

2009/10 K-12 Regular Enrolment Audit Program

Date of Visit: _____ School Visited: _____ School District: _____

Lead Auditor: _____ Audit Team Members: _____

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
Student Reporting				
<p>School age students reported for funding are: (Ref: Form 1701 Instructions, P.2 and 3)</p> <ul style="list-style-type: none"> • <i>Born between July 1, 1990 and December 31, 2004</i> <p>and</p> <ul style="list-style-type: none"> • <i>School aged students in Kindergarten through Grade 9 can only be reported in one school.</i> • <i>School aged students in Grades 10 to 12 or Secondary Ungraded (SU) in Alternate programs may only be reported in one school within a Board and only by one Board/Authority</i> • <i>School aged students in Grades 10 to 12 or SU in K-12 schools may be reported in more than one school operated by a Board but may only be reported by one Board/Authority.</i> <p>Adult students reported for funding are: (Ref: Form 1701 Instructions, P.2 and 3)</p> <ul style="list-style-type: none"> • <i>Born prior to July 1, 1990</i> <p>and</p> <ul style="list-style-type: none"> • <i>Adult students may be reported in more than one school and more than on Board/Authority.</i> 	<p>Assurance of accuracy and appropriateness of the student and school data reported to the Ministry of Education (MEd) by school districts.</p>	<p>Whether or not districts are in compliance with the Ministry's school and student data collection instructions.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • September 2009 Form 1601 and 1701 Instructions • Compliance Audit Policy • School Act, Section 81, 168(2) (t), 117(1) (b) • Permanent Student Record Order M190/91 • Student Progress Report Order M191/94 • School and Student Data Collection Order M152/89 <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine the school process for ensuring that students meet the age requirements. 2. Document the school process. 3. Select students and check to see that there is documentation that verifies their birth date. 4. Document any discrepancies on an Observation Sheet and attach supporting documentation including staff contact (if applicable). <p>Note: <i>The following students should not be reported on Form 1701:</i></p> <ol style="list-style-type: none"> 1. <i>Students enrolled in a Provincial Resource Program (PRP) for 3 months or less.</i> 2. <i>Students who are only registered to write the General Education Development (GED) examinations.</i> 3. <i>Pre-primary or early childhood education students.</i> <p>(Ref: Form 1701 Instructions, P.3)</p>	

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B.C. College of Teachers (BCCoT)				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> • <i>under the supervision of, assessed and evaluated by a member of the BC College of Teachers</i> (Ref: K-12 Funding General Policy) 	<p>Verification that all staff teaching DL students hold a certificate of qualification as a teacher, or a letter of permission to teach issued under Section 25(2) of the <i>Teaching Profession Act</i>.</p>	<p>Whether teaching staff are members of the BCCoT.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 17 to 20 - Student's educational program must be supervised by qualified teacher. • K-12 Funding General Policy • BCCoT Website: www.bcct.ca/MemberServices/FindATeacher.aspx <p>Audit Steps</p> <ol style="list-style-type: none"> 1. Prior to the audit, verify the teaching and administrative staff's' membership in BCCoT by checking BCCoT web site. 2. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	
B.C. Residency				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> • <i>ordinarily resident in BC</i> (and where applicable) <i>with their parent/legal guardian</i> • <i>enrolled in the district</i> (Ref: K-12 Funding General Policy) <p><i>International students are not eligible for a provincially funded education, as they do not meet residency requirements</i> (Ref: International Students Policy). See International Students Policy for exceptions.</p>			<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • MEd International Students Policy, including 'Decision Aid'. • School Act, Section 82 (1) and (2) • BC Regulation 265/89 (16) <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine the school process for ensuring that students (adult), and parents or legal guardians (of school-age students) are ordinarily resident in BC. 2. Document the full school process as determined in Step 1, including names of personnel contacted. 	
Enrolled and Attending (see below for Adult Student Attendance Requirements)				
<p><i>Students should be reported by the education facility with which they are enrolled and in attendance as at September 30, 2009.</i> (Ref: Form 1701 Instructions, P.2)</p>	<p>Verification that students reported on Form 1701 were enrolled and in attendance on September 30, 2009.</p>	<p>That the district's headcount on September 30, 2009, as reported on Form 1701, is accurate.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Form 1701 Enrolment Verification Report as at September 30, 2009 (Echo Report 9035). Note: this document is the final version approved by the District's Form 1701 staff contact. Auditors' Echo reports are the correct 	

