

**2014/15 K-12 Regular 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 [TRB]</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="#">School 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> <p>1. Prior to the audit, verify teacher's status through the TRB by reviewing each of the teacher's certification status.</p>	
<b>B.C. Residency</b>				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> <li>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> <p>1. Determine the school process for ensuring that students (incl. adults), and parents/legal guardians (of school-age students) are ordinarily resident in BC.</p> <p>2. Obtain a copy of the District's policy and/or school's practice, or if none available, document the full school process as determined in Step 1, including names of personnel contacted.</p> <p><b>Note:</b> Verification of student residency and district enrolment is included in the audit steps below.</p>	

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<b>Student Reporting</b>				
<p><b>School age students</b> reported for funding are: (Ref: Form 1701 Instructions, P.2)</p> <ul style="list-style-type: none"> <li>• <i>Born between July 1, 1995 and December 31, 2009</i></li> </ul> <p><b>Exclude:</b> <i>The following students are not to be reported on Form 1701 by the education facility with which they are re registered: Students enrolled in a Provincial Resource Program (PRP) for 3 months or less... students who are only registered to write the GED (General Education Development) examinations...pre-primary or early childhood education children...Grade 8 and 9 students who are cross enrolled to a school other than their school of record. Only the school of record reports these students during the September data collection.</i> (Ref: Form 1701 Instructions, P.3)</p> <p><b>Adult students</b> reported for funding are: (Ref: Form 1701 Instructions, P.2)</p> <ul style="list-style-type: none"> <li>• <i>Born prior to July 1, 1995</i> <ul style="list-style-type: none"> <li>○ <i>taking Ministry-Authorized or Board/ Authority Authorized courses that lead to a graduation diploma (non-graduated adults)</i></li> <li>○ <i>have met the general requirements for graduation in British Columbia or have completed the requirements for graduation from a secondary school or high school in another jurisdiction (Graduated adults only eligible for courses listed on <a href="#">Education Guarantee</a>)</i></li> <li>○ <i>taking a locally developed General Education Development (GED) preparation course</i></li> </ul> </li> </ul>	Assurance of accuracy and appropriateness of the student and school data reported to the Ministry of Education by school districts.	Whether or not districts are in compliance with the Ministry's school and student data collection instructions.	<p><b>Key Documents:</b></p> <ul style="list-style-type: none"> <li>• September 2014 Form <a href="#">1601</a> and <a href="#">1701</a> Instructions</li> <li>• <a href="#">Compliance Audit Policy</a></li> <li>• <a href="#">Alternate Education Program Policy</a></li> <li>• School Act, Section 81, 106.3, 106.4, 114, 117(1) (b), 168(2) (t)</li> <li>• <a href="#">Provincial Letter Grades Order M192/94</a></li> <li>• <a href="#">Student Progress Report Order M191/94</a></li> <li>• <a href="#">School and Student Data Collection Order M152/89</a></li> <li>• <a href="#">Education Guarantee</a> (list of tuition-free courses for graduated adults)</li> </ul> <p><b>Audit Steps (age verification):</b></p> <ol style="list-style-type: none"> <li>1. Determine the school process for ensuring that students meet the age requirements.</li> <li>2. Document the school process.</li> <li>3. Select students and check to see that there is documentation that verifies their birth date.</li> <li>4. Document any discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol> <p><b>Audit Steps (graduation status):</b></p> <ol style="list-style-type: none"> <li>1. Interview appropriate staff to determine the processes used to identify whether students have graduated from a secondary school or post-secondary institution.</li> <li>2. While reviewing registration or other student documents look for indications of the student's prior graduation status.</li> <li>3. Document any discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol>	
<b>Exchange Students</b>				
An exchange student is school aged and non-graduated involved in a reciprocal and equal educational exchange. This exchange must	Verification that students, involved in a	Whether each exchange student is one involved in	<p><b>Key Documents:</b> As above.</p> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Provide district or school staff with the Reciprocal</li> </ol>	

