

**2010/11 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
<b>Student Reporting</b>				
<p><b>School age students</b> reported for funding are: (Ref: Form 1701 Instructions, P.2 and 3)</p> <ul style="list-style-type: none"> <li>• <i>Born between July 1, 1991 and December 31, 2005</i> and</li> <li>• <i>School aged students in Kindergarten through Grade 9 can only be reported in one school.</i></li> <li>• <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></li> <li>• <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></li> </ul> <p><b>Adult students</b> reported for funding are: (Ref: Form 1701 Instructions, P.2 and 3)</p> <ul style="list-style-type: none"> <li>• <i>Born prior to July 1, 1991</i> <ul style="list-style-type: none"> <li>○ <i>taking Ministry-Authorized or BAA courses that lead to a graduation program (non-graduated adults)</i></li> <li>○ <i>have met the general requirements for graduation in B.C. or another jurisdiction (Graduated adults only eligible for courses listed on <u>Appendix 1 of Education Guarantee</u>)</i></li> </ul> </li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• <i>Adult students may be reported in more</i></li> </ul>	<p>Assurance of accuracy and appropriateness of the student and school data reported to the Ministry of Education by school districts.</p>	<p>Whether or not districts are in compliance with the Ministry's school and student data collection instructions.</p>	<p><b>Key Documents:</b></p> <ul style="list-style-type: none"> <li>• September 2010 Form 1601 and 1701 Instructions</li> <li>• Compliance Audit Policy</li> <li>• Alternate Education School Program Policy</li> <li>• School Act, Section 81, 106.3, 106.4, 114, 117(1) (b), 168(2) (t)</li> <li>• Permanent Student Record Order M190/91</li> <li>• Student Progress Report Order M191/94</li> <li>• School and Student Data Collection Order M152/89</li> <li>• <u>Appendix 1 Education Guarantee</u></li> </ul> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Determine the school process for ensuring that students meet the age requirements.</li> <li>2. Document the school process.</li> <li>3. Select students and check to see that there is documentation that verifies their birth date.</li> <li>4. Document any discrepancies on an Observation Sheet and attach supporting documentation including staff contact (if applicable).</li> </ol> <p><b>Note:</b> <i>The following students should <b>not</b> be reported on Form 1701: Students enrolled in a Provincial Resource Program (PRP) for 3 months or less; students who are only registered to write the General Education Development (GED) examinations; pre-primary or early childhood education students.</i> (Ref: Form 1701 Instructions, P.3)</p>	

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<i>than one school and more than one Board/Authority.</i>				
<b>B.C. 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</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>ordinarily resident in BC</i> (and where applicable) <i>with their parent/legal guardian</i></li> <li>• <i>enrolled in the district</i></li> </ul> <p>(Ref: K-12 Funding General Policy)</p> <p><i>Non-resident Out-of-Province/ International students are not eligible for funding. Per 2010/11 Operating Grants Manual, and Form 1701 Instructions.</i></p>	<p>Confirmation that there is a District wide process to ensure funded students are ordinarily resident in BC.</p>	<p>That students reported for funding are ordinarily resident in BC and therefore eligible for provincial funding.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• <i>School Act</i> Section 82</li> </ul> <p><b>Audit Steps:</b></p> <p>1. Determine the school process for ensuring that students (incl. adults), and parents/legal guardians (of school-age students) are ordinarily resident in BC.</p> <p>2. Obtain a copy of the District's policy and/or school's practice or if none available, document the full school process as determined in Step 1, including names of personnel contacted. <b>Note:</b> Verification of residency and district enrolment is included in the audit steps below.</p>	
<b>Exchange Students</b>				
<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></p> <p><b>Boards receive funding for the resident</b></p>	<p>Verification that students, involved in a reciprocal exchange, are eligible for</p>	<p>Whether each exchange student is one involved in an eligible exchange.</p>	<p><b>Key Documents:</b> As above.</p> <p><b>Audit Steps:</b></p> <p>1. Request a one-to-one list of local and district sponsored reciprocal exchange students from the school or district.</p> <p>2. View supporting documentation such as a Rotary</p>	

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<p><b>student.</b> (Ref: Form 1701 Instructions, P.2)</p> <p><b>Interpretation:</b> The purpose is to provide funding to districts while local students are participating in an eligible exchange and are not in attendance at September 30 because of the exchange. The International student is considered to be the placeholder for the resident student otherwise the international student would not be eligible for funding.</p>	funding.		<p>exchange agreement relating to the student 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 and non-resident student names and PEN numbers, and note the destination of local student, origin of non-resident student and the respective timelines for each exchange.</p> <p>5. Identify on an Observation Sheet those students not meeting the eligibility requirements and attach supporting documents.</p>	
<b>Kindergarten</b>				
