

**2014/15 Distributed Learning (DL) Enrolment Audit Program**

**(NOTE: Due to job action "September 30<sup>th</sup>" attendance/timeline/snapshot/activation date for this school year is October 17, 2014)**

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>Teacher Regulation Branch (TRB)</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>under the supervision of, assessed and evaluated by an employee of the Board of Education who is certified by the Teacher Regulation Branch</li> </ul> <p>(Ref: <a href="#">K-12 Funding General Policy</a>)</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 currently certified by the TRB.</p>	<p><b>Key Documents:</b></p> <ul style="list-style-type: none"> <li><a href="#">School Act</a> Section 17 to 20</li> <li><a href="#">BC Regulation 265/89</a>, Sec.4-Duties of a teacher</li> <li><a href="#">K-12 Funding General Policy</a></li> <li><a href="#">TRB Website</a></li> </ul> <p><b>Audit Steps</b></p> <ol style="list-style-type: none"> <li>Prior to the audit, verify teacher's status through the TRB by reviewing each of the teacher's certification status.</li> </ol>	
<b>B.C. RESIDENCY AND OUT-OF-PROVINCE STUDENTS</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>ordinarily resident in BC (and where applicable) with their parent/legal guardian</li> <li>enrolled in the district</li> </ul> <p>(Ref: K-12 Funding General Policy)</p> <p>Non-resident Out-of-Province/ International students are not eligible for funding. Per Form 1701 Instructions.</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 <i>School Act</i> Section 82</p> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>Determine the school process for ensuring that students (incl. adults), and parents/legal guardians (of school-age students) are ordinarily resident in BC.</li> <li>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.</li> </ol> <p><b>Note:</b> Verification of student residency and district enrolment is included in the audit steps below.</p>	
<b>All students enrolled in Distributed Learning Schools, report according to the "active" policy Grades 8-9 report the student's annual plan of courses, Grade 10-12 students report only new courses leading to graduation</b>				
<p><i>Boards of education must have evidence of active participation to be</i></p>	<p>Evidence that the students claimed</p>	<p>Whether the students claimed</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li><a href="#">DL Active Policy</a></li> </ul>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><i>funded by the Ministry.</i> (Ref: DL-Active Policy)</p> <p><b>Definitions:</b>  <b>Activation Submission Dates</b>  <b>September Claims:</b> October 17, 2013. <i>For all students enrolled in Distributed Learning Schools, report according to the “active” policy as at October 17.</i>  <b>September Timeline:</b> <i>report all new courses leading to graduation in which the Grade 10-12 student was active between May 3, 2014 and October 17, 2014.</i>  <b>February Claims:</b> February 13, 2015. <i>For all students enrolled in Distributed Learning Schools, report according to the “active” policy as at February 13.</i>  <b>February Timeline:</b> <i>report all new courses leading to graduation in which the Grade 10-12 student was active between October 1, 2013 and February 14, 2014.</i>  (Ref: Form 1701 Instructions)  <b>Active Date</b> – <i>for a student in a course or program is the earliest date, supportable with evidence, which satisfies the policy criteria.</i>  <b>Attend</b> – <i>To be enrolled in an educational program that includes distributed learning; and to participate in an educational activity by means of distributed learning.</i>  <b>Student Learning Plan (SLP)</b> – <i>A document listing the courses or components of a student’s program of studies meeting Required Areas of Study or Graduation Program Order requirements.</i></p>	<p>on Form 1701 have met the DL Active policy requirements.</p>	<p>for funding meet the requirements of the DL Active policy.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Current DL Standards</a></li> <li>• <a href="#">Adult Funding Policy</a></li> <li>• <a href="#">Form 1701 Instructions</a></li> <li>• <a href="#">Required Areas of Study in an Education Program Order M295/95</a></li> <li>• <a href="#">Graduation Program Order M302/04</a></li> <li>• <a href="#">BC Adult Graduation Requirements Order M320/04</a></li> </ul> <p><b>Audit Steps:</b>  <b>Grades K – 9</b>  1. Using the student sample verify: that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC in accordance with District policy/procedures. To determine that the students were active in the funded program <b>by the appropriate activation submission timeline listed in the Form 1701 Instructions</b>, verify that the school records meet the Active policy requirements. Is there:  1. Evidence of the student’s active participation in the program three weeks after the activation date? Are exceptions (e.g. sickness) documented and reasonable?  