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<p><i>be one in/one out of the same board for the same length of time. <b>Boards receive funding for the ordinarily resident student.</b></i></p> <p><b>NOTE:</b> <i>Boards receive funding only for the ordinarily resident student. During a one in/one out reciprocal and equal exchange, the non-resident student acts as a placeholder for the funded local student during that student's absence. Claiming funding for a non-resident student after the resident student has graduated does not meet the reporting requirements.</i></p> <p>(Ref: Form 1701 Instructions, P.2 and 3)</p>	<p>reciprocal exchange, are eligible for funding.</p>	<p>an eligible exchange.</p>	<p>Exchange Compliance Form and request a one-to-one listing of local and district sponsored reciprocal exchange students.</p> <p>2. Identify the local and non-resident student names and PEN numbers, and note the destination of local student, origin of non-resident student and the respective timelines for each exchange.</p> <p>3. View supporting documentation such as a Rotary exchange agreement relating to the student exchange.</p> <p>4. Ensure the documentation verifies that each visiting (non resident) student has an eligible reciprocal local (resident) student who has, or will, participate in the exchange.</p> <p>5. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<p><b>Alternate Education (non-graduate school-age students only)</b></p> <p><i>Alternate education programs must satisfy certain requirements to be deemed a Type Three facility. If the programs meet those requirements, then their students qualify for 1.0 FTE (full time equivalent) funding to the school district. Ref. Alternate Education Program Policy</i></p>				
<p><i>Each Alternate Education Program <u>will</u> have:</i></p> <p>1. <i>An intake process to facilitate district referrals or self referral.</i></p> <p>2. <i>A regularly reviewed learning plan for each student, either an official Individual Education Plan (IEP) or a Student Learning Plan that clearly defines the objectives for the student, additional services provided as required, progress made, and any transition plans.</i></p> <p>3. <i>An exit strategy to facilitate the student's transition back into regular school system, continuing education centre, graduation or to work or to post secondary training and education.</i></p> <p>4. <i>Evidence of additional services as required by the student population (i.e., youth workers, drug and alcohol counsellors and/or sessions, etc.)</i></p> <p><i>Alternate education programs <b>must</b> focus on the educational, social and emotional issues for students whose needs are not being met in</i></p>	<p>Evidence that the facility reporting student claims in an alternate program met the Ministry policy requirements.</p>	<p>Whether the facility is operating in accordance with Ministry policy providing required services to the non-graduated school age students claimed for funding allocations specific to a Type 3 Facility.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• Form 1701 ECHO Report 9100 (Student Detail List)</li> </ul> <p><b>Audit Steps:</b></p> <p>1. Interview appropriate staff to determine, in accordance with the Alternate Education Program Policy, that the school:</p> <ul style="list-style-type: none"> <li>• has an intake process for non-grad school-age students (document what this process is).</li> <li>• have the required additional services necessary to meet the needs of the student population (document what these services are and who provides – school, outside sources, agencies, etc.).</li> </ul> <p>2. Document contact person and attach notes from the interview(s) on an Observation Sheet.</p> <p>3. Verify the sampled students:</p> <ul style="list-style-type: none"> <li>• have undergone an intake process based on the practice identified by school staff.</li> <li>• have an IEP (required for SE designated students) or SLP created by the school which clearly defines 1) the objectives for the student, 2)</li> </ul>	

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<p><i>a traditional school program. These education programs provide support to students through differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs.</i> (Ref. <a href="#">Alternate Education Program Policy</a>)</p> <p><b>NOTE:</b> Supplemental services associated with any of these student claims must meet the related criteria for ELL, Aboriginal Education and Special Needs.</p>			<p>what additional services are/will be provided, 3) measurement of student progress, and 4) any proposed transition plan.</p> <ul style="list-style-type: none"> <li>• have been provided with a planned approach to exit from the Alternate School into either another educational program, to graduation, to a post secondary program, or into the workforce.</li> <li>• have/will be provided with the required additional services as noted in the IEP or SLP. Verify when services will be provided and by whom.</li> <li>• there is evidence of differentiated instruction, specialized program delivery and enhanced counselling services based on the individual student's needs.</li> </ul> <p>4. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<b>School-Age Enrolled and In Attendance (see specific Attendance Requirements for Adult Students below)</b>				
<p><i>Students are to be reported by the education facility with which they are enrolled and in attendance as at October 17, 2014.</i> (Ref: Form 1701 Instructions, P.2)</p> <p><b>Interpretation:</b> Student attendance is defined as being present at school, on a school sponsored program or field trip, or absent for legitimate health or personal reason documented by parent/guardian, or certified by school officials.</p> <p><i>...a student in transition from one B.C. school to another B.C. school on October 17, 2014 should be reported at the school last attended in October.</i> <i>For a student who arrives in a school during the week of October 17, 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.</i> (Ref: Form 1701 Instructions, P.3-4).</p>	<p>Verification that students reported on Form 1701 were enrolled and in attendance on October 17, 2014.</p>	<p>That the district's count on October 17, 2014, as reported on Form 1701, is accurate.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• Form 1701 Enrolment Verification Report as at October 17, 2014 (ECHO Report 9035). <b>Note:</b> this document is the final version approved by the District's Form 1701 staff contact. Auditors' ECHO reports are the correct version the district was funded with.</li> <li>• Attendance Summary from September 2 to December 5 [BCeSIS Document-if applicable]</li> </ul> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Examine the attendance records for each school-age student to ensure that those students were attending school on October 17.</li> <li>2. Verify list of students not in attendance at October 17<sup>th</sup> with the Principal.</li> <li>3. Identify on an Observation Sheet students not in attendance on October 17 and thereafter, and attach supporting documentation.</li> </ol> <p><b>NOTE:</b> Contact may be required with district/school career coordinator for those students attending/ participating in transition courses (post-secondary</p>	

