Certificate of Graduation – Dogwood during their K-12 education and should be reported when the student is enrolled in grade 12. (Ref: Form 1701 Instructions, P.12)</p> <p><b>Advanced Placement</b> – Schools may claim an AP course as a separate course only if it meets the definition of a course, is a separate and distinct instructional session of 80-100+ hours on the student’s timetable, the course is being taught by a certified teacher and is in accordance with the Student Credentials Ministerial Order M162/96. (Ref: Form 1701 Instructions P.12)</p> <p><b>Support Blocks:</b> <i>Support block may not be reported...by Distributed Learning schools.</i> (Ref. Form 1701 Instructions P.14)</p> <p><b>Self-paced courses</b> have an open-ended timeline but encompass one organized set of learning outcomes. While the completion of the course’s learning outcomes may be over a number of registration periods, only one course is undertaken and therefore eligible for only one funding claim. <b>NOTE:</b> There has to be evidence of a qualified teacher’s instructional component to be in compliance with Section 17(1) of the <i>School Act</i>.</p> <p><b>Independent Directed Studies (IDS):</b> <i>allows schools to recognize prior learning in a Ministry-developed or board authorized course that a student may not have completed...the process is intended to encourage schools (including DL) to allow students to pursue further studies in a course not previously completed. IDS credits may only be used to satisfy elective requirements (then challenged for courses that are graduation requirements). IDS credits may be awarded by schools to students who have successfully completed independent work based on a subset of outcomes of Grade 10, 11 and 12 Ministry courses or board authorized courses. Awarding of credit through an IDS should be governed by the procedures of the board. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal.</i> (Ref: <a href="#">Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy</a>)</p>				
<p style="text-align: center;"><b>CAREER PROGRAMS (FOR NON GRADUATE STUDENTS ONLY)</b></p> <p><b>Audit Steps:</b> Prior to audit request a list of all students in career programs as well as the name of the schools’ Career Program Coordinator. It should be that this district staff member will have all the documentation for each funded student claim.</p> <p><b>Definition:</b> <i>Educational programs focusing on a career or career-related area of study, which combine related courses with a work component...may include any of the following types of programs: Career Preparation, Co-operative Education, Secondary School Apprenticeship, Accelerated Credit Enrolment in Industry Training (ACE-IT), or Career Technical Centre Programs.</i> (Ref. Career Development Policy)</p> <p><b>NOTE:</b> Schools and Boards of Education may also create career programs as educational options. Boards must approve all career programs offered. Reporting career program participation to the Ministry, schools must use Ministry codes identified in the most recent <u>Course Information for the Graduation Program Grade 10-12 Courses Manual</u>.</p> <p><b>NOTE:</b> See audit steps below if career program is partnered with a post-secondary institution.</p>				
<p><b>Career Preparation Programs</b> prepare students for entry into the workplace or for further education and training in a specific career pathway that includes coursework and <b>work experience</b> placements.</p> <p><b>Cooperative Education Programs</b> provide hands-on experience in different careers combining career exploration and skill enhancement with <b>work</b></p>				