2. A teacher-developed student learning plan (SLP) and a documented commitment to the learning plan from the parent. A documented commitment can include such evidence as:  <ul style="list-style-type: none"> <li>• a logged parent/teacher meeting discussing the SLP</li> <li>• email discussion between parent and teacher regarding the SLP</li> <li>• documented information about parent reviewing SLP</li> <li>• other documented forms of communication identifying parent was involved in SLP development</li> </ul> 3. Evidence the SLP was in place by the appropriate activation submission date.  <ul style="list-style-type: none"> <li>• Has the plan been created by and is it being led by a BC Certified Teacher?</li> <li>• Is there evidence to ensure the roles of teachers and</li> </ul> </p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><b>Course Selection/Enrolment Form</b> - A document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment.</p> <p><b>Course Plan</b> - A document for each course that provides links to learning outcomes, performance standards, required resources, and assessment strategies. Examples include course outlines, syllabi, and instructional designs.</p> <p>To be considered active in a DL course/program for funding purposes: School files for <b>Grade K-9</b> students must contain dated evidence that a student is active on or before the dates listed in the 1701 instructions. The <b>minimum evidence</b> is a teacher-developed learning plan and a documented commitment from a parent. <b>Additionally</b>, there must be evidence of the student's active participation three weeks following that date:</p> <p>On or before the date listed in the 1701 form instructions, school files for Grade 10-12 students (including all adult students) <b><u>must contain the following</u></b> (Ref. DL Active Policy)</p> <ul style="list-style-type: none"> <li>• A clear course plan must be on file for each course..plan must link to the course's learning outcomes, performance standards, required resources and assessment strategies..course plan is the evidence supporting the requirement that assigned work is meeting the learning outcomes.</li> </ul>			<p>parents are clearly defined and communicated before the student enrolls?</p> <p>4. Document discrepancies on an Observation Sheet and attach supporting documentation.</p> <p><b>Grades 10 – 12</b></p> <p>1. Using the student sample verify that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC in accordance with District's policy/procedures.</p> <p>To determine that the students in the sample were active in <b>each course</b> claimed for funding <b>by the appropriate activation submission timeline listed in the Form 1701 Instructions:</b></p> <p>1. Verify there is a course plan (that meets the Active Policy's description) for each course in which the student is claimed.</p> <p>2. Verify there is a current course selection/enrolment form (that meets the Active Policy's definition), dated and signed by the student and/or parent, listing each eligible course claimed for funding. The current course selection/enrolment form will be on site, or there is documentation readily available to verify that the school of record maintains the course selection/enrolment form.</p> <ul style="list-style-type: none"> <li>• For non-graduated school age and adults – the FTE claimed reflects eligible courses and the course(s) listed meet the graduation requirements</li> <li>• For school age graduates – the FTE claimed reflects eligible courses.</li> <li>• For graduated adults – the courses are only those contained on the <a href="#">list of tuition free courses for graduated adults</a></li> </ul> <p>3. Verify there is evidence of substantive student course activity (that meets the Active Policy's description), for each eligible course, submitted to the teacher by the student prior to claiming funding.</p> <p><b>NOTE:</b> Looking for verification that there was a</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<ul style="list-style-type: none"> <li>• A current course selection or enrolment form must list the distributed learning courses reported for funding.</li> <li>• Substantive student course activity must be submitted by the student to the teacher. The activity must represent a minimum of five percent of the course's learning activities. The activity must be clearly linked to the leaning outcomes of each course. The activity must have been evaluated by the teacher and entered in the teacher's records, dated on or before the date the student became active..</li> </ul> (Ref. DL Active Policy)			minimum of 5% of all the course's learning activities undertaken before the Form 1701's activation submission date. If the gradebook entry (representative of 5% of all the course work – not course mark) is being used as verification of the 5%, where is the supporting evidence to prove it (how did the student's course activities link to the learning outcomes; verification of the 5% of the entire course – what is the breakdown of the course plan – again to confirm the 5%.) 4. Document discrepancies on an Observation Sheet and attach supporting documentation.	