<p>2010/2011 is the transition year to full day Kindergarten. Districts are required to indicate if the student is enrolled in Kindergarten and attends class on a half time (0.5 FTE) or full time (1.0 FTE basis) (Ref. Form 1701 Instructions P.6-7)</p>				
<p>Kindergarten student enrolment, attendance and supplementary claims for ESL or Aboriginal Education should be reviewed using the same audit processes as other school-age students (see below). <b>NOTE:</b> there may be instances where half day students are be reported with supplemental claims.</p>				
<b>Alternate Education</b>				
<p><i>Each Alternate Education Program will have:</i></p> <p>1. An intake process to facilitate district referrals or self referral.</p> <p>2. A regularly reviewed learning plan for each student...an official Individual Education Plan (IEP) or a Student Learning Plan created by the school that clearly defines the objectives for the student, additional services provided as required, progress made, and any transition plans.</p> <p>3. An exit strategy to facilitate the students transition either back into regular school system, continuing education centre, graduation or to work and to post secondary training and education</p> <p>4. Evidence of additional services as required by the student population (i.e., youth workers, drug and alcohol counsellors and/or sessions, etc.)</p>	Evidence that the facility reporting student claims in an alternate program met the Ministry policy requirements.	Whether the facility is operating in accordance with Ministry policy and the non-graduated school age students are eligible for funding allocations specific to a Type 3 Facility.	<p><b>Key Documents:</b> As above.</p> <p><b>Audit Steps:</b></p> <p>1. Interview appropriate staff to determine, in accordance with the Alternate Education School Program Policy, that the school:</p> <ul style="list-style-type: none"> <li>• has an intake process for all students (document what this process is).</li> <li>• have the required additional services necessary to meet the needs of the student population (document what these services are).</li> </ul> <p>2.Document contact person and attach notes from the interview(s) on an Observation Sheet.</p> <p>3.Select a sample of the students listed on the ECHO9100 Report for the Type 3 Facility and verify that the students (specifically school-age non-graduates funded at 1.0FTE):</p> <ul style="list-style-type: none"> <li>• have undergone an intake process based on the practice identified by school staff.</li> <li>• have an IEP or SLP created by the school which</li> </ul>	

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<p><i>Non-graduate school-aged students that also meet the criteria for funding in the K-12 General funding policy and are enrolled in a Type 3 facility, will be funded as 1.0 FTE. Adult and graduated school-age students are funded on a per-course basis</i> (Ref. Alternate Education School Program Policy)</p>			<p>clearly defines 1) the objectives for the student, 2) what additional services are/will be provided, 3) measurement of student progress, and 4) any proposed transition plan.</p> <ul style="list-style-type: none"> <li>• have been provided with a planned approach to exit from the Alternate School into either another educational program, to graduation, to a post secondary program, or into the workforce.</li> <li>• have/will be provided with the required additional services as noted in the IEP or SLP. Verify when services will be provided and by whom.</li> </ul> <p>4. Identify on observation sheets those students who do not meet the criteria and attach supporting documentation.</p> <p><b>NOTE:</b> Supplemental services associated with any of these student claims must meet the related criteria for ESL and Aboriginal Education.</p>	
<b>Enrolled and In Attendance (see specific Attendance Requirements for Adult Students below)</b>				
<p><i>Students should be reported by the education facility with which they are enrolled and in attendance as at September 30, 2010.</i> (Ref: Form 1701 Instructions, P.2)</p> <p><b>Interpretation:</b> 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><i>...a student in transition from one B.C. school to another B.C. school on September 30, 2010 should be reported at the school last attended in September.</i> <i>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</i></p>	<p>Verification that students reported on Form 1701 were enrolled and in attendance on September 30, 2010.</p>	<p>That the district's count on September 30, 2010, as reported on Form 1701, is accurate.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• Form 1701 Enrolment Verification Report as at September 30, 2010 (Echo Report 9035). <b>Note:</b> 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.</li> </ul> <p><b>Note:</b> In order to ensure that none of the students are identified on the current INAC nominal roll request the District's list of nominal roll students.</p> <p><b>Audit Steps:</b> <b>Review by Reconciliation</b></p> <p>1. Review the school reconciliation of actual enrolment on the date of the audit with the enrolment as of September 30, 2010 (school should have been provided with the reconciliation form prior to audit). The Review is done by:</p> <ul style="list-style-type: none"> <li>• Asking the school for a <b>transfer in &amp; out document (transfer file)</b> from September 30 to date of the audit.</li> </ul>	