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<p>Interpretation: Student attendance is defined as being present at school, on a school sponsored program or field trip, or absent for legitimate health or personal reason documented by parent and/or guardian or certified by school officials.</p> <p><i>...a student in transition from one B.C. school to another B.C. school on September 30, 2009 should be reported at the school last attended in September. For a student who arrives in a school during the last week in September, the principal of the receiving school should contact the school the student has left to ensure the student is removed from the departing school's 1701 file. (Ref: Form 1701 Instructions, P. 4).</i></p>			<p>version the district was funded with.</p> <p>Note: 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>Audit Steps: Review by Reconciliation</p> <ol style="list-style-type: none"> 1. Review the school reconciliation of actual enrolment on the date of the audit with the enrolment as of September 30, 2009 (school should have been provided with the reconciliation form prior to audit). The Review is done by: <ul style="list-style-type: none"> • Asking the school for a transfer in & out document (transfer file) from September 30 to date of the audit. • Verifying that the reconciliation balances. If it does not balance, work with school staff to identify the unreconciled data. 2. If the data can not be reconciled identify the issues on an Observation Sheet and attach supporting documentation including staff contact names. <p>Review of Withdrawals</p> <ol style="list-style-type: none"> 1. Examine the attendance records for each student who has withdrawn during October to ensure that those students were attending school on September 30. 2. Identify on an Observation Sheet students not in attendance on September 30 and thereafter, and attach supporting documents including staff contacts (if applicable). <p>Review September 30 Attendance</p> <ol style="list-style-type: none"> 1. Select students reported absent on September 30. [Do not select those students considered in the Review of Withdrawals.] 2. Check to see which of those students are still enrolled and attending on the day of the audit. 3. For those students who are not enrolled and not in attendance, follow up with school staff and 	

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			<p>obtain an explanation for the September 30 absence and the date they withdrew.</p> <p>4. Identify on an Observation Sheet those students not enrolled and not in attendance on September 30 and thereafter, and attach supporting documentation with an explanation, including staff contacts.</p> <p>Review 1701 Claims</p> <p>1. Select students, reported on Form 1701, who are reported by the school as being in attendance on the day of the audit. Verify their attendance using the following procedures:</p> <ul style="list-style-type: none"> • Verify with the enrolling teacher that the student is in attendance on the day of the audit. • Identify any student not in attendance based on teacher's information. • Check with the staff to verify that the student has been in attendance between September 30 and the day of the audit. <p>2. Identify on an Observation Sheet those students who were not in attendance on September 30 and thereafter, and attach supporting documents, including staff contacts.</p>	
<p>Adult Attendance</p> <p><i>Attendance is defined to be over one registration period AND either 1) a minimum of 10 hours of instruction in a classroom or learning centre for each course or a demonstrated completion of 10% of the course requirements (10/10 Rule) - OR - 2) meets the 'active' policy for distributed learning...K-12 schools must choose either the 10/10 criteria OR the active policy as a definition of "attendance". Ref: Adult Funding Policy</i></p>				
<p>(10/10 Rule Option - Adults)</p>				
<p>Interpretation – Instruction in a Classroom: direct communication between teachers and students who are enrolled and participating in an educational program that is supervised and assessed by the teacher. (Per Governance and Legislation Branch, September 2008)</p> <p>Interpretation – Registration Period</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</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Form 1701 ECHO Report 9100. • Adult Funding Policy <p>Audit Steps (Attendance):</p> <ol style="list-style-type: none"> 1. Determine that the adult students attended each course claimed for funding. 2. Evidence to support the students' attendance includes: 	

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<p>for K-12 Regular Enrolment: July 1 to September 30 (Per Governance and Legislation Branch September 2009)</p>		<p>period.</p>	<ul style="list-style-type: none"> • Classroom teacher attendance sheets • Computer bubble sheets • Electronic data (system logins/outs) • Information gathered through interviews with teachers and other staff • Record of work performed (progress) <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>(‘Active’ Option - Adults)</p>				
<p><i>Active participation...is equivalent to attendance in a school and is a requirement under the School Act. Boards or authorities must have evidence of active participation to be funded by the Ministry (Ref: DL-Active Policy)</i></p> <p>Definitions: Active Date – for a student in a course or program is defined as being at the snapshot submission date as listed in the Form 1701 Instructions supportable with evidence, which satisfies the Active policy criteria for funding. Snapshot Date – September 30, 2009 (Per September Form 1701 Instructions, P.1) Course Enrolment Form (from Adult Funding Policy) – A document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment. Attend (from DL Active Policy) – To be enrolled in an educational program... and to participate in an educational activity</p> <p>To be considered active in a</p>	<p>Evidence that the students claimed on Form 1701 have met the DL Active policy requirements.</p>	<p>Whether the students claimed for funding meet the requirements of the DL Active policy.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • DL Active Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Is there evidence that the student is active in their funded course(s)? 2. Has the course plan been created for each course in which the student is enrolled? 3. Is the course plan adequate in that there are linkages between student activities, Ministry learning outcomes and assessment? 4. Is there a current student learning plan consisting of eligible courses and linked to Ministry learning outcomes that is signed (or electronically confirmed) by the student and for non-graduated adults – the course(s) meets the graduation requirements? <p>Note: The student learning plan will demonstrate how the required areas of study will be met. It should include the teacher’s plan for learning activities; demonstrate the student’s commitment to learning; and links to the student’s interest and needs.</p> <ol style="list-style-type: none"> 5. Is there evidence of at least one example of instruction-related communication between the teacher and student following the creation of the plan? <p>Note: Assignments indicate communication and</p>	