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<p><b>experience.</b>  <b>NOTE:</b> These are Board/Authority Approved programs designed locally and may be associated with WEX12A/12B funding claims (see WEX audit process below). If associated with a post-secondary partner see related audit process below, otherwise audit in accordance with standard course eligibility verification above.</p>				
<p><b>Secondary School Apprenticeship</b> (SSA) courses <i>provide students with opportunities to begin apprenticeship training while in secondary school</i> (Ref. Form 1701 Instructions, P.11) and meet the requirements as outlined in the Program Guide for Secondary School Apprenticeship <a href="http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2007pg_secschapprenticeship.pdf">www.bced.gov.bc.ca/irp/pdfs/health_career_education/2007pg_secschapprenticeship.pdf</a></p> <p><b>Audit Steps:</b> use the following Ministry directives to verify SSA course claims:  <b>SSA</b> allows secondary students to earn graduation requirements while transitioning into the work force with a total of 480 hours of work experience (not to be associated with WEX12A/12B). Program consists of SSA11A, SSA11B, SSA12A, and SSA12B – each 4-credit course claims. Requirements in accordance with Program Guide for Secondary School Apprenticeship:</p> <ul style="list-style-type: none"> <li>• Students must have an in-school orientation</li> <li>• Students must have sponsors recognized by the ITA</li> <li>• Students in SSA programs complete an ITA registration form with the school district coordinator, and ITA recognized sponsor</li> <li>• School district coordinator registers SSA program students as <b>youth apprentices*</b> with the ITA, keeps copies of all forms required for registrations, and retains the TWID number for the duration of the apprenticeship</li> <li>• Educators must, in conjunction with employers/sponsors, establish a training plan for students and sponsors once students are registered with ITA</li> <li>• Work-based training hours are accrued only after students apply for registration as <b>youth apprentices*</b> with ITA</li> <li>• SSA students must be evaluated by educators with valid teaching certificates who assign final percentages.</li> </ul> <p>*SSA youth apprentices must be 19 and under (at time of enrolment – students 20+ are ineligible) and complete their SSA work based training by 3 months past graduation.</p>				
<p><b>Work Experience 12A and 12B</b> claims must meet the directives of the Elective Work Experience Courses and Workplace Safety Policy <a href="http://www.bced.gov.bc.ca/policy/policies/elective_work_experience.htm">www.bced.gov.bc.ca/policy/policies/elective_work_experience.htm</a>, MO282/04 Work Experience Order <a href="http://www.bced.gov.bc.ca/legislation/schoollaw/e/m282-04.pdf">www.bced.gov.bc.ca/legislation/schoollaw/e/m282-04.pdf</a>, and in accordance with the program Guide for Ministry-Authorized Work Experience Courses <a href="http://www.bced.gov.bc.ca/careers/work_experience.pdf">www.bced.gov.bc.ca/careers/work_experience.pdf</a>. ...when tracking hours related to the work study program segment of WEX12, only one four credit course is claimed regardless of the number of reporting periods the student requires to complete the work placement component.(Ref. Form 1701 Instructions P.12)</p> <p><b>Definitions:</b> “<b>work experience</b>” means that part of an educational program that provides a student with an opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career. “<b>work study program</b>” means work experience at a standard work site.</p> <p><b>Audit Steps:</b> use the following Ministry directives to verify WEX course claims  <b>Before undertaking work study program portion of WEX course:</b></p> <ul style="list-style-type: none"> <li>• Boards must establish guidelines regarding conduct, supervision, evaluation and participation of students in all school-arranged work placements</li> <li>• Students must have an in-school orientation</li> <li>• There must be a signed Work Experience Agreement Form</li> <li>• Evidence students are at a WCB covered work site (if employment is paid and placement is supported and monitored by school)</li> </ul> <p><b>During/after work study program portion of WEX course:</b></p>				

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<ul style="list-style-type: none"> <li>Once student is undertaking school-arranged work placement school personnel must monitor each in accordance with board guidelines</li> <li>An educator with valid teaching certificate must evaluate all work experience courses and assign a percentage</li> </ul> <p><b>NOTE:</b> Only one WEX12 course claim is eligible for adults taking Adult Graduation Program</p>				
<p><b>Accelerated Credit Enrolment in Industry Training-ACE IT (school-age only)</b> is an industry training program for high school students. Through an ACE IT program, students take courses that will provide both high school graduation credits that are equivalent to the first level of apprenticeship technical training. <b>NOTE:</b> Follow audit procedures below for Post-Secondary Transition Programs.</p> <p>ACE IT programs are developed and offered as partnerships between school districts and <b>post-secondary institutions</b>, and classes are often taught at colleges through agreements with school districts. Districts claim for student funding with a funding transfer to the college. Work experience (WEX12A and 12B) placements are usually part of this program, or students could be enrolled in both ACE IT and a Secondary School Apprenticeship program (no WEX12A/12B claim as SSA has its own work experience component - see above). <i>Students must be registered in a technical training program funded by the Industry Training Authority in order to report students in ACE-IT Programs.</i> (Ref: Form 1701 Instructions, P.11)</p>				
<p><b>Career Technical Centre Programs (school-age only)</b> are an educational program that combines secondary and <b>post-secondary courses</b> and students earn both a secondary graduation and post secondary certificate in a broad range of trades and technology areas. <i>Boards must have a post-secondary partner in order to report students in Career Technical Programs</i> (Ref. Form 1701 Instructions, P.11). <b>NOTE:</b> Follow audit procedures below for Post-Secondary Transition Programs.</p>				
<p><b>Post-Secondary Transition Programs (ONLY For <u>School-Age Students</u> Who Began Taking These Programs Funded as Courses During Grades 11 and 12)</b>  <i>May be reported (for funding) if they are part of the school aged student's planned program leading to graduation and meet the requirements in the <u>Recognition of Post-Secondary Transition Programs for Funding Purposes Policy</u></i> (Ref. Form 1701 Instructions, P.11)</p> <p><b>Audit Steps:</b> use the following Ministry directives to verify Post-Secondary Transition Program course claims –</p> <ul style="list-style-type: none"> <li>Post secondary courses lead to a post-secondary credential from a district partnered post secondary institution, which is a member of the BC Transfer System</li> <li>Courses are part of a school district program that is an educational option for students</li> <li>School district pays any tuition costs for post-secondary courses reported for funding</li> <li>Student's annual plan of courses is signed and current with the program plan courses listed including when and where they will be taking the post-secondary courses</li> </ul>				
<b>TEACHERS SUPERVISE THE EDUCATIONAL PROGRAM</b>				
<p>Teachers must supervise the educational program.</p> <p><i>Teachers lead educational programs to ensure curriculum outcomes will be addressed through educational activities, assessment strategies, and learning resources.</i> (Ref. Procedures section of the DL Active Policy)</p> <p><b>Teachers responsibilities for third party educational services (i.e.,</b></p>	<p>Verification that all teachers are undertaking their responsibilities in accordance with the <i>School Act</i> and related Ministry policies.</p>	<p>Whether, in accordance with the <i>School Act</i>, each teacher is responsible for designing the educational programs of their students.</p> <p>Whether in accordance with the</p>	<p><b>Key Documents:</b> As above.</p> <p><b>Audit Steps: (Teacher Supervises)</b>  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.  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</p>	