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<p><i>removed from the departing school's 1701 file.</i> (Ref: Form 1701 Instructions, P. 3).</p>			<ul style="list-style-type: none"> <li>• Verifying that the reconciliation balances. If it does not balance, work with school staff to identify the unreconciled data.</li> <li>2. If the data can not be reconciled identify the issues on an Observation Sheet and attach supporting documentation including staff contact names.</li> </ul> <p><b>NOTE:</b> Contact may be required with district/school career coordinator for those students attending/participating in post-secondary institution or career programs at the start of the school year.</p> <p><b>Review of Withdrawals</b></p> <ol style="list-style-type: none"> <li>1. Examine the attendance records for each student who has withdrawn during October to ensure that those students were attending school on September 30.</li> <li>2. Identify on an Observation Sheet students not in attendance on September 30 and thereafter, and attach supporting documents including staff contacts (if applicable).</li> </ol>	
<p><b>Adult Attendance</b>  <i>Attendance is defined to be over one registration period AND either 1) a minimum of 10 hours of <b>instruction in a classroom</b> 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".</i> Ref: Adult Funding Policy</p>				
<p><b>(10/10 Rule Option - Adults)</b></p>				
<p><b>Interpretation – Instruction in a Classroom:</b> 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)  <b>Interpretation – Registration Period for K-12 Regular Enrolment:</b> July 1 to September 30 (Per Governance and Legislation Branch September 2009)   <b>Course Enrolment Form</b> (definition from Adult Funding Policy) – A document on file at</p>	<p>Evidence that 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 students who were in attendance in accordance with the Adult Funding policy definition of "attendance" during the specified time period.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• Form 1701 ECHO Report 9100.</li> <li>• Adult Funding Policy</li> </ul> <p><b>Audit Steps (Attendance):</b></p> <ol style="list-style-type: none"> <li>1. Determine that the adult students attended (per 10/10 rule) <b>each eligible course</b> claimed for funding.</li> <li>2. Evidence to support the students' attendance includes: <ul style="list-style-type: none"> <li>• Classroom teacher attendance sheets</li> <li>• Computer bubble sheets</li> </ul> </li> </ol>	

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<p><i>the school listing the course(s) in which the student is enrolled and the date(s) of enrolment.</i></p>			<ul style="list-style-type: none"> <li>• Electronic data (system logins/outs)</li> <li>• Information gathered through interviews with teachers and other staff</li> <li>• Record of work performed (progress)</li> </ul> <p>3. Identify on observation sheets those students who do not meet the criteria, including the name(s) of staff contacts and attach supporting documentation.</p>	
<p><b>(‘Active’ Option - Adults)</b></p>				
<p><b>Definitions:</b>  <b>Active Date</b> – for a student in a course is defined as being the submission date as listed in the Form 1701 Instructions supportable with evidence, which satisfies the Active policy criteria for funding.  <b>Snapshot Date</b> – September 30, 2010 (Per September Form 1701 Instructions, P.1)</p> <p><b>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...</b>  To be considered active in a course/program for adult funding purposes:  <i>Grades 10-12 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></i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>at least one example of instruction-related communication between the teacher and student...Teachers communicate with students to support the learning outcomes in their</i></li> </ul>	<p>Evidence that the students claimed on Form 1701 have met the active requirements outlined in the DL Active policy per the attendance requirements stated in the Adult Funding policy.</p>	<p>Whether the students claimed for funding meet the appropriate active requirements specified in the DL Active policy in accordance with the Adult Funding policy’s definition of attendance.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• DL Active Policy</li> </ul> <p><b>Audit Steps:</b>  To determine that the students in the sample were active in <b>each course</b> claimed for funding <b>by the appropriate activation date 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 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>	

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<p><u>program and/or course...Evidence must include at least one contact for the student to 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...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.</u></li> <li>• <u>A student learning plan (of eligible courses), reviewed annually and signed by the student, which meets graduation requirements.</u></li> </ul> <p><b>Definition:</b> <u>A document listing the courses or components of a student's program of studies meeting Required Areas of Study or Graduation Program Order requirements.</u> (Ref. DL Active Policy)</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 learning outcomes in the student's eligible course, noticeably impacts the final percentage value of the student's school mark for the course, 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>Program and Course Claim Eligibility (Number of Eligible Courses Reported)</b>				
<p style="text-align: center;"><b>'COURSE' Clarifications:</b></p> <p><b>Course Definition:</b> <i>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).</i> (Ref: Form 1701 Instructions, P.11)</p> <p><b>Not fundable through Form 1701:</b> (Ref: Form 1701 Instructions, P.11) <i>Items that are not secondary courses, such as prior learning assessment credit granting, tutorial time and teacher consultation, and courses completed via challenge.</i> <b>NOTE:</b> Partial credit courses are ineligible unless Ministry approved (must have assigned Ministry course code).</p> <p><b>Planning 10:</b> 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 <a href="http://www.bced.gov.bc.ca/graduation/planning10_qa.pdf">www.bced.gov.bc.ca/graduation/planning10_qa.pdf</a>)</p> <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</i></p>				