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<p>course/program for adult funding purposes: (Ref: DL Active Policy): <i>Student files must contain the following to be claimed for funding.</i></p> <ol style="list-style-type: none"> 1. <i>Evidence that a student is active at the snapshot date.</i> 2. <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> 3. <i>Following completion of the student learning plan, at least one example of instruction-related communication between the teacher and student. Evidence of communications can include email, telephone, face-to-face commentary, computer-mediated conference records, discussion boards, submission of student work.</i> 4. <i>At least one substantive assignment submitted to the teacher by the student by the snapshot date. A substantive assignment addresses the learning outcomes of the course and noticeably impacts the final percentage value of the student's school mark.</i> 5. <i>A student learning plan (of eligible courses), reviewed annually and signed by the student, which meets graduation requirements.</i> 			<p>interaction between teacher and student.</p> <p>6. Is there evidence that a substantive assignment, linked to the learning plan, was submitted to the teacher by the student prior to claiming funding? Does the substantive assignment address the Ministry learning outcomes of the course and noticeably impact the final percentage value of the student's school mark?</p> <ul style="list-style-type: none"> • Evidence includes examples of student work, assessment data, and teacher grade books reflecting student engagement in a significant portion of the program and/or course. <p>Note: Marked assignments are generally returned to students, but marks must be recorded for evaluation and reporting purposes and filed in a gradebook, and a <u>sample of the substantive assignment must be kept on file.</u></p> <p>7. Document discrepancies on an Observation Sheet and attach supporting documentation.</p>	

Academic Program or Course Funding

School age students are:

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

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<p>Note:</p> <ul style="list-style-type: none"> • <i>Students enrolled in grades 10 to 12, SU and Graduated Adults (GA) will be funded for more than 1.0000 FTE if they take more than 8 courses.</i> • <i>School aged non graduated students in grades 10 to 12 and SU reported in Alternate Programs will be funded at 1.0000 FTE regardless of the number of courses in which they are enrolled. (Ref: Form 1701 Instructions, P.14)</i> • <i>To be recognized as Alternate Program students, districts must report students through a Class 3 Facility Code (Alternate Program Schools). (Ref. September Form 1601 Instructions, P.3)</i> <p>Adult Students are (see P.2 Form 1701 Instructions):</p> <ul style="list-style-type: none"> • Non-graduated students taking Ministry-Authorized or Board/Authority Authorized courses that lead to a graduation diploma, meet the attendance definition in the Adult Funding Policy (10/10 Rule or DL Active Requirement – see above), and the funding eligibility requirements set out in the K-12 Funding-General Policy. Eligible courses leading to graduation are documented on a Course Enrolment Form; or • Graduated adults taking only those courses identified as authorized under Phase 3 of the Education Guarantee. (See Key Documents below). <p>For the 2009/10 reporting year the Appendix 1 Adult Foundation Level 1 through 7 courses are under development and not available in all Districts. To aid District centres during the transition period, those graduated adults found to be taking existing LD courses used by Boards to upgrade students' academic skills and knowledge may be eligible for funding if there is an assessment of that student indicating they are at an academic level below Grade 12 and therefore would not be considered secondary graduates in BC. (see Note below)</p> <p>The assessment must be a recognized standardized test which provides grade levels for specific subjects (e.g. Canadian Adult Achievement Test – CAAT)*.</p> <p>*Assessment: evidence that Districts have used reputable assessment tools which give credible grade level equivalencies in the core academic competencies for use in determining which graduates from other jurisdictions do not meet BC graduation skill levels.</p> <p>Note: The above exception to the Adult Funding policy and September Form 1701 instructions is applicable for graduated adults assessed and identified as requiring core academic studies below the Grade 10 level (and eligible for the Adult Foundation Courses once these are fully implemented in 20010/11). Those graduated adult students found to be assessed at the Grade 10 to 12 level, must be taking the core academic courses identified for graduated adults in Appendix 1 of the Phase 3 Education Guarantee.</p> <ul style="list-style-type: none"> • <i>Adult students taking one locally developed General Education Development (GED) preparation course.(Ref: Form 1701 Instructions, P.2 and 12)</i> <p>Funding:</p> <ul style="list-style-type: none"> • Graduation Transitions may only be reported once for a non graduated school age student during their K-12 education and only reported when the student is enrolled in grade 12. (Ref: Form 1701 Instructions, P.13) There must be some evidence of work addressing the course's learning outcomes. • Support Blocks are for non special needs, school aged, non graduated students in grades 10 to 12 and SU taking less than 8 courses, who are engaged in their learning at structured times in addition to their academic or regular program courses. The combined total number of support blocks and courses leading to graduation cannot exceed 8 for these students. Each support block should be considered equivalent to the 120 hours of instruction in a regular course, instructional service should be provided by a teacher, regular attendance is expected, and does not include independent study time, drop-in sessions, voluntary study halls, tutorial sessions or time spent on courses at another school. In support of students taking distributed learning courses, non-DL schools may claim one funded support block per student per school year as long as the above requirements are met. (Ref: Form 1701 Instructions, P.14) • Work Experience 12A and Work Experience 12B <i>At least 90 hours of course time must consist of actual work placements. The in-school component of the course may be offered in a variety of formats. (for more information see related policy, Ministerial Order M226/07 and Program Guide)</i> 				