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<p><b>career and post-secondary programs) supervision includes creating or improving learning plans and IEPs, coordinating learning activities with service providers, direct academic communication with students, evaluating student work, and assessing student performance. (Ref. DL General Policy)</b></p>		<p><i>School Act</i>, each teacher is responsible for supervising and assessing the educational programs of their students.</p>	<p>such as:</p> <ul style="list-style-type: none"> <li>• Course or student timetables.</li> <li>• 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.</li> <li>• The communications between teachers and parents and teachers and students related to the program.</li> <li>• Log books of ongoing individual interactions between teachers and students, and teachers and parents,</li> <li>• Samples of student work.</li> <li>• Registration or course selection sheets.</li> <li>• Newsletters to parents, both print and on-line.</li> <li>• Evidence of a variety of modes of interaction with teachers such as web blogs, virtual classrooms, online tutorials, face-to-face meetings.</li> </ul> <p>2. Determine that there is a teacher developed student learning plan for each school age student which is authorized by the teacher and parent and/or student. The documented commitment by 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"> <li>• Learning outcomes in the IRP for the program and/or course(s);</li> </ul> <p><a href="http://www.bced.gov.bc.ca/irp/lo.htm">www.bced.gov.bc.ca/irp/lo.htm</a></p> <ul style="list-style-type: none"> <li>• Required areas of study for the program and/or course(s);</li> <li>• The teacher's plan for providing learning activities;</li> <li>• Learning resources required to complete the program and/or course(s);</li> <li>• Standards of performance expected of the</li> </ul>	

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			<p>student.</p> <ul style="list-style-type: none"> <li>• Is the learning plan adequate in that there are linkages between student activities, Ministry learning outcomes and assessment?</li> <li>• Is there evidence that the plan is current and linked to the educational program delivered?</li> </ul> <p>4. Clarify any ambiguities with the student's enrolling teacher.</p> <p>5. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p> <p><b>Audit Steps: Teacher is Responsible for Instruction</b></p> <p>Interview appropriate staff to gain an understanding of the role of teacher's planning, implementing and monitoring of each student's instruction. Document these discussions.</p> <p>1. Determine if the teachers are responsible for the instruction of their students. Review documentation such as:</p> <ul style="list-style-type: none"> <li>• Samples of student work,</li> <li>• Student portfolios</li> <li>• 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.</li> <li>• Intervention and instructional planning done by the teacher.</li> <li>• Log books of ongoing individual interactions between teachers and students, and teachers and parents,</li> <li>• The communications between teachers and parents and teachers and students related to the day to day work of the student.</li> <li>• Newsletters to parents, both print and on-line</li> <li>• Comments made on Progress Reports</li> </ul> <p>2. Clarify any ambiguities with the student's</p>	