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<p><i>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> (Ref: Form 1701 Instructions, P.14) <i>for non special needs, school aged, non graduated students in grades 10-12 and SU who are taking less than 8 courses...The combined total number of support block and courses leading to graduation cannot exceed 8 for these students. Support block may not be reported for school aged graduates, adult students, or by Distributed Learning schools. NOTE:</i> As a support block is considered equivalent to the 120 hours of instruction of a regular course, in addition to instructional service by a teacher there should be some type of grade and mark as well as attendance evidence available. Support blocks do not include independent study time, drop-in sessions, voluntary study halls, tutorial sessions or time spent on courses at another school*. (*See Form 1701 Instructions for additional details.)</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><i>To obtain <b>funding for school aged students</b>, school boards must meet the following criteria:</i></p> <ul style="list-style-type: none"> <li>• <i>report the student’s annual plan of courses in which the student was enrolled and in attendance as at September 30, 2010.</i></li> </ul> <p><i>To obtain <b>adult student funding</b>, school boards must meet the following criteria:</i></p> <ul style="list-style-type: none"> <li>• <i>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</i></li> <li>• <i>report the student’s annual plan of courses in which the student was enrolled and in attendance as at September 30, 2010.</i></li> <li>• <i>and meet the definition of attendance as identified in the Adult Funding Policy</i></li> </ul>	<p>Verification of the FTEs claimed for funding by the School District.</p>	<p>Whether the FTEs claimed for funding are accurate.</p>	<p><b>Key Documents:</b> As Above, and</p> <ul style="list-style-type: none"> <li>• Student Credentials Order M164/96</li> <li>• Required Areas of Study in an Educational Program Order M295/95</li> <li>• Graduation Requirements Order M205/95</li> <li>• Authorized BAA website <a href="http://www.bcsta.org/baa/">www.bcsta.org/baa/</a></li> <li>• Handbook of Grad Procedures (10/11) <a href="http://www.bced.gov.bc.ca/exams/handbook/1011/handbook_of_procedures.pdf">www.bced.gov.bc.ca/exams/handbook/1011/handbook_of_procedures.pdf</a></li> <li>• Course Information Manual <a href="http://www.bced.gov.bc.ca/exams/handbook/1011/course_information_book.pdf">http://www.bced.gov.bc.ca/exams/handbook/1011/course_information_book.pdf</a></li> <li>• BC Adult Graduation Program Order M320/04</li> <li>• Adult Program Policy</li> <li>• Authorized course list for Graduated Adults <a href="http://www.bced.gov.bc.ca/adult_graduation/pdfs/adult_grads_course_list.pdf">www.bced.gov.bc.ca/adult_graduation/pdfs/adult_grads_course_list.pdf</a></li> <li>• Auditors’ Standardized Support Block Questions</li> </ul>	

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<p>(Ref: Form 1701 Instructions, P.12-13)</p> <p><b>NOTE:</b> student timetables may not list all reported course related career programs if provided by a post-secondary partner or for courses taken at another school (through shared funding agreement between schools) – all course claims should be found on the SLP.</p>			<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>Using the student sample generated by the Ministry verify: <ul style="list-style-type: none"> <li>that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC.</li> <li>the FTE, for each student selected, based on the Form 1701 Instructions table (P.14).</li> <li>the determined FTE equivalent with the Form 1701 reported FTE.</li> <li>the eligibility of each student's total course claim, enrolment, and attendance/active on September 30.</li> </ul> </li> <li>Identify on an Observation Sheet students with FTE discrepancies and attach supporting documentation including staff contact names (if applicable).</li> </ol>	
<p><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 experience</b>.</p> <p><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 (SSA)</b> 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:</p>				

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<p><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> “<i>work experience</i>” 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. “<i>work study program</i>” means work experience at a standard work site.</p> <p><b>Audit Steps:</b> use the following Ministry directives to verify WEX course claims</p> <p><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> <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</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>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 School-Age Students Who Began Taking These Programs Funded as Courses During Grades 11 and 12)</b></p>				