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<p>To obtain funding for school aged students, school boards must meet the following criteria:</p> <ul style="list-style-type: none"> report the student's annual plan of courses in which the student was enrolled and in attendance as at September 30, 2009. <p>To obtain adult student funding, school boards must meet the following criteria:</p> <ul style="list-style-type: none"> a course enrolment form on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment report the student's annual plan of courses in which the student was enrolled and in attendance as at September 30, 2009. <p>(Ref: Form 1701 Instructions, P.13)</p> <ul style="list-style-type: none"> and meet the definition of attendance as identified in the Adult funding Policy <p><i>Number of Courses Leading to Graduation: a four credit course is one course and a two credit course is a half course.</i></p> <p>Not Secondary Courses (not to be claimed through Form 1701): <i>Prior learning assessment credit granting, tutorial time, teacher consultation, and courses completed via challenge.</i></p> <p>(Ref: Form 1701 Instructions, P.12)</p>	<p>Verification of the FTEs claimed for funding by the School District.</p>	<p>Whether the FTEs claimed for funding are accurate.</p>	<p>Key Documents: As Above, and</p> <ul style="list-style-type: none"> Student Credentials Order M164/96 Required Areas of Study in an Educational Program Order M295/95 Graduation Requirements Order M205/95 BC Adult Graduation Program Order M320/04 Adult Program Policy Authorized course list for Graduated Adults www.bced.gov.bc.ca/adult_graduation/pdfs/adult_grads_course_list.pdf Auditors' Standardized Support Block Questions <p>Audit Steps:</p> <ol style="list-style-type: none"> Select: <ul style="list-style-type: none"> Grade 10-12 school-age students Adult students, and School-age graduates. Verify their course count, enrolment, and attendance on September 30. Verify that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC. Determine the FTE, for each student selected, based on the Form 1701 Instructions table (P.14). Compare the verified FTE equivalent with the Form 1701 reported FTE. Identify on an Observation Sheet students with FTE discrepancies and attach supporting documentation including staff contact names (if applicable). <p>Note: All Alternate School Age Students claimed for Aboriginal Education, ESL/ESD and Post-Secondary Transition funding must meet the criteria associated with these supplementary categories. If the criteria are not met, in these categories, funding adjustments will be recommended.</p>	

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Exchange Students				
<p><i>An exchange student is one involved in a reciprocal and equal exchange. This exchange must be one in/one out of the same board for the same length of time, with the exchange completed within two years. Boards receive funding for the resident student.</i> (Ref: Form 1701 Instructions, P.3)</p> <p>Interpretation: 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>	<p>Verification that students, involved in a reciprocal exchange, are eligible for funding in accordance with the MEd International Students Policy.</p>	<p>Whether each exchange student is one involved in a reciprocal and equal exchange.</p>	<p>Key Documents: As above. Audit Steps:</p> <ol style="list-style-type: none"> 1. Request a one-to-one list of local and district sponsored reciprocal exchange students from the school or district. 2. View supporting documentation such as a Rotary exchange agreement relating to the student exchange. 3. Ensure the documentation verifies that each visiting student has a reciprocal local student who has, or will, participate in the exchange. 4. Identify the local student name and PEN number and note the projected date of completion of the exchange. 5. Identify on an Observation Sheet those 'exchange' students with no documentation that they are involved in a reciprocal exchange program and attach supporting documents. 	
Full Time Kindergarten				
<p>If a student is reported as attending a full day Kindergarten program they must be participating in an additional program.</p> <ul style="list-style-type: none"> • Aboriginal Education • English as a Second Language (ESL/ESD/FSL) • Special Education Categories: Physically Dependent, Deaf/Blind, Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, or Autism Spectrum Disorder <p>Repeating the morning curriculum in the afternoon does not qualify as full day kindergarten. (Ref: Form 1701 Instructions, P.7).</p>	<p>Evidence that a kindergarten student claimed for 1.0 FTE:</p> <ul style="list-style-type: none"> • Attends on a full time basis • Morning and afternoon programs are distinct and complimentary. 	<p>Whether kindergarten students claimed for a full FTE (1.0) are in accordance with MEd and Form 1701 instructions.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act 82, 106.3, 106.4, 114 <p>Audit Steps:</p> <p>Identify kindergarten students claimed as 1.0 FTE on the Form 1701 and perform the following steps to verify the student is eligible:</p> <ol style="list-style-type: none"> 1. Check the Form 1701 to verify that the students are claimed in one of the eligible programs or categories. 2. Verify that the student is attending a full time kindergarten program by interviewing staff and or reviewing relevant documents. 3. Verify that the morning curriculum is not repeated in the afternoon by interviewing staff and or reviewing relevant documents. 4. Identify on an Observation Sheet those full-time kindergarten students whose program does not meet Ministry requirements and attach supporting documents. 	