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			enrolling teacher. 3. Document any discrepancies on an Observation Sheet and attach supporting documentation.	
<b>SECULAR AND NON-SECTARIAN</b>				
<p><b>School Act Section 76</b> (1) <i>All schools and Provincial schools must be conducted on strictly secular and non-sectarian principles.</i></p> <p>(2) <i>The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school.</i></p> <p>Schools must be conducted on strictly secular and non-sectarian principles.</p>	Confirmation that the DL school is conducted on a strictly secular and non-sectarian basis and that no religious dogma or creed is being taught in the school.	Whether religious dogma or creed is being taught in the DL school or is part of the sampled students' courses and if there are non-secular resources in use.	<p><b>Key Documents:</b></p> <ul style="list-style-type: none"> <li>• School Act Section 76</li> </ul> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Determine if the educational program is secular and non-sectarian by: <ul style="list-style-type: none"> <li>• Interviewing appropriate school staff to gain an understanding of the school philosophy, goals and Mission Statement. Obtain copies.</li> <li>• Reviewing course outlines and overviews; and</li> <li>• Examining (for each student in the sample): <ul style="list-style-type: none"> <li>▪ student learning plans,</li> <li>▪ educational resources,</li> <li>▪ student work,</li> <li>▪ course outlines and overviews;</li> <li>▪ resources; and</li> <li>▪ communication between the school, students and parents</li> </ul> </li> </ul> </li> <li>2. Document any discrepancies on an observation Sheet and attach supporting documentation.</li> </ol>	
<b>REIMBURSEMENTS TO LEARNERS AND PARENTS (Including Contracting Out)</b>				
<p><i>If the public board of education or authority uses a third party to provide educational services or learning support materials, or resources to Learners, the board or authority will:</i></p> <ul style="list-style-type: none"> <li>• ensure that the educational services, materials and 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</li> <li>• supervision includes creating or</li> </ul>	<p>District contracted educational services are associated with the DL school and supervised by the school's teacher.</p> <p>Confirmation that these agreements meet the Ministry directives.</p>	<p>Whether the district has contacted any educational services.</p> <p>Whether these contracted services are in accordance with the <i>School Act</i> and DL General Policy.</p> <p>Whether financial</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• School Act Section 82 (7) and Section 83 (7) allows Agreement to specify reimbursements.</li> <li>• School Act Section 86 - Agreements</li> <li>• Distributed Learning – General Policy, June 2009 – Reimbursements to Learners and Parents</li> </ul> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Determine whether the District has contracted any educational services and assess whether the contract is in accordance with the DL – General</li> </ol>	

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<p><i>improving learning plans and IEPs, coordinating learning activities with service providers, direct academic communication with students, evaluating student work, and assessing student performance.</i></p> <ul style="list-style-type: none"> <li>• <i>Pay the third party directly and not the parent, Learner, or any other person; and</i></li> <li>• <i>Ensure that through agreements and school information publications, parents and third party service providers clearly understand their roles and responsibilities for student safety and security; and</i></li> <li>• <i>Clearly describe its responsibility to provide the program outlined in a student's learning plan or IEP separately from additional services the student may receive from the service provider</i></li> </ul> <p><i>The public board of education or authority may:</i></p> <ul style="list-style-type: none"> <li>• <i>not provide financial payments or reimbursements to learners or their Parents</i></li> <li>• <i>provide financial assistance to Learners or their parents for a portion of the Family's Internet connection fees only (if required to participate in an educational program delivered whole/in part through DL)</i></li> <li>• <i>may lend, not give, equipment with an asset value (such as a computer) that is required for participation in a Distributed Learning educational program or course to Learners and/or their Parents.(Ref: DL –General Policy)</i></li> </ul>	<p>Verification that financial reimbursements are made in accordance with the Distributed Learning - General Policy.</p>	<p>reimbursements are distributed in accordance with the Distributed Learning - General Policy.</p>	<p>Policy and Section 86 of the <i>School Act</i>. Section 86 describes the areas that districts can contract out.</p> <p><b>Note:</b> The onus is on the District to give evidence that their BCCoT staff member (those legally liable for the general supervision of the program) create or approve learning plans/IEPs, coordinate learning activities with service providers, direct academic communication with students, evaluate student work and assess student performance related to the contracted program.</p> <ol style="list-style-type: none"> <li>2. Interview appropriate staff to determine the School or District policy on financial reimbursement to parents. Obtain a written copy of the policy.</li> <li>3. Determine if the parents have had the policy communicated to them in writing. Obtain a copy of the written communication to parents.</li> <li>4. Check the information on the website.</li> <li>5. Sample three family files to determine the financial reimbursement process.</li> <li>6. Determine if third party services, materials, resources or supplies are linked to the student's educational program.</li> <li>7. Document any discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol>	

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<b>SUPPLEMENTAL FUNDING</b>				
<p>Students with Aboriginal Education and English (French in the CSF) as a Second Language/Dialect (ESL/D) Classification.</p> <p><b>ESL/D Supplemental Funding:</b> 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><b>Aboriginal Education Supplemental Funding:</b> 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><b>Special Needs Classification –</b> 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><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• K-12 Funding – Aboriginal Education</li> <li>• K-12 Funding – English as a Second Language</li> <li>• 2010/11 K-12 Regular Enrolment Audit Program</li> <li>• Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy</li> </ul> <p><b>Audit Steps:</b> 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"> <li>1. Follow the audit steps in the K–12 audit program’s sections specific to Aboriginal Education and ESL/D.</li> <li>2. Document any discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol> <p>Special Needs Students (compliance is in accordance with Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy <a href="http://www.bced.gov.bc.ca/policy/policies/spneed_distance_ed.htm">www.bced.gov.bc.ca/policy/policies/spneed_distance_ed.htm</a> ) – 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>	