<p><i>Post Secondary courses may be reported (for funding) if they are part of the school aged student's planned program leading to graduation and they 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>Verification that post-secondary courses reported for funding are in accordance with the Form 1701 Instructions and requirements of the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy.</p>	<p>Whether the Post Secondary courses reported for funding are in accordance with Ministry directives.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• Recognition of Post-Secondary Transition Programs for Funding Purposes Policy</li> <li>• Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy</li> </ul> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. As noted above, prior to audit acquire a list of all career program enrolled students claimed for course funding. Identify through school contact those students enrolled in post-secondary programs through a post-secondary institution.</li> <li>2. Document on an Observation Sheet and attach relevant documentation.</li> </ol>	
<p>(Ref: Recognition of Post-Secondary Transition Programs for Funding Purposes)  <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> <ol style="list-style-type: none"> <li>1. a) <i>The post secondary courses lead to a post-secondary credential from a post secondary institution, which is a member of the <u>British Columbia Transfer System</u>.</i></li> <li>1. b) <i>The post-secondary courses are part of</i></li> </ol>	<p>Evidence of an eligible post-secondary partner that is a Ministry recognized post-secondary program/course provider.</p> <p>Evidence that the</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</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Obtain a copy of the agreement(s) which the district/school must have established with its post-secondary partners (ensuring post-secondary partner is a member of the <u>BC Transfer System</u>) to be eligible for funding.</li> <li>2. Select students enrolled in the post-secondary transition programs. Undertake the following to establish if courses reported are eligible for funding. Verify that the post-secondary courses are part of a school district program by:</li> </ol>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><i>a school district program that is an education option for students.</i></p>	<p>post-secondary course(s) is an education option for students within the school or school district.</p>	<p>institutions.  Whether the post-secondary course(s) is part of the school or school district's programs.</p>	<ul style="list-style-type: none"> <li>• examining district and /or school course catalogue documents;</li> <li>• examining the school course calendar;</li> <li>• examining students' timetables;</li> <li>• interviewing staff</li> </ul> <p>3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documentation.</p>	
<p><i>2. The school district pays any tuition costs for post-secondary courses reported for funding.</i></p>	<p>Evidence that the school district paid tuition costs for post-secondary institution courses claimed for funding.</p>	<p>Whether the school district paid the post-secondary tuition fees associated with the funded post-secondary courses claimed.</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. For each student verify that the school district paid the post-secondary tuition fees for the applicable course(s) claimed for funding.</li> </ol> <p><b>Note:</b> Student should not have paid any tuition fees either directly to the post-secondary institution or to the school district. Students might be paying for texts or tools (acceptable) – or - a deposit for the educational resource materials (refunded all/in part if returned).</p> <ol style="list-style-type: none"> <li>2. Request a copy of the cheques that have been sent to the post-secondary institution along with the applicable student names and the related program each student is taking.</li> <li>3. Identify on an Observation Sheet those student claims not meeting this criterion and attach supporting documents.</li> </ol>	
<p><i>3. Students in post-secondary transition programs annually update and sign a planned program of courses. This program plan lists their transition program courses, including when and where they will be taking their post-secondary courses.</i></p> <p><i>School districts establish transition programs with post-secondary partners. Schools prepare a document 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-</i></p>	<p>Evidence of a current, signed planned program of courses that includes the students' post-secondary transition program courses and location.</p>	<p>Whether the students have a current, signed planned program of studies that includes their secondary courses and funded post-secondary transition program courses claimed.</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. For each student: <ul style="list-style-type: none"> <li>• Ensure that they have a completed and signed planned program of studies/courses and that it was in place by September 30, 2010 (therefore aligning with the FTEs claimed at September 30<sup>th</sup> for the student). <b>NOTE:</b> often these plans are kept by the District Coordinator rather than in the students' files.</li> <li>• Determine that the plan is for the current year (2010/11).</li> <li>• Examine the plan to verify that it lists all the students' courses including transition program courses, and where and when the student will be</li> </ul> </li> </ol>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<i>secondary courses for funding as part of the 1701 data collection process.</i>		Whether the funded post secondary courses have been claimed in accordance with Ministry policy requirements.	taking their post-secondary courses. <ul style="list-style-type: none"> <li>Verify that post-secondary courses were claimed for funding and are in accordance with relevant Ministry descriptions for the career program (above).</li> </ul> 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.	