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			institution or career programs) at the start of the school year.  <b>Review of Withdrawals</b> 1. Examine the attendance records for each student who has withdrawn during October and November to ensure that those students were attending school on October 17.	
<b>Adult Attendance</b> <i>Attendance is defined to be over one <b>reporting period</b> AND either 1) a minimum of 10 hours of <b>instruction in a classroom</b> or learning centre for each course -or- a demonstrated completion of 10% of the course requirements (<b>10/10 Rule</b>) - <b>OR</b> - 2) meets the Grade 10-12 '<b>active</b>' requirements as outlined in the DL Active policy... <b>choose either the 10/10 criteria OR the active policy as a definition of "attendance"</b>. Ref: Adult Funding Policy</i>				
<b>(10/10 Rule Option - Adults)</b>				
<p><i>Eligible courses [BAA &amp; Ministry Authorized only].. will be funded if they are documented on a Course Enrolment Form and the student meets the attendance definition written in the Adult Funding Policy and the student meets the funding eligibility requirements set out in the K-12 Funding Policy.(Ref. September Form 1701 P.2)</i></p> <p><b>Course Enrolment Form</b> (definition 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.</p> <p><i>For adults in standard and alternate schools, funding will be based on the number of adult student FTEs in attendance on September 30<sup>th</sup> [October 17<sup>th</sup> for 14/15SY] (Ref. Adult Funding Policy)</i></p> <p><b>Interpretation – Instruction in a Classroom:</b> direct communication between teachers and students who are enrolled and participating in an educational program that is supervised and assessed by the teacher. (Per Governance and Legislation Branch, September 2008)</p>	<p>Evidence that students are attending each eligible 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, taking eligible courses in accordance with the Adult Funding policy.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• Form 1701 ECHO Report 9100.</li> <li>• <a href="#">Adult Funding Policy</a></li> </ul> <p><b>Audit Steps (Attendance):</b></p> <ol style="list-style-type: none"> <li>1. Determine that the adult students attended (per 10/10 rule) <b>each eligible course</b> [BAA &amp; Ministry Authorized only] claimed for funding. Evidence to support the students' attendance includes:           <ul style="list-style-type: none"> <li>• September 30<sup>th</sup> [October 17<sup>th</sup> for 14/15SY] timetables [BCeSIS archived GDEs-if applicable]</li> <li>• Classroom attendance sheets</li> <li>• Electronic data (system logins/outs) (i.e., BCeSIS documents: Attendance Summary by Period from September 2 to December 5, Student Daily Activity form September 15 to November 7 found in "courses" in BCeSIS – the add/drop information [if applicable])</li> <li>• Information gathered through interviews with school staff</li> <li>• Record of work performed (progress)</li> </ul> </li> <li>2. Verify there is a current Course Enrolment Form that meets Adult Funding Policy's definition.</li> <li>3. Identify discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol>	

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<b>('Active' Attendance Option - Adults) For September 2014 reporting is 'active' between May 3, 2014 and October 17, 2014</b>				
<p><b>Definitions:</b></p> <p><b>Active Date</b> – for a student in a course is defined as being the submission date as listed in the Form 1701 Instructions supportable with evidence, which satisfies the Active policy criteria for funding.</p> <p><b>Submission Date</b> – October 17, 2014 (Per September Form 1701 Instructions, P.1)</p> <p><b>Active participation...is equivalent to attendance in a school and is a requirement under the School Act. Boards of education must have evidence of active participation to be funded by the Ministry</b></p> <p>To be considered active in a course for adult funding purposes:</p> <p><i>On or before the date listed in the 1701 form instructions, school files for...all students in grades 10-12 students (including all adult students) <b>must contain the following</b> (Ref. DL Active Policy)</i></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>A current course selection or enrolment form must list the distributed learning courses reported for funding</i></li> <li>• <i>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.</i></li> </ul>	<p>Evidence that the students claimed on Form 1701 have met the active requirements outlined in the DL Active Policy, per the attendance requirements stated in the Adult Funding policy.</p>	<p>Whether the students claimed for funding meet the appropriate active requirements specified in the DL Active policy in accordance with the Adult Funding policy's definition of attendance.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• <a href="#">DL Active Policy</a></li> </ul> <p><b>Audit Steps:</b></p> <p>To determine that the adult students were active in <b>each course</b> claimed for funding <b>by the activation date:</b></p> <ol style="list-style-type: none"> <li>1. Verify there is a course plan (that meets the Active Policy's description) for each course in which the student is claimed.</li> <li>2. Verify there is a current course selection/ enrolment form (that meets the Active Policy's definition) documenting the eligible courses by the Active date.</li> <li>• <b>for non-graduated adults</b> – the course(s) listed meet the graduation requirements</li> <li>• <b>for graduated adults</b> – the courses are only those contained on the <a href="#">list of tuition free courses for graduated adults</a></li> <li>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.</li> <li>4. Identify discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol> <p><b>Course Selection/Enrolment Form Definition:</b> <i>A document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment.</i></p> <p>(Ref. DL Active Policy)</p>	

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<b>Program and Course Claim Eligibility (Number of Eligible Courses Reported)</b>				
<p style="text-align: center;"><b>'COURSE' Clarifications:</b></p> <p><b>Course Definition:</b> 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 assessment, credit recognition, tutorial time and teacher consultation, and courses completed via challenge and external credential courses.</i> <b>NOTE:</b> Partial credit courses are Ministry approved and must have assigned Ministry course code (verify through online <a href="#">Course Registry</a>).</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> 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. (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> (Ref: Form 1701 Instructions, P.14) <i>for non-special needs, school-aged, non-graduated students in grades 10-12 and SU engaged in their learning at structured times in addition to their annual academic or regular program courses provided in District schools and are taking fewer than 8 courses. <b>The combined total number of support block and courses leading to graduation cannot exceed 8 for these students.</b> Each support block is to be considered equivalent to the 120 hours of instruction of a regular 4-credit course, instructional service is provided and documented by a teacher, regular attendance is expected, and does not include independent study time, drop-in sessions, voluntary study halls, tutorial sessions or <b>time spent on courses at another school.</b> 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> 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. (Ref. Form 1701 Instructions, P.12) <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. <b>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.</b></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> Without the provision of a school provided educational program it is an ineligible funding claim. <b>NOTE:</b> IDS claims are ineligible in the Adult Graduation Program (Ref. Handbook of Procedures for the Graduation Program P.59).</p>				