<b>FUNDING</b>				
<p><i>The Ministry does not provide funding to boards for students who enrol but do not become active as defined in the Distributed Learning Active Policy.</i></p> <p><b>Grade 10–12:</b> A student enrolling only in Grade 10-12 courses in a DL school or program, who is also enrolled in a Grade K-9 school or program in another school, is counted as a Grade 10-12 student for funding purposes.</p> <p><b>Non graduated adults:</b> courses must lead to the British Columbia Certificate of Graduation (the Dogwood) or the Adult Graduation Diploma (the Adult Dogwood).</p> <p><b>Graduated adults:</b> only those courses contained on the <a href="#">list of tuition free courses for graduated adults</a>.</p> <p><b>Re-Claimed Courses:</b>  <i>Students are not allowed to take the same course at the same time at two</i></p>	Verification that students enrolled in DL schools/ programs are enrolled and claimed for funding in accordance with Ministry requirements.	Whether the student funding claims meet the requirements for enrolment for the DL courses.	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• School Act Section 3 – Entry to educational program.</li> <li>• <a href="#">DL Funding Policy</a></li> <li>• LearnNowBC website <a href="http://www.learnnowbc.ca/">www.learnnowbc.ca/</a></li> </ul> <p><b>Audit Steps - Grades K-12:</b></p> <p>1. For the sampled students who are claimed for the first time in the February count, how many of these students transferred from a bricks and mortar school after October 17. Note on an observation sheet and provide details.</p> <p><b>Audit Steps - Grades K–9</b></p> <p><b>Note:</b> No compliance audit step is required to identify duplicate enrolment for the K-9 students. The BCeSIS and Form 1701 process identifies duplication in enrolment. Boards make their own arrangements for shared services as long as no tuition fees are charged to the student.</p> <p><b>Audit Steps - Grades 10–12</b></p> <p>1. Determine if any of the sampled students re-enrolled in the same course(s) in consecutive funding periods.</p> <p><b>Definition:</b> determination of re-enrolment (or re-</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><i>different schools. A course must be completed or withdrawn from before a student can enrol in the same course again.</i></p> <p><i>For Grade 10-12 students (including adults) to be eligible for new funding in the same DL course(s) in the same DL school, the following conditions must be met:</i></p> <ul style="list-style-type: none"> <li>• <i>The student must have been previously reported as failed (through course completion), or as course completed and wanting to improve their mark, or withdrawn from that course.</i></li> <li>• <i>withdrawn from a course or did not complete a course, there must be a record of student inactivity for two DL enrolment counts, with a corresponding record of attempts made by the DL school to contact the student for that course.</i></li> <li>• <i>All required areas of study in a course (contained in the corresponding Integrated Resource Package) must be provided to the student in all re-claimed course instances.</i></li> <li>• <i>Assessment of the student's past work must not be used to evaluate re-claimed course progress.</i></li> </ul> <p><i>(Ref. DL Funding Policy)</i></p>			<p>registration) refers to DL courses only and does not apply to students withdrawing from a course in a traditional school and then re-enrolling for the same course in a DL school. (see Re-Claimed Courses criteria)</p> <p>2. Determine that FTEs reported on ECHO9100 represent only new course claims. Schools cannot report for new funding in the same course unless following are met:</p> <ul style="list-style-type: none"> <li>• Eligible course re-claim a) previous course claimed was completed and either failed or improved mark required, and b) assessment of past work cannot be used to evaluate re-claimed course.</li> <li>• Withdrawn or incomplete re-claims are ineligible unless there is a) a record of student inactivity for two DL reporting periods; b) corresponding records of attempts to re-engage student in the course; and, c) assessment of past work cannot be used to evaluate re-claimed course.</li> <li>• For all eligible re-claims, all areas of study consistent with IRP requirements for course must be provided to student.</li> </ul> <p>3. Check all selected non-graduated adults and verify that they are being claimed in accordance with DL Active and Adult Funding policy requirements (non grads must be taking eligible courses that lead to graduation).</p> <p>4. Check all selected graduated adults to verify that the course(s) are eligible as listed on on the <a href="#">list of tuition free courses for graduated adults</a> and meet the DL Active and Adult Funding policy requirements.</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>				
<b>'COURSE' Clarifications:</b>				
<p><b>Course Definition:</b> A course is defined by the <a href="#">Student Credentials Ministerial Order M164/96</a>...consider a four credit course (approximately 120 hours) as one course and a two credit course (approximately 60 hours) as a half course (Ref: Form 1701 Instructions, P.12) and the <a href="#">Recognition of Post-Secondary Transition Programs for Funding Purposes Policy</a>.</p>				
<p><b>Not fundable through Form 1701:</b> (Ref: Form 1701 Instructions, P.12) <i>Items that are not secondary courses, such as credit awarded through a prior learning</i></p>				