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English(French) as a Second Language/English as a Second Dialect (ESL/D)				
<ul style="list-style-type: none"> • 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). • ESL/D support services must be in evidence at the time of the September 30, 2009 claim. Service that is deferred entirely to a later time is not fundable. • Speech Language Pathology services and other non-ESL/D specific services are not considered to be additional services for Form 1701 reporting. (Ref: Form 1701 Instructions, P.9) 	<p>Assurance that students claimed for English as a Second Language (or French as a Second Language or English as a Second Dialect) supplemental funding for are receiving additional services in accordance with MED policies and Form 1701 Instructions.</p>	<p>Whether students claimed for ESL/D supplementary funding meet Form 1701 Instructions requirements</p>	<p>Key Documents: As Above, and</p> <ul style="list-style-type: none"> • English as a Second Language (ESL) Policy and Guidelines 2009 (P.7) • K-12 Funding – English as a Second Language (ESL) Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Select students reported as ESL/D on the Form 1701 and perform the following audit procedures. 2. Interview the appropriate staff to determine the process for identification and placement of ESL/D students according to their English language proficiency and document this process. 	
THERE MUST BE EVIDENCE OF CONTINUOUS SUPPORT THROUGHOUT THE SCHOOL YEAR. (Ref. ESL Policy and Guidelines 2009, P.7)				
<ol style="list-style-type: none"> 1. Evidence of documentation of a current annual English language proficiency assessment, dated after September 30, 2008. 	<p>Confirmation that:</p> <ul style="list-style-type: none"> • There is documentation of a current annual English language proficiency assessment, dated after September 30, 2008. • Each student is identified as requiring specialized language services to develop intellectually and to achieve the expected learning outcomes of the provincial curriculum. 	<p>Whether there has been a language proficiency assessment for the students.</p> <p>Whether students have a current assessment in place.</p>	<p>Audit Steps:</p> <p>For ESL/D students:</p> <ol style="list-style-type: none"> 1. Examine their English language proficiency assessment and ensure that it is dated after September 30, 2008. <p>Note: If there is no date on the assessment, interview the appropriate staff. If the assessment is not current, or this cannot be determined, then document on an Observation Sheet.</p> <ol style="list-style-type: none"> 2. Determine whether the assessment process is in place. 3. Determine if there is evidence that the student's ESL program is based on this assessment. <p>Note: It is not the role of the auditor to evaluate the assessment, the assessment results, or the program provided.</p> <ol style="list-style-type: none"> 4. Identify on an Observation Sheet students not meeting these criteria and attach supporting documentation. 	

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2. Evidence that a current annual instructional plan (AIP) is in place, dated after September 30, 2008.	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.	Audit Steps: 1. Obtain the ESL/D student's AIP and ensure that it: <ul style="list-style-type: none"> • is for the current year (2009/10). • is dated after September 30, 2008. • is designed to meet the identified needs of the student. This verification could be determined from interviews with staff, documentation on file, the assessment process, etc. If unable to determine, ensure that the plan is reasonable. 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documentation.	
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.	Audit Steps: 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 reported regularly to parents.	Whether there is documentation of the student's progress in the acquisition of English proficiency provided to the parents in regular reporting periods.	Audit Steps: 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"> • Descriptions of what the student can do; • Areas in which further attention or development is required; • Ways of supporting the student learning; or • Comments on the student achievement in the area of ESL. 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.	
5. An ESL/FSL/ESD specialist teacher is involved in planning and delivering services.	Evidence of ESL/D specialist teacher involvement: • ESL/D specialist's	Whether an ESL/D specialist is involved in the development and review of the	Audit Steps: 1. Verify that an ESL/D specialist teacher was involved in the development of the ESL/D AIP and participated in the review of the plan	