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<b>FTE Claim Eligibility</b>				
<p>...for all secondary students enrolled in Grades 8-12, SU and GA report the total number of eligible courses.</p> <p>To obtain <b>funding for school aged students</b>, boards of education must meet the following criteria:</p> <ul style="list-style-type: none"> <li>report the student's annual plan of courses leading to graduation in which the student was enrolled and in attendance as at October 17, 2014.</li> </ul> <p><b>NOTE:</b> school age student timetables may not list all reported course related career programs if provided by a post-secondary partner or for courses taken at another school (through shared funding agreement between schools) – all course claims should be found on the annual plan of courses leading to graduation (the grad plan).</p> <p>To obtain funding for <b>adult students</b>, boards of education must meet the following criteria:</p> <ul style="list-style-type: none"> <li>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</li> <li>report the courses in which the student was enrolled and in attendance as at October 17, 2014.</li> <li>follow the directives of the <a href="#">Adult Graduation Program Policy</a> and Adult Funding Policy when completing the 1701 form (Ref: Form 1701 Instructions, P.13)</li> </ul> <p><b>NOTE:</b> Eligible courses for all graduated adults are only those the courses contained on the <a href="#">list of tuition free courses for graduated adults</a>.</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><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li><a href="#">Required Areas of Study in an Educational Program Order M295/95</a></li> <li><a href="#">Course Registry</a> website</li> <li><a href="#">Handbook of Procedures-Grad Program</a> (14/15)</li> <li><a href="#">BC Adult Graduation Requirements Order M320/04</a></li> <li><a href="#">Adult Graduation Program Policy</a></li> <li><a href="#">Authorized course list for Graduated Adults</a> (formerly Education Guarantee's Appendix 1)</li> <li>Auditors' Standardized Support Block Questions</li> <li>September 30<sup>th</sup> timetable [October 17<sup>th</sup> for 14/15SY] (BCeSIS Documents-if applicable: [from archived GDEs], Student Daily Activity form – September 15 to November 7 [found in “courses’ on BCeSIS], and BC Student Information Verification Form [short version])</li> </ul> <p><b>Audit Steps:</b></p> <p><b>NOTE:</b> Prior to audit, <b>lead auditor will ensure district/school documentation verifying sampled FTE claims are in a format enabling auditors to undertake their review process to: ensure the accuracy and eligibility of the student enrolment and other school data reported to the Ministry of Education by school districts and the extent to which policies are followed.</b> (Ref. Compliance Audit Policy)</p> <p>1. Using the student sample verify:</p> <ul style="list-style-type: none"> <li>that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC.</li> <li>the total FTE, for each student, confirming the status, actual credit value, etc., of each course through the online <a href="#">Course Registry</a>.</li> <li>the determined FTE equivalent (based on the Form 1701 FTE calculation table P.15) with the district reported FTE.</li> <li>the eligibility of each student's total course claim, enrolment, and attendance/active on October 17.</li> </ul> <p>2. Identify discrepancies on an Observation Sheet</p>	



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			and attach supporting documentation.	
<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 (Ref. <a href="#">Career and Skills Training</a> website)</i></p>				
<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</p>				

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<p>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> “<i>work experience</i>” means that part of an educational program that provides a student with an opportunity to participate in, observe or learn about the performance of tasks and responsibilities related to an occupation or career. “<i>work study program</i>” means work experience at a standard work site.</p> <p><b>Audit Steps:</b> use the auditor’s Career Program checklist for WEX based on the following Ministry directives.</p> <p><b>Before undertaking work study program portion of WEX course:</b></p> <ul style="list-style-type: none"> <li>• Boards must establish guidelines regarding conduct, supervision, evaluation and participation of students in all school-arranged work placements</li> <li>• Students must have an in-school orientation</li> <li>• There must be a 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 “<i>secondary students with opportunities to simultaneously earn their secondary school diplomas and post-secondary or industry training certification</i>”. <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></p>				
<p>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</p>	<p>Verification that post-secondary courses reported for funding are in accordance with the Form 1701 Instructions and</p>	<p>Whether the Post Secondary courses reported for funding are in accordance with Ministry directives.</p>	<p><b>Key Documents:</b> As above, and</p> <ul style="list-style-type: none"> <li>• <a href="#">Recognition of Post-Secondary Transition Programs for Funding Purposes Policy</a></li> <li>• <a href="#">Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy</a></li> </ul>	