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><i>assessment, credit recognition, tutorial time and teacher consultation, and courses completed via challenge and external credential courses. NOTE: Partial credit courses are Ministry approved and must have assigned Ministry course code (verify through online <a href="#">Course Registry</a>).</i></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/irp/pdfs/health_career_education/support_materials/planning10_qa.pdf">http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/support_materials/planning10_qa.pdf</a>). <b>Planning 12</b> is a course that will allow non-graduated adult students to take Planning 10 as a Grade 12 elective for the Adult Dogwood Program (if Planning 10 was not completed in secondary school). Adults in the Adult Dogwood program receive Grade 12 <b>credit recognition</b> based on the previous completion of Planning 10 – not a duplicate funding claim.</p> <p><b>General Education Development (GED):</b> (Ref: <a href="#">GED Preparation Course Funding Policy</a> 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. The Ministry of Education will not fund school-aged students to enroll in a GED® preparation course.</i></p> <p><b>Graduation Transitions</b> <i>is only to be reported once for a student taking a graduation program leading to a BC Certificate of Graduation – Dogwood during their K-12 education and are to be reported when the student is enrolled in grade 12.</i> (Ref: Form 1701 Instructions, P.12)</p> <p><b>Advanced Placement</b> – <i>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 approximately 120 hours (for a four credit course) on the student's timetable, the course is being taught by a certified teacher and is in accordance with the Student Credentials Ministerial Order M164/96.</i> (Ref: Form 1701 Instructions P.13)</p> <p><b>Support Blocks</b> - <i>Support block are not to be reported for school-aged graduates, adult students or by Continuing Education (CE) or Distributed Learning (DL) schools.</i></p> <p><b>Self-paced courses</b> <i>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.</i> (Ref. Form 1701 Instructions, P.12)</p> <p><b>NOTE:</b> There is to be evidence of a qualified teacher's instructional component to meet the requirements of Section 17 of the <i>School Act</i> and <a href="#">BC Reg 265/89</a>, Section 4 (Duties of a Teacher)</p> <p><b>Independent Directed Studies (IDS):</b> <i>allows schools to recognize prior learning in a Ministry-developed or board authorized course that a student may not have completed...the process is intended to encourage schools (including DL) to allow students to pursue further studies, or to recognize prior learning, in a Ministry-developed or board authorized elective course that a student may not have completed. IDS credits may only be used to satisfy elective requirements. IDS credits may be awarded by schools to students who have successfully completed independent work based on a subset of outcomes of Grade 10, 11 and 12 Ministry courses or board authorized courses... The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal.</i> (Ref: <a href="#">Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy</a>). <b>NOTE:</b> credit earned/granted/awarded based on <b>prior learning can achieve credit recognition but is not fundable (see P.12 Form 1701).</b> <b>Without the provision of a school provided educational program it is an ineligible funding claim.</b> <b>NOTE:</b> IDS claims are ineligible in the Adult Graduation Program (Ref. Handbook of Procedures for the Graduation Program P.59).</p>				
<b>CAREER PROGRAMS</b>				
<b>NOTE:</b> DL Course claims must meet 'active' requirement in addition to career directives				
<b>CAREER/SKILLS TRAINING/DUAL CREDIT TRANSITION PROGRAM OF COURSES</b>				
<p><b>Audit Steps:</b> Prior to audit, request a list of all students in career and skills training transition programs, and dual credit transition courses as well as the name of the district/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 that combine related courses with a work component within a particular career sector...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. <a href="#">Career and Skills Training</a> website)</p>				

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p><b>NOTE:</b> Schools and Boards of Education may also create career program courses as educational options. Boards must approve all career program courses offered. Reporting career program participation to the Ministry, schools must use Ministry codes identified through the online <a href="#">Course Registry</a></p> <p><b>NOTE:</b> See audit steps below if career program is partnered with a post-secondary institution or industry association.</p>				
<p><b>Career Preparation</b> offers students experience in the career field of their choice through a combination of course work and 90 plus hours of work experience.</p> <p><b>Cooperative Education</b> students explore various careers and gain job readiness through work experience. Programs can offer a mixture of course work, career exploration, pre-employment training, skills enhancement and work experience placements for credit towards graduation.