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<p>Note: 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.</p>	<p>signature or initials on the AIP.</p> <ul style="list-style-type: none"> • Name of the ESL/D specialist teacher(s) involved in developing program. • The specialist verifies that he/she is involved. 	<p>student AIP.</p>	<p>during the school year.</p> <p>Note: This verification may include a review of the AIP for evidence of the specialist participation in the development and review, an interview with appropriate staff, or other documentation on file.</p> <p>2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.</p>	
<p>6. Evidence that additional services are being provided.</p> <p>Note: Board Authority/Authorized (BAA) courses are part of a student's regular curriculum and should not be considered as an additional service.</p> <p>Note: Support blocks are not to be used as the sole method for ESL support services. (Ref: Form 1701 Instructions, P.14)</p>	<p>Evidence that additional services are provided include:</p> <ul style="list-style-type: none"> • direct instruction in reception classes, • pull-out services, • ESL/D specialist support to a classroom teacher or teachers' assistant, • and/or additional services provided in a regular classroom environment. <p>Note: 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>Whether the students are receiving additional services in accordance with Ministry requirements.</p> <p>Whether the service was in place by September 30, 2009.</p> <p>Whether there are adaptations to the programs which support the goals in the AIPs of the students.</p>	<p>Audit Steps:</p> <ol style="list-style-type: none"> 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, 2009 claim by: <ul style="list-style-type: none"> • Examining the schedule detailing the nature of service provided. • Examining specialized services being provided to the student by reviewing teacher logs, timetables etc. 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. 4. Document how the teacher adapts the regular program to meet the students' ESL/D needs. 5. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents. <p>Note: Reduction of class size by itself is not a sufficient service to meet the definition of ESL services.</p>	

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Aboriginal Education Programs				
<p>(Ref: K-12 Enhanced Funding for Aboriginal Education Policy)</p> <p><i>Targeted Aboriginal Education funding requires the collaboration of Boards of Education and local Aboriginal communities to develop and deliver Aboriginal Education programs and services that integrate academic achievement and Aboriginal culture and/or language.</i></p> <p><i>Aboriginal Education Programs and Services are Aboriginal Language and Culture programs, Aboriginal Support Services, or other Ministry approved Aboriginal Programs. Such programs and services are articulated in Enhancement Agreements, developed collaboratively by the Board of Education and district Aboriginal communities.</i></p>	<p>Written documentation which describes how the program will achieve the goals of:</p> <ul style="list-style-type: none"> • Improved academic performance • Increased retention, attendance and graduation rates 	<p>Whether the school/district has a plan to address the achievement of the MEd goals to develop and deliver Aboriginal Education programs and services that integrate academic achievement and Aboriginal culture and/or language.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • K-12 Enhanced Funding for Aboriginal Education Policy • District's Enhancement Agreement and Last Annual Report <p>Audit Steps: To obtain an understanding of the program and to have context, perform the following steps:</p> <ol style="list-style-type: none"> 1. Interview the appropriate staff and review relevant documentation, including an enhancement agreement where one exists to gain an understanding of: <ul style="list-style-type: none"> • The program(s). • How the program(s) is delivered • How the program(s) was planned • The consultative process with parents and community. • How the records of services are maintained. 2. Interview the appropriate staff to determine the process for program development and implementation for Aboriginal students. 3. Document processes on an Observation Sheet and attach relevant documentation. 	
<p><i>For a student to be reported as receiving an Aboriginal Education Program and/or Services, all of the following must be met. These support services must be in evidence at the time of the September 30 claim.(Ref: Form 1701 Instructions, P.11)</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>Audit Steps: Select students reported as receiving Aboriginal Educational funding on the Form 1701 and perform the following audit procedures.</p>	
<p>1. <i>Evidence that the student has self-identified as being of Aboriginal</i></p>	<p>Confirmation that students claimed for funding have self-</p>	<p>Whether students have self-identified as being of Aboriginal Ancestry.</p>	<p>Audit Steps: 1. Examine school records of the students for evidence of student self-identification of</p>	

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<p><i>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 Enhanced Funding for Aboriginal Education Policy and Form 1701 Instructions, P.6)</i></p> <p>Interpretation: Only the student, parent, or guardian can “self-identify”, not bands or district staff.</p> <p>Self-identification is not required yearly but it should be confirmed yearly by the school.</p> <p>The school must be able to support that self-identification has taken place.</p>	<p>identified. Examples of self identification are:</p> <ul style="list-style-type: none"> • a letter, • telephone conversation records, • indication on the student registration or permanent record cards including electronic data, • facsimile confirmations, • email confirmations. <p>Confirmation that students and/or parents/guardians have the opportunity to change their declaration of Aboriginal Ancestry upon request.</p>		<p>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.</p> <p>Note: The self-identification can be changed at any time.</p> <ol style="list-style-type: none"> 2. Interview the staff to determine the process for a student’s aboriginal ancestry designation to be changed. 3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents. 	
<p><i>2. Evidence that the parent or guardian of the student has been consulted;</i></p> <p>Interpretation: Consultation - represents communications between the school and the parent/guardian.</p>	<p>Documented communication between the school and the parent/guardian.</p>	<p>Whether there is communication between the school and the parent/guardian.</p>	<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine the process used by the staff to consult with the parents or guardians of each of the students. 2. Obtain evidence that the process is being followed such as: <ul style="list-style-type: none"> • Letter to parents. • Telephone logs. • Record of communication between parent and staff. 3. Document the findings on an Observation Sheet and attach supporting documentation. 	
<p><i>3. Evidence that the Aboriginal Education Programs and Services have involved the Aboriginal communities in planning and delivery,</i></p>	<p>Confirmation that the Aboriginal communities have been given the</p>	<p>Whether the Aboriginal communities have ongoing involvement</p>	<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine how the local communities (on and off reserve) have been involved in the planning and 	