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<p>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.</p>	<p>requirements of the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy.</p>		<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. As noted above, prior to audit acquire a list of all students enrolled in career program and dual-credit courses claimed for course funding. Identify through school contact those students enrolled in post-secondary program courses through a post-secondary institution.</li> <li>2. Document on an Observation Sheet and attach relevant documentation.</li> </ol>	
<p>(Ref: Recognition of Post-Secondary Transition Programs for Funding Purposes):</p> <p><i>The school district retains a current agreement with the post-secondary partner.</i></p>	<p>Evidence of a current agreement for each related partnership</p>	<p>Whether the district's partnership is in accordance with related Ministry directives</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Obtain copies of each current agreement the district has with their post-secondary and/or industry partner(s).</li> </ol>	
<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> <p><i>The post-secondary courses lead to a post-secondary credential (and appear on a post-secondary transcript) from a post-secondary institution, which is a member of the <a href="#">British Columbia Transfer System</a>., or offered in French through the auspices of Educacentre, or an Industry Training Authority certified Youth Program training provider</i></p> <p><i>The post-secondary courses are part of a school district program that is an education option for students.</i></p>	<p>Evidence of an eligible post-secondary partner that is a Ministry recognized post-secondary program/course provider.</p> <p>Evidence that the post-secondary course(s) is an education option for eligible students within the school or school district.</p>	<p>Whether there is a related agreement in place between the district/school and post-secondary partner for each eligible student enrolled in post-secondary programs through post-secondary institutions.</p> <p>Whether the post-secondary course(s) is part of the school or school district's programs.</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Review current agreement(s) to ensuring post-secondary partner is a member of the <a href="#">BC Transfer System</a> – see checklist for exceptions) to be eligible for funding.</li> <li>2. Select students enrolled in the post-secondary transition programs. Undertake the following to establish if courses reported are eligible for funding. Verify that the post-secondary courses are part of a school district program by: <ul style="list-style-type: none"> <li>• examining district and/or school course catalogue documents;</li> <li>• examining the school course calendar;</li> <li>• examining student timetables;</li> <li>• interviewing staff</li> </ul> </li> <li>3. Identify discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol>	
<p><i>The school district pays any tuition costs for post-secondary courses reported for funding.</i></p>	<p>Evidence that the school district paid tuition costs for post-secondary institution</p>	<p>Whether the school district paid the tuition fees associated with the funded post-secondary</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. For each student, verify that the school district paid the tuition fees for the applicable course(s) claimed for funding.</li> </ol> <p><b>Note:</b> Student should not have paid any tuition fees either directly to the post-secondary institution or to</p>	

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	courses claimed for funding.	courses claimed.	<p>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> <p>2. Request a copy of the cheques that have been sent to the post-secondary institution <b>along with the applicable student names and the related program</b> each student is taking.</p> <p>3. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<p><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></p> <p><i>School districts establish transition programs with post-secondary partners. For students in post secondary transition programs, schools prepare a document listing all courses that are part of 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><i>Assign 4 credits for most <b>single</b> dual-credit transition claims.</i></p> <p><i>For the reporting of modular courses (i.e., 12A thru 12J) representing a dual-credit transition <b>program</b> through the 1701 data collection process, consider each four credit course as approximately 120 hours.</i></p>	<p>Evidence of a current, signed planned program of courses that includes the students' post-secondary transition program courses and location.</p> <p>Verification that credit reporting meets requirements.</p>	<p>Whether the students have a current, signed planned program of studies that includes their secondary courses and funded post-secondary transition program courses claimed.</p> <p>Whether the funded post secondary courses have been claimed in accordance with Ministry policy requirements.</p>	<p><b>Audit Steps:</b></p> <p>1. For each student:</p> <ul style="list-style-type: none"> <li>• Ensure that they have a completed and signed planned program of studies/courses and that it was in place by October 17, 2014, 2014 (therefore aligning with the FTEs claimed at October 17<sup>th</sup> for the student). <b>NOTE:</b> often these plans are kept by the District Career Coordinator rather than in the students' files.</li> <li>• Determine that the plan is for the current year (2014/15).</li> <li>• Examine the plan to verify it lists all the students' courses including transition program or dual-credit courses, and where and when the student will be taking their courses.</li> <li>• Verify that courses were claimed for funding and are in accordance with relevant Ministry descriptions for the career program (above).</li> <li>• Confirm the correct number of full credit courses were reported for funding.</li> </ul> <p>2. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<b>English Language Learning-ELL (Apprentissage de la langue anglaise-ALA)</b>				
<ul style="list-style-type: none"> <li>• For a student to be reported in the ELL program so the district may receive supplemental funding, all of the following conditions must be met and documented.</li> </ul>	Assurance that students claimed for ELL/ALA supplemental	Whether students claimed for ELL/ALA supplementary	<p><b>Key Documents:</b> As Above, and</p> <ul style="list-style-type: none"> <li>• <a href="#">ELL Policy and Guidelines</a> (P.7-8)</li> <li>• <a href="#">K-12 Funding – English Language Learning Policy</a></li> </ul>	