</p> <p><b>NOTE:</b> These are Board/Authority Approved courses 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 (school age only)</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 <a href="#">Program Guide for Secondary School Apprenticeship</a></p> <p><b>Audit Steps:</b> use the auditor's Career Program checklist for SSA based on the following Ministry directives to verify SSA course:</p> <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 ITA ID number for the duration of the apprenticeship and verifies worksite WorkSafe BC coverage</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 (see auditor's checklist for information regarding Recognition of Prior Work [aka – 'Hidden Apprenticeship'])</li> <li>• SSA students is/are monitored and evaluated by educators with valid teaching certificates who assign final percentages.</li> </ul> <p>*School-aged SSA youth apprentices are eligible for participation in SSA until June 30<sup>th</sup> of the school year in which they turn 19. (Ref: <a href="#">ITA website</a> for SSA)</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> , MO237/11 Work Experience Order <a href="http://www.bced.gov.bc.ca/legislation/schoollaw/e/m237-11.pdf">www.bced.gov.bc.ca/legislation/schoollaw/e/m237-11.pdf</a> , and in accordance with the Program Guide for Ministry-Authorized Work Experience Courses <a href="http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2014pg_minauthworkexper.pdf">http://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2014pg_minauthworkexper.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.13)</p> <p><b>Definitions:</b> “<b>work experience</b>” means that part of an educational program that provides a student with an opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career. “<b>work study program</b>” means work experience at a standard work site.</p> <p><b>Audit Steps:</b> use the auditor's Career Program checklist for WEX based on the following Ministry directives.</p>				

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<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 duly signed Work Experience Agreement Form</li> <li>• Evidence students are at sites where WorkSafeBC coverage is provided</li> </ul> <p><b>During/after work study program portion of WEX course:</b></p> <ul style="list-style-type: none"> <li>• School personnel have monitored students in accordance with Board guidelines</li> <li>• An educator with valid teaching certificate must evaluate the performance of all students in work experience courses and assign final percentages</li> </ul> <p><b>NOTE:</b> Students on the Adult Graduation Program are now eligible for both WEX 12A and 12B</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> All Districts/Board Authorities are required to submit an up-to-date ACE IT Intent to Deliver form for the 2014/15 school year (Ref. <a href="#">ITA website</a> for ACE IT) <b>Audit Step:</b> Obtain a copy of the district's ACE IT Intent to Deliver Form for the 2014/15 school year and follow audit procedures using auditor's Career Program checklist for ACE IT based on Ministry directives below for Post-Secondary Transition Programs. ACE IT programs are developed and offered as partnerships between school districts and <b>post-secondary institutions</b>, and classes are often taught at colleges (or an ITA approved training centres) 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. <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> providing "secondary students with opportunities to simultaneously earn their secondary school diplomas and post-secondary or industry training certification". <i>Boards must have a post-secondary partner or be certified by the Industry Training Authority 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 and the auditor's Career Program checklist for PSI.</p>				
<p><b>Post-Secondary Transition Programs (school-age only)</b>  Post-secondary transition programs are educational programs that combine secondary and post-secondary courses , and that lead to Grade 12 graduation as well as help students make smooth transitions <b>to further education or training.</b> (Ref. <a href="#">Recognition of Post-Secondary Transition Programs for Funding Purposes policy</a>. <b>NOTE:</b> School age graduates are also eligible as this educational option is part of the transition to further education or training. Per the <i>School Act Sec82(1)(b)</i> every student of school age, resident in BC, is entitled to instruction in an educational program after the student has met the general requirements for graduation.  <b>Audit Steps:</b> use the auditor's Career Program checklist for PSI based on Ministry directives verifying Post-Secondary Transition Program course claims:</p> <ul style="list-style-type: none"> <li>• Post secondary courses lead to a post-secondary credential from a district partnered post secondary institution, which is a member of the <a href="#">BC Transfer System</a></li> <li>• <a href="#">District has a current formal agreement with the post-secondary institution</a></li> <li>• Courses are part of a school district program that is an educational option for school-age students</li> <li>• School district pays tuition costs for post-secondary courses reported for funding</li> <li>• Student's annual plan of courses is signed, current, and listing the program plan course(s) including when and where student takes the post –</li> </ul>				



Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
secondary course(s) • There is evidence the purchased educational services are under the general supervision of an employee of the board who is a certificate holder				
<b>THIRD PARTY EDUCATIONAL SERVICES (Contracting Out)</b>				