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<p><i>either through direct involvement or through a process of informed consent;</i></p> <p>Note: Informed consent means that information has been given (in writing or verbally) to the local aboriginal communities and they were given the opportunity to respond.</p>	<p>opportunity for ongoing participation in the planning and delivery of the Aboriginal Education Program.</p>	<p>in the planning and delivery of Aboriginal Education Program.</p>	<p>delivery of the aboriginal programs.</p> <p>2. Obtain evidence supporting direct involvement or informed consent. Some examples of direct involvement include:</p> <ul style="list-style-type: none"> • meeting minutes, • agreements, • memorandums of understanding, etc. <p>Note: Conclude that Audit Criteria Item 3 has been met if there is a Ministry recognized enhancement agreement in place and there is evidence of ongoing community involvement. Note: Initial lack of consensus with the local Aboriginal Community does not preclude the responsibility of the school board to deliver programs and services for aboriginal students.</p> <p>3. Document the findings on and Observation Sheet and attach supporting documentation.</p>	
<p>4. <i>Evidence that the Aboriginal Education Program is in addition to any other programs and services to which the student is eligible.</i></p> <p>Note: <i>Aboriginal Education funds must not be used for the delivery of BC First Nations Studies 12 or other base classroom instruction. Generic "Aboriginal culture" events do not constitute an Aboriginal Education Program.</i> (Ref: Form 1701 Instructions, P.11)</p> <p>Note: Support blocks are not to be used as the sole method for Aboriginal Education services. (Ref: Form 1701 Instructions, P.14)</p>	<p>Documentation of the additional Aboriginal Educational Program services provided.</p>	<p>Whether the program/service is in addition to any other programs/services the student is entitled to.</p>	<p>Audit Steps:</p> <p>1. For each of the students, interview staff to:</p> <ul style="list-style-type: none"> • identify whether the student is receiving a Language and Culture program and/or support services program, and • develop an understanding of the nature of the program/services. <p>2. Assess whether the program/services is in addition to any other programs and services to which the student is eligible for funding. The following may used as evidence:</p> <ul style="list-style-type: none"> • program schedules • student timetables • logs • program outlines • daybooks • attendance <p>3. Document findings on an Observation Sheet and attach supporting evidence.</p> <p>Note: Districts are responsible for providing programs that meet the learning needs of all students through base funding. A district should</p>	

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			<p>be able to demonstrate that targeted funds are not being used to offset costs associated with this provision. Aboriginal Education funding is for programs that exist only because of the supplementary funding.</p> <p>Note: Participation of non-aboriginal students in such programs will not affect the eligibility of aboriginal students to be funded in the program as long as the supplementary program is an enhancement over the base program.</p>	
<p>5. <i>Evidence that the Aboriginal Education programs and services provide a continuum of substantive learning experiences and/or support services throughout the school year.</i></p>	<p>Verification that there is a planned continuum of learning experiences and/or support services provided to the student throughout the year.</p>	<p>Whether the Aboriginal Education Program provides a range of substantive learning experiences and/or support services to the students for the entire school year.</p>	<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine whether the program provides a planned continuum of substantive learning experiences throughout the school year. 2. Identify students whose program does not meet this criteria and document the findings on an Observation Sheet, and attach supporting documentation. <p>Aboriginal Support Services Questions to Consider:</p> <ul style="list-style-type: none"> • Are the support services planned and developed to assist the success of Aboriginal students in the school? • Does the program provide a planned continuum of substantive support services throughout the school year? (Note: This is not intended to be an evaluation of the program itself.) • Are the Aboriginal support workers or services available throughout the year? • Are the services provided by personnel who are familiar with, and sensitive to, the values, beliefs and needs of the Aboriginal communities? <p>Examples of services include:</p> <ul style="list-style-type: none"> • Elder, peer or community counselling • Aboriginal tutorial assistance • Other services identified through the implementation of an enhancement agreement. 	