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<p>(Ref: ELL Policy and Guidelines).</p> <ul style="list-style-type: none"> <li>• ELL/ALA support services must be in evidence at the time of the October 17, 2014 claim. Service that is deferred entirely to a later time is not fundable.</li> <li>• Speech Language Pathology services and other non-ELL/ALA specific services are not considered to be additional services for Form 1701 reporting.</li> </ul> <p>(Ref: Form 1701 Instructions, P.8-9)</p>	<p>funding for are receiving additional services in accordance with Ministry policies and Form 1701 Instructions.</p>	<p>funding meet the requirements.</p>	<ul style="list-style-type: none"> <li>• Auditor's ELL Info Sheet</li> </ul> <p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Select students reported as ELL/ALA on the Form 1701 and perform the following:</li> </ol> <ul style="list-style-type: none"> <li>• Interview the appropriate staff to determine the process for identification and placement of ELL/ALA students according to their English language proficiency and document this process.</li> </ul>	
<p><b>THERE MUST BE EVIDENCE OF CONTINUOUS SUPPORT THROUGHOUT THE SCHOOL YEAR. (Ref. ELL Policy and Guidelines 2009, P.7)</b></p>				
<p>1. Evidence of documentation of a current annual English language proficiency assessment, dated after September 30, 2013.</p>	<p>Confirmation that:</p> <ul style="list-style-type: none"> <li>• There is documentation of a current annual English language proficiency assessment, dated after September 30, 2013.</li> <li>• Each student is identified as requiring specialized language services to develop intellectually and to achieve the expected learning outcomes of the provincial curriculum.</li> </ul>	<p>Whether there has been a language proficiency assessment for the students.</p> <p>Whether students have a current assessment in place.</p>	<p><b>Audit Steps:</b></p> <p>For ELL/ALA students:</p> <ol style="list-style-type: none"> <li>1. Examine their English language proficiency assessment and ensure that it is dated after September 30, 2013.</li> </ol> <p><b>NOTE:</b> If there is no date on the assessment, interview the appropriate staff. If the assessment is not current, or this cannot be determined, then document on an Observation Sheet.</p> <ol style="list-style-type: none"> <li>2. Determine whether the assessment process is in place.</li> <li>3. Determine if there is evidence that the student's ELL/ALA program is based on this assessment.</li> </ol> <p><b>NOTE:</b> 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"> <li>4. Identify discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol> <p><b>REMINDER:</b> students with more than five years of supplemental service are reported but not funded.</p>	
<p>2. Evidence that a current annual instructional plan (AIP) is in place, dated after September 30, 2013.</p>	<p>An instructional plan that is designed to meet the needs of the student as</p>	<p>Whether a current AIP is in place for the students.</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Obtain the ELL/ALA student's AIP. Ensure that it:</li> </ol> <ul style="list-style-type: none"> <li>• is for the current year (2014/15).</li> <li>• is dated after September 30, 2013.</li> <li>• is designed to meet the identified needs of the</li> </ul>	

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	identified by the English language proficiency assessment.	Whether the AIP meets the English language development needs of the student.	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 discrepancies on an Observation Sheet and attach supporting documentation.	
3. Specialized ELL/ALA services are provided for each student documented in a list or schedule.	A schedule which details the service.	Whether an ELL program and service component is delivered to the student.	<b>Audit Steps:</b> See Audit Criteria 6, Steps 2 and 3 (below), details this audit procedure.	
4. Progress in the acquisition of English is reported to parents in regular reporting periods, and evidence of reports is documented.	Evidence the student's progress in the acquisition of English proficiency is 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.	<b>Audit Steps:</b> 1. Review the students' progress reports. The reports, or ELL/ALA inserts, must contain specific information, relayed to the parents, on the student's progress in ELL/ALA such as: <ul style="list-style-type: none"> <li>• Descriptions of what the student can do;</li> <li>• Areas in which further attention or development is required;</li> <li>• Ways of supporting the student learning; or</li> <li>• Comments on the student achievement in the area of ELL/ALA.</li> </ul> 2. Identify discrepancies on an Observation Sheet and attach supporting documentation.	
5. An ELL/ALA specialist teacher is involved in planning and delivering services.  <b>NOTE:</b> An ELL/ALA specialist teacher is someone with expertise working with children needing ELL/ALA support and/or specialist training in programming and delivery of ELL/ALA services.	Evidence of ELL specialist teacher involvement (specialist's signature or initials on the AIP or noted name of the specialist teacher(s) involved in developing program or specialist verifies that he/she is involved)	Whether an ELL specialist is involved in the development and review of the student AIP.	<b>Audit Steps:</b> 1. Verify that an ELL/ALA specialist teacher was involved in the development of the ELL/ALA AIP and participated in the review of the plan during the school year. <b>NOTE:</b> This verification may include a review of the AIP for evidence of the specialist participation in the development and review, an interview with appropriate staff, or other documentation on file. 2. Identify discrepancies on an Observation Sheet and attach supporting documentation.	