<p><i>If the board of education uses a third party to provide educational services or learning support, materials, or resources to learners, the board must do the following:</i></p> <ul style="list-style-type: none"> <li>• <i>ensure that the educational services, materials, and resources are part of the educational program supervised by a board employee who is certified by the Teacher Regulation Branch</i></li> <li>• <i>pay only the third party directly and not the parent, learner, or any other person</i></li> <li>• <i>ensure that parents and third party service providers clearly understand their roles and responsibilities for student safety and security</i></li> <li>• <i>clearly describe its responsibility to provide the program outlined in a student's learning plan or Individual Education Plan separately from additional services the student may receive from the service provider."</i></li> </ul> <p><i>(Ref: DL –General Policy)</i></p>	<p>District contracted educational services are associated with the DL school and supervised by the school's teacher.</p> <p>Confirmation that these agreements meet the Ministry directives.</p> <p>Verification that services are provided in accordance with the Distributed Learning - General Policy.</p>	<p>Whether the district has contacted any educational services.</p> <p>Whether these contracted services are in accordance with the <i>School Act</i> and DL General Policy.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• School Act Section 86 (a.1) - Agreements</li> <li>• <a href="#">DL General Policy</a>, current version</li> </ul> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Check the information on the website.</li> <li>2. Determine whether the District has contracted any educational services and assess whether the contract is in accordance with the DL – General Policy and Section 86 of the <i>School Act</i>. Section 86 (a.1) describes the areas that districts can contract out.</li> </ol> <p><b>Note:</b> The onus is on the District to give evidence that their TRB staff member (those legally liable for the general supervision of the program) create or approve educational plans/IEPs, coordinate learning activities with service providers, direct academic communication with students, evaluate student work and assess student performance related to the contracted program.</p> <ol style="list-style-type: none"> <li>3. Interview appropriate staff to determine the School or District policy on financial reimbursement to parents. Obtain a written copy of the policy or document process as relayed by program staff.</li> <li>4. Determine if the parents have had the policy segment concerning third party service providers communicated to them. Obtain a copy of the communication to parents or document process as relayed by program staff.</li> <li>5. Sample three family files to determine the financial reimbursement process.</li> <li>6. Determine if third party services, materials, resources or supplies are linked to the student's educational program.</li> <li>7. Obtain a copy of third party services agreement specific to career programs (ACE-IT, SSA, PSI, etc.)</li> <li>8. Document any discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol>	
<b>SUPPLEMENTAL FUNDING</b>				

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>Supplemental funding claims for Aboriginal Education and English Language Learning-ELL (also includes English as a Second Dialect-ESD)/Apprentissage de la langue anglaise-ALA.</p> <p><b>ELL/ALA Supplemental Funding:</b> School-age students reported as ELL/ALA on the Form 1701 and who meet all of the requirements as specified on the Form 1701 Instructions may qualify for ELL/ALA funding.</p> <p><b>Aboriginal Education Supplemental Funding:</b> Funds provided for school-age students to Boards of Education for Aboriginal Education programs are targeted and must be spent on the provision of these programs and services. The delivery and outcomes of aboriginal programs and services must be in accordance with Form 1701 Instructions...</p>	<p>Confirmation that the ELL program is meeting the criteria specified in the Form 1701 Instructions and the K-12 Regular Enrolment audit program.</p> <p>Confirmation that the Aboriginal Education Program is meeting the criteria specified in the Form 1701 Instructions and the K-12 Regular Enrolment audit program.</p>	<p>Whether students who are being claimed for ELL or Aboriginal Education supplemental funding meet all the criteria specified in the Form 1701 Instructions as outlined in the K-12 Regular Enrolment audit program.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• <a href="#">K-12 Funding – Aboriginal Education Policy</a></li> <li>• <a href="#">K-12 Funding – English Language Learning Policy</a></li> <li>• 2013/14 K-12 Regular Enrolment Audit Program</li> <li>• <a href="#">Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy</a></li> </ul> <p><b>Audit Steps:</b> For ELL and Aboriginal Education services - Review student files to verify there is evidence that the appropriate services are being provided by the DL School in accordance with Ministry requirements. (Use K-12 Regular Enrolment Audit Program for direction).</p> <ol style="list-style-type: none"> <li>1. Follow the audit steps in the K-12 audit program's sections specific to Aboriginal Education and ELL.</li> <li>2. Document discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol> <p>Special Needs Student Claims (compliance is in accordance with Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy and the <a href="#">Special Needs Policy, Procedures and Guidelines Manual</a>. For students reported with special needs classification confirm that a current IEP is in place.</p>	