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Post-Secondary Transition Programs (ONLY For School-Age Students Who Began Taking These Programs Funded as Courses During Grades 11 and 12)				
<p><i>The Ministry recognizes post-secondary courses for funding purposes if they are part of students' planned programs of study leading to graduation. (Ref: Recognition of Post-Secondary Transition Programs for Funding Purposes Policy and Form 1701 Instructions, P.12)</i></p> <p><i>Boards must have a post-secondary partner in order to report students in Career Technical Programs and must have students registered in a technical training program funded by the Industry Training Authority in order to report students in ACE-IT Programs. (Ref: Form 1701 Instructions, P.12)</i></p>	<p>Verification that post-secondary courses reported for funding are part of a planned program of studies leading to Grade 12 graduation and in accordance with the requirements of the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy.</p>	<p>Whether the post secondary courses are part of a planned program of studies that lead to graduation.</p> <p>Whether there is a related agreement in place between the district/school and post-secondary partner for each student enrolled in post-secondary programs through post-secondary institutions.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • Recognition of Post-Secondary Transition Programs for Funding Purposes Policy • Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy • Elective Work Experience Courses and Workplace Safety Policy • Work Experience Order M226/07 • Program Guide for Ministry-Authorized Work Experience Courses • 2009/10 Manual of Course Information for the Graduation Program <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine during the district and/or secondary school entry meeting whether students enrolled in post-secondary programs are claimed for funding. For those students who are enrolled in post-secondary programs through a post-secondary institution, obtain a copy of the agreement(s) which the district/school must have established with its post-secondary partners to be eligible for funding. 2. Document on an Observation Sheet and attach relevant documentation. 	
<p>(Ref: Recognition of Post-Secondary Transition Programs for Funding Purposes)</p> <p><i>The following criteria must be met in order for the post-secondary courses to be eligible as courses funded by the Ministry:</i></p> <ol style="list-style-type: none"> 1. <i>The post-secondary courses are part of a school district program that is an education option for students.</i> 	<p>Evidence that the post-secondary course(s) is an education option for students within the school or school district.</p>	<p>Whether the post-secondary course(s) is part of the school or school district's programs.</p>	<p>Audit Steps:</p> <p>Select students enrolled in the post-secondary transition programs. Undertake the following procedures to establish if courses reported are eligible for funding.</p> <ol style="list-style-type: none"> 1. Verify that the post-secondary courses are part of a school district program by: <ul style="list-style-type: none"> • examining district and /or school course catalogue documents; • examining the school course calendar; • examining students' timetables; 	

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<i>Schools must keep a copy of the post-secondary transcript on file, showing completion of post-secondary courses.</i>			<ul style="list-style-type: none"> • interviewing staff 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documentation. 	
2. <i>The school district pays any tuition costs for post-secondary courses reported for funding.</i>	Evidence that the school district paid tuition costs for post-secondary institution courses claimed for funding.	Whether the school district paid the post-secondary tuition fees associated with the funded post-secondary courses claimed.	<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. For each student verify that the school district paid the post-secondary tuition fees for the applicable courses claimed for funding. <p>Note: Student should not have paid tuition fees either directly to the post-secondary institution or to the school district. Students might be paying for texts or tools (acceptable) – or - a deposit for the educational resource materials (refunded all/in part if returned).</p> <ol style="list-style-type: none"> 2. Query a small number of the students to establish whether they paid tuition and, if so, what fees they paid. 3. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents. 	
3. <i>Students begin taking the post-secondary courses that are part of their transition program during their Grade 11 or Grade 12 year.</i> Note: Students begin their transition program (student learning plan) after completing relevant learning outcomes in Planning 10 (Grade 10).	Evidence that students below Grade 11 do not register for these courses and are school age.	Whether all students are school age and are in Grade 11 or 12.	<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Examine the files of the students to verify that post-secondary transition course(s) claimed for funding was only for school age non-graduate students who are undertaking the program while in Grade 11 or Grade 12 – OR – are school age graduates who began taking post-secondary transition program courses during Grades 11 or 12. 2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents. 	
4. <i>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>	Evidence of a current, signed planned program of courses listing the students' secondary and post-secondary transition program courses.	Whether the students have a current, signed planned program of studies that includes their secondary courses and funded post-secondary transition program	<p>Audit Steps:</p> <ol style="list-style-type: none"> 1. For each student: <ul style="list-style-type: none"> • Ensure that they have a completed and signed planned program of studies/courses and that it was in place by September 30, 2009 (therefore aligning with the FTEs claimed at September 30th for the student). 	

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<p><i>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-secondary courses for funding as part of the 1701 data collection process.</i></p>	<p>NOTE: For the K-12 Fall Collection FTE claims, this document must be in place by September 30.</p>	<p>courses claimed.</p> <p>Whether the funded post secondary courses have been claimed in accordance with MEd policy requirements.</p>	<ul style="list-style-type: none"> • Determine that the plan is for the current year (2009/10). • Examine the plan to verify that it lists all the students' courses including transition program courses, and where and when the student will be taking their post-secondary courses. • Verify that post-secondary courses were claimed for funding. <p>2. Identify on an Observation Sheet those students not meeting this criterion and attach supporting documents.</p>	