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<p>6. Evidence that additional services are being provided.</p> <p><b>NOTE:</b> Reduction of class size by itself is not a sufficient service to meet the definition of ESL services. (Ref: Form 1701 Instructions, P.8)</p> <p><b>NOTE:</b> Support blocks are not to be used as the sole method for ELL support services. (Ref: Form 1701 Instructions, P.14)</p> <p><b>NOTE:</b> Board Authority/Authorized (BAA) courses are part of a student's regular curriculum and are not considered an additional service.</p> <p><b>NOTE:</b> For adaptations within mainstream classrooms, there must be documentation that these adaptations specifically address the ELL/ALA needs identified in the student's English Language proficiency assessment and the AIP.</p>	<p>Evidence that additional services are provided include:</p> <ul style="list-style-type: none"> <li>• direct instruction,</li> <li>• pull-out services,</li> <li>• ELL specialist support to a classroom teacher or teachers' assistant,</li> <li>• and/or additional services provided in a regular classroom environment.</li> </ul>	<p>Whether the students are receiving additional services in accordance with Ministry requirements.</p> <p>Whether the service was in place by October 17, 2014.</p> <p>Whether there are adaptations to the programs which support the goals in the AIPs of the students.</p>	<p><b>Audit Steps:</b></p> <ol style="list-style-type: none"> <li>1. Verify that the ELL/ALA services are being provided by interviewing staff and examining documents such as timetables, day books, course outlines and attendance records.</li> <li>2. Determine that services were being provided at the time of the October 17, 2014 claim by: <ul style="list-style-type: none"> <li>• Examining the schedule detailing the nature of service provided.</li> <li>• Examining specialized services being provided to the student by reviewing teacher logs, timetables, etc.</li> </ul> </li> <li>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.</li> <li>4. Document how the adaptations in the regular program meet the students' ELL/ALA needs.</li> <li>5. Identify discrepancies on an Observation Sheet and attach supporting documentation.</li> </ol>	
<b>Aboriginal Education Programs</b>				
<p>Students may be claimed for funding under one or more of the three categories of Aboriginal Education Programs and Services. A plan for the delivery of these Aboriginal Education Programs and/or Services must be in evidence at the time of the September 30, 2014 [October 17 for the 14/15SY] claim.</p> <p><b>Audit Steps:</b> Obtain copy of the school's delivery plan and use as a reference in accordance with the following criteria and audit steps. The Enhancement Agreement (EA) is not the plan. There needs to be an overall plan for service delivery separate from the EA. Service delivery is not date specific but the plan is to include a variety of learning support/cultural services that are spaced throughout the year, connected directly with the plan and dependent on the student's needs. <b>NOTE:</b> Cultural events may form part of an Aboriginal Education program but do not constitute a program in and of themselves. (Ref. P.9 and 10 Form 1701 Instructions)</p>				
<p>(Ref: K-12 Funding - Aboriginal Education Policy)</p> <p><i>The Ministry of Education provides enhanced funding to school age students of Aboriginal ancestry.</i></p> <p><i>Targeted Aboriginal Education funding requires the collaboration of Boards of Education and local Aboriginal communities to develop and deliver Aboriginal Education programs and services that integrate</i></p>	<p>Evidence which describes how the programs will achieve the goals of:</p> <ul style="list-style-type: none"> <li>• Improved student academic performance</li> <li>• Increased</li> </ul>	<p>Whether the school/district has a plan to address the student achievement of the Ministry goals to develop and deliver Aboriginal Education programs and</p>	<p><b>Key Documents:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">K-12 Funding - Aboriginal Education Policy</a></li> <li>• <a href="#">District's Enhancement Agreement and Last Annual Report</a></li> </ul> <p><b>Audit Steps:</b></p> <p>To obtain an understanding of the program and to have context, perform the following steps:</p> <ol style="list-style-type: none"> <li>1. Interview the appropriate staff (take notes) and review relevant evidence, including an enhancement</li> </ol>	

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<p><b>academic achievement</b> and <i>Aboriginal culture and/or language.</i></p> <p><b>School age students of Aboriginal ancestry participating in Aboriginal education programs and services offered by public schools are eligible for Aboriginal education funding.</b></p> <p><b>NOTE:</b> the allocation of the supplemental funding is based on individual student's participation not the funding of a program.</p>	<p>student retention, attendance and graduation rates</p>	<p>services that integrate student academic achievement and Aboriginal culture and/or language.</p>	<p>agreement where one exists to gain an understanding of:</p> <ul style="list-style-type: none"> <li>• The program(s).</li> <li>• How the program(s) is delivered to each funded student.</li> <li>• How the program(s) was planned.</li> <li>• The consultative process with parents and community.</li> <li>• How the records of services for individual students participating in the program/service are maintained.</li> </ul> <p>2. Interview the appropriate staff (take notes) to determine the process for program development and implementation for Aboriginal students.</p>	
<p><i>For a student to be reported as receiving an Aboriginal Education Program and/or Services, all of the following must be met. (Ref: Form 1701 Instructions, P.10)</i></p> <p><i>The delivery and outcomes of Aboriginal programs and services must be documented (Ref. K-12 Funding – Aboriginal Education Policy)</i></p>			<p><b>Audit Steps:</b> Using Ministry generated sample of students reported as receiving Aboriginal Educational funding on the ECHO9100 report, perform the following audit procedures.</p>	
<p>1. <i>Evidence that the student has self-identified as being of Aboriginal Ancestry (First Nations, status and non status; Métis; and Inuit);</i></p> <p><i>Aboriginal Ancestry is determined on a voluntary basis through self-identification. (Ref: K-12 Funding - Aboriginal Education Policy and Form 1701 Instructions, P.6)</i></p> <p><b>Interpretation:</b> Only the student, parent, or guardian can “self-identify”, not bands or district staff.</p> <p>Self-identification is not required yearly but should be <b>confirmed yearly</b> by the school to ensure eligibility before reporting student claims.</p>	<p>Confirmation that students claimed for funding have self-identified.</p> <p>Confirmation that students and/or parent/guardian have the opportunity to amend their declaration of Aboriginal Ancestry upon request.</p>	<p>Whether students have self-identified as being of Aboriginal Ancestry.</p>	<p><b>Audit Steps:</b></p> <p>1. Examine school records of the students for evidence of student self-identification of Aboriginal Ancestry. The evidence must show that self identification of aboriginal ancestry has been made by the student or parent/guardian on the student's behalf. Examples of self identification are:</p> <ul style="list-style-type: none"> <li>• a letter, telephone conversation records, indication on the student registration or permanent record cards including electronic data, facsimile confirmations, email confirmations.</li> </ul> <p><b>Note:</b> While self-identification can be changed at any time, if a District reports the student as being of Aboriginal ancestry (one of the requirements for the supplemental funding) on Form 1701, then there must be evidence to substantiate self-identification at the time of the Form 1701 claim.</p> <p>2. Interview the staff to determine the process for a</p>	



Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>The school must be able to support that self-identification has taken place.</p>			<p>student's aboriginal ancestry designation to be changed. 3. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<p>2. <i>Evidence that the parent or guardian of the student has been consulted;</i></p> <p><b>Interpretation:</b> Consultation - represents communications between the <b>school</b> and <b>parent/guardian</b>.</p>	<p>Documented communication between the school and the parent/guardian.</p>	<p>Whether there is communication between the school and the parent/guardian.</p>	<p><b>Audit Steps:</b> 1. Interview appropriate staff to determine the process used to consult with the parents or guardians of each of the students. 2. Obtain evidence that the process is being followed such as: • Letter to parents. • Telephone logs. • Record of communication between parent and staff. 3. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<p>3. <i>Evidence that the Aboriginal Education Programs and Services have involved the Aboriginal communities in planning and delivery, either through direct involvement or through a process of informed consent;</i></p> <p><b>Note: Informed consent</b> means that information has been given (in writing or verbally) to the local aboriginal communities and they were given the opportunity to respond. <i>Initial lack of consensus with the local Aboriginal Communities does not preclude the responsibility of the school board to deliver programs and services for Aboriginal students.</i></p>	<p>Confirmation that the Aboriginal communities have been given the opportunity for ongoing participation in the planning and delivery of the Aboriginal Education Program.</p>	<p>Whether the Aboriginal communities have ongoing involvement in the planning and delivery of Aboriginal Education Program.</p>	<p><b>Audit Steps:</b> 1. Interview appropriate staff to determine how the local communities (on and off reserve) have been involved in the planning and delivery of the aboriginal programs. 2. Obtain evidence supporting direct involvement or informed consent. Some examples of direct involvement include: meeting minutes, agreements, memorandums of understanding, etc. <b>Note:</b> Conclude that Audit Criteria Item 3 has been met if there is a Ministry recognized enhancement agreement in place and there is evidence of ongoing community involvement. 3. Identify discrepancies on an 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><b>Note:</b> <i>Aboriginal Education funds must not be used for the delivery of BC First Nations Studies 12, English 12 First Peoples or the delivery of any other courses leading to</i></p>	<p>Evidence of the additional Aboriginal Educational Program services provided for each student claimed.</p>	<p>Whether the program/service is <i>additional to any other programs and services to which an Aboriginal student is eligible</i> (Ref. <i>Aboriginal</i></p>	<p><b>Audit Steps:</b> 1. For each of the students, interview staff to: • 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. 2. Verify whether the program/services is in addition to any other programs and services to which the</p>	

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<p><i>graduation.</i> (Ref: Form 1701 Instructions, P.10)  <b>Note:</b> Support blocks are not to be used as the sole method for Aboriginal Education services. (Ref: Form 1701 Instructions, P.14)</p> <p><i>Funds provided to Boards of Education for Aboriginal education programs are targeted and must be spent on the provision of these programs and services.</i> (Ref: K-12 Funding – Aboriginal Education)</p>		<p><i>Education Funding Policy).</i></p>	<p>student is eligible for funding.  The following may used as evidence:</p> <ul style="list-style-type: none"> <li>• program schedules, student timetables, logs, program outlines, daybooks, attendance, etc.</li> </ul> <p><b>Note:</b> <i>Many programs designed for Aboriginal students may be inclusive of all students and/or may be designed to increase cultural awareness. As such, the presence of non-Aboriginal students in such programs may be appropriate under the policy.</i>(Ref. P.10 Form 1701 Instructions)</p> <p>3. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	
<p>5. <i>Evidence that the Aboriginal Education programs and services provide a continuum of substantive learning experiences and/or support services throughout the school year.</i></p>	<p>Verification that there is a planned continuum of learning experiences and/or support services provided to the student throughout the year.</p>	<p>Whether the Aboriginal Education Program provides a range of substantive learning experiences and/or support services to each student throughout the school year.</p>	<p><b>Audit Steps:</b></p> <p>1. Determine whether the program provides a planned continuum of substantive learning experiences/support throughout the school year for each student claimed.</p> <p><b>Aboriginal Support Services-Questions to Consider:</b></p> <ul style="list-style-type: none"> <li>• Are the support services planned and developed to assist the success of Aboriginal students in the school?</li> <li>• Does the student's program provide a planned continuum of substantive support services throughout the school year? (Note: This is not intended to be an evaluation of the program itself.)</li> <li>• Are the Aboriginal support workers or services available to the students throughout the year?</li> <li>• Are the services provided to each student claimed by personnel who are familiar with, and sensitive to, the values, beliefs and needs of the Aboriginal communities?</li> </ul> <p><b>Examples of services include:</b> Elder, peer or community counselling; Aboriginal tutorial assistance; other services identified through the implementation of an enhancement agreement.</p> <p>2. Identify discrepancies on an Observation Sheet and attach supporting documentation.</p>	