<b>English (French in the CSF) as a Second Language/English as a Second Dialect (ESL/D)</b>				
<ul style="list-style-type: none"> <li>For a student to be reported in the ESL program so the district may receive supplemental funding, all of the following conditions must be met and documented. (Ref: ESL Policy and Guidelines 2009).</li> <li>ESL/D support services must be in evidence at the time of the September 30, 2010 claim. Service that is deferred entirely to a later time is not fundable.</li> <li>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.8-9)</li> </ul>	Assurance that students claimed for ESL/D supplemental funding for are receiving additional services in accordance with Ministry policies and Form 1701 Instructions.	Whether students claimed for ESL/D supplementary funding meet the requirements.	<b>Key Documents:</b> As Above, and <ul style="list-style-type: none"> <li>English as a Second Language (ESL) Policy and Guidelines 2009 (P.7)</li> <li>K-12 Funding – English as a Second Language (ESL) Policy</li> <li>Auditor's ESL Info Sheet</li> </ul> <b>Audit Steps:</b> 1. Select students reported as ESL/D on the Form 1701 and perform the following: <ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>THERE MUST BE EVIDENCE OF CONTINUOUS SUPPORT THROUGHOUT THE SCHOOL YEAR. (Ref. ESL Policy and Guidelines 2009, P.7)</b>				
1. Evidence of documentation of a current annual English language proficiency assessment, dated after September 30, 2009.	Confirmation that: <ul style="list-style-type: none"> <li>There is documentation of a current annual English language proficiency assessment, dated after September 30, 2009.</li> <li>Each student is identified as requiring</li> </ul>	Whether there has been a language proficiency assessment for the students.  Whether students have a current assessment in place.	<b>Audit Steps:</b> For ESL/D students: <ol style="list-style-type: none"> <li>Examine their English language proficiency assessment and ensure that it is dated after September 30, 2009.</li> </ol> <b>Note:</b> 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. <ol style="list-style-type: none"> <li>Determine whether the assessment process is in place.</li> <li>Determine if there is evidence that the student's ESL program is based on this assessment.</li> </ol> <b>Note:</b> It is not the role of the auditor to evaluate the	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
	specialized language services to develop intellectually and to achieve the expected learning outcomes of the provincial curriculum.		assessment, the assessment results, or the program provided. 4. Identify on an Observation Sheet students not meeting these criteria and attach supporting documentation.	
2. Evidence that a current annual instructional plan (AIP) is in place, dated after September 30, 2009.	An instructional plan that is designed to meet the needs of the student as identified by the English language proficiency assessment.	Whether a current AIP is in place for the students.  Whether the AIP meets the English language development needs of the student.	<b>Audit Steps:</b> 1. Obtain the ESL/D student's AIP and ensure that it: <ul style="list-style-type: none"> <li>• is for the current year (2010/11).</li> <li>• is dated after September 30, 2009.</li> <li>• 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.</li> </ul> 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documentation.	
3. Specialized ESL services are provided for each student documented in a list or schedule.	A schedule which details the service.	Whether an ESL program is delivered to the student.  Whether the students are receiving an ESL service.	<b>Audit Steps:</b> See Audit Criteria 6, Steps 2 and 3 (below), details this audit procedure.	
4. Progress in the acquisition of English is reported to parents in regular reporting periods, and evidence of reports is documented.	Evidence the student's progress in the acquisition of English proficiency is	Whether there is documentation of the student's progress in the acquisition of English	<b>Audit Steps:</b> 1. Review the students' progress reports. The reports, or ESL inserts, must contain specific information, relayed to the parents, on the student's progress in ESL such as: <ul style="list-style-type: none"> <li>• Descriptions of what the student can do;</li> </ul>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
	reported regularly to parents.	proficiency provided to the parents in regular reporting periods.	<ul style="list-style-type: none"> <li>• Areas in which further attention or development is required;</li> <li>• Ways of supporting the student learning; or</li> <li>• Comments on the student achievement in the area of ESL.</li> </ul> 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.	
