



**Ministry of Education
Resource Management Division**

2018/19 K-12 Regular Enrolment Audit

AUDIT REPORT

SCHOOL DISTRICT No. 22 (VERNON)

2018/19 K-12 REGULAR ENROLMENT AUDIT REPORT

SCHOOL DISTRICT No. 22 (Vernon)

Background

The Ministry of Education funds boards of education based on the number of student full time equivalents (FTEs) reported by the districts on *Form 1701: Student Data Collection* (Form 1701). The FTEs are calculated by factoring the number of qualifying courses the student takes. A funding formula is used to allocate funds to boards based primarily on the calculated student FTE.

The Ministry of Education annually conducts Kindergarten to Grade 12 (K-12) Regular Enrolment audits, in selected school districts, to verify enrolment reported on Form 1701. School districts are selected for audit based on a variety of factors, including the length of time since their last audit, enrolment size, and changes in enrolment.

Since 2009/10 funding recoveries are expanded to include FTEs outside of the sample where the auditors can make a clear link between the audit findings in the sample and those FTEs outside the sample.

In the 2018/19 school year, boards of education reported a total of 555,288.8595 in Kindergarten through Grade 12. School District No. 22 (Vernon) reported a total of 8,288.2500 FTEs or 8,255 students, including 42 students for English Language Learners (ELL) and 1,212 students for Aboriginal Education.

Purpose

The purpose of the K-12 Regular Enrolment audit is to provide assurance to the Ministry of Education and boards of education that Ministry policy, legislation and directions are being followed. The audits are based on *Form 1701: Student Data Collection, Completion Instructions for Public Schools* and related Ministry policies.

Description of the Audit Process

A K-12 Regular Enrolment audit was conducted in School District No. 22 (Vernon) during the week of February 25, 2019. The schools audited were:

- Alternative Learning Program
- Open Door Alternate School
- Crossroads Alternate

The total enrolment reported by these schools on September 28, 2018 was 72.0000 FTEs with all 72 student files reviewed.

An entry meeting was held on February 25, 2019 with the Superintendent, Director of