5. An ESL/FSL/ESD specialist teacher is involved in planning and delivering services. <b>Note:</b> An ESL/D specialist teacher is someone with expertise working with children needing ESL/D support and/or specialist training in programming and delivery of ESL/D services.	Evidence of ESL/D specialist teacher involvement: <ul style="list-style-type: none"> <li>• ESL/D specialist's signature or initials on the AIP.</li> <li>• Name of the ESL/D specialist teacher(s) involved in developing program.</li> <li>• The specialist verifies that he/she is involved.</li> </ul>	Whether an ESL/D specialist is involved in the development and review of the student AIP.	<b>Audit Steps:</b> 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. <b>Note:</b> 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.	
6. Evidence that additional services are being provided.  <b>Note:</b> Reduction of class size by itself is not a sufficient service to meet the definition of ESL services. (Ref: Form 1701 Instructions, P.8) <b>Note:</b> Support blocks are not to be used as the sole method for ESL support services. (Ref: Form 1701 Instructions, P.14)  <b>Note:</b> Board Authority/Authorized (BAA)	Evidence that additional services are provided include: <ul style="list-style-type: none"> <li>• direct instruction in reception classes,</li> <li>• pull-out services,</li> <li>• ESL/D</li> </ul>	Whether the students are receiving additional services in accordance with Ministry requirements.  Whether the service was in	<b>Audit Steps:</b> 1. Verify that the ESL/D services are being provided by visiting classes, interviewing staff, and examining documents such as timetables, day books, course outlines and attendance records. 2. Determine that services were being provided at the time of the September 30, 2010 claim by: <ul style="list-style-type: none"> <li>• Examining the schedule detailing the nature of service provided.</li> <li>• Examining specialized services being provided to the student by reviewing teacher logs, timetables</li> </ul>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>courses are part of a student's regular curriculum and should not be considered as an additional service.</p> <p><b>Note:</b> For 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>specialist support to a classroom teacher or teachers' assistant,</p> <ul style="list-style-type: none"> <li>• and/or additional services provided in a regular classroom environment.</li> </ul>	<p>place by September 30, 2010.</p> <p>Whether there are adaptations to the programs which support the goals in the AIPs of the students.</p>	<p>etc.</p> <p>3. Ensure that if 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>	
<b>Aboriginal Education Programs</b>				
<p>(Ref: K-12 Funding - Aboriginal Education Policy)  <i>The Ministry of Education provides enhanced funding to school age students of Aboriginal ancestry.</i></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 <b>academic achievement</b> and Aboriginal culture and/or language.</i></p> <p><i>School age <u>students of Aboriginal ancestry participating in Aboriginal education programs and services</u> offered by public schools are eligible for Aboriginal education funding.</i></p> <p><b>NOTE:</b> the allocation of the supplemental funding is based on individual student's participation not the funding of a program.</p>	<p>Written documentation which describes how the program will achieve the goals of:</p> <ul style="list-style-type: none"> <li>• Improved student academic performance</li> <li>• Increased student retention, attendance and graduation rates</li> </ul>	<p>Whether the school/district has a plan to address the student achievement of the Ministry goals to develop and deliver Aboriginal Education programs and services that integrate student academic achievement and Aboriginal culture and/or language.</p>	<p><b>Key Documents:</b></p> <ul style="list-style-type: none"> <li>• K-12 Funding - Aboriginal Education Policy</li> <li>• District's Enhancement Agreement and Last Annual Report</li> </ul> <p><b>Audit Steps:</b>  To obtain an understanding of the program and to have context, perform the following steps:</p> <ol style="list-style-type: none"> <li>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"> <li>• The program(s).</li> <li>• How the program(s) is delivered to each funded student.</li> <li>• How the program(s) was planned.</li> <li>• The consultative process with parents and community.</li> <li>• How the records of services for individual students participating in the program/service are maintained.</li> </ul> </li> <li>2. Interview the appropriate staff to determine the process for program development and implementation for Aboriginal students.</li> </ol>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			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 met. These support services must be in evidence at the time of the September 30 claim.(Ref: Form 1701 Instructions, P.10)</i></p> <p><i>The delivery and outcomes of Aboriginal programs and services must be documented (Ref. K-12 Funding – Aboriginal Education Policy)</i></p>			<p><b>Audit Steps:</b> Select students reported as receiving Aboriginal Educational funding on the ECHO9100 report 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. (Ref: K-12 Funding - Aboriginal Education Policy and Form 1701 Instructions, P.6)</i></p> <p><b>Interpretation:</b> 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 to ensure eligibility.</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.</p> <p>Confirmation that students and/or parents/ guardians have the opportunity to change their declaration of Aboriginal Ancestry upon request.</p>	<p>Whether students have self-identified as being of Aboriginal Ancestry.</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Examine school records of the 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. Examples of self identification are: <ul style="list-style-type: none"> <li>• a letter,</li> <li>• telephone conversation records,</li> <li>• indication on the student registration or permanent record cards including electronic data,</li> <li>• facsimile confirmations,</li> <li>• email confirmations.</li> </ul> </li> <li><b>Note:</b> The self-identification can be changed at any time.</li> <li>2. Interview the staff to determine the process for a student’s aboriginal ancestry designation to be changed.</li> <li>3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.</li> </ol>	
<p>2. <i>Evidence that the parent or guardian of the student has been consulted;</i></p> <p><b>Interpretation:</b> Consultation - represents communications between the <b>school</b> and the</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><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Interview appropriate staff to determine the process used by the staff to consult with the parents or guardians of each of the students.</li> <li>2. Obtain evidence that the process is being followed such as:</li> </ol>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
parent/guardian.			<ul style="list-style-type: none"> <li>• Letter to parents.</li> <li>• Telephone logs.</li> <li>• Record of communication between parent and staff.</li> </ul> 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><b>Note: Informed consent</b> means that information has been given (in writing or verbally) to the local aboriginal communities and they were given the opportunity to respond.</p>	Confirmation that the Aboriginal communities have been given the opportunity for ongoing participation in the planning and delivery of the Aboriginal Education Program.	Whether the Aboriginal communities have ongoing involvement in the planning and delivery of Aboriginal Education Program.	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Obtain evidence supporting direct involvement or informed consent. Some examples of direct involvement include:               <ul style="list-style-type: none"> <li>• meeting minutes,</li> <li>• agreements,</li> <li>• memorandums of understanding, etc.</li> </ul> </li> </ol> <p><b>Note:</b> 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><b>Note:</b> 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> 3. Document the findings on and Observation Sheet and attach supporting documentation.	
<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><b>Note:</b> <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. (Ref: Form 1701 Instructions, P.10)</i></p>	Documentation of the additional Aboriginal Educational Program services provided.	Whether the program/service is in addition to any other programs/services the student is entitled to.	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. For each of the students, interview staff to:               <ul style="list-style-type: none"> <li>• identify whether the student is receiving a Language and Culture program and/or support services program, and</li> <li>• develop an understanding of the nature of the program/services.</li> </ul> </li> <li>2. Verify whether the program/services is in addition to any other programs and services to which the student is eligible for funding.</li> </ol> The following may used as evidence:	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><b>Note:</b> Support blocks are not to be used as the sole method for Aboriginal Education services. (Ref: Form 1701 Instructions, P.14)</p> <p><i>Funds provided to Boards of Education for Aboriginal education programs are targeted and must be spent on the provision of these programs and services.</i> (Ref: K-12 Funding – Aboriginal Education)</p> <p><b>Note:</b> 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 students in programs that exist only because of the individual student supplementary funding.</p>			<ul style="list-style-type: none"> <li>• program schedules</li> <li>• student timetables</li> <li>• logs</li> <li>• program outlines</li> <li>• daybooks</li> <li>• attendance</li> </ul> <p>3. Document findings on an Observation Sheet and attach supporting evidence.</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 each student throughout the school year.</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Determine whether the program provides a planned continuum of substantive learning experiences throughout the school year for each student claimed.</li> <li>2. Identify students whose program does not meet this criteria and document the findings on an Observation Sheet, and attach supporting documentation.</li> </ol> <p><b>Aboriginal Support Services Questions to Consider:</b></p> <ul style="list-style-type: none"> <li>• Are the support services planned and developed to assist the success of Aboriginal students in the school?</li> <li>• Does the student's 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.)</li> <li>• Are the Aboriginal support workers or services available to each student claimed throughout the year?</li> </ul>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<ul style="list-style-type: none"> <li>• Are the services provided to each student claimed by personnel who are familiar with, and sensitive to, the values, beliefs and needs of the Aboriginal communities?</li> </ul> <p><b>Examples of services include:</b></p> <ul style="list-style-type: none"> <li>• Elder, peer or community counselling</li> <li>• Aboriginal tutorial assistance</li> <li>• Other services identified through the implementation of an enhancement agreement.</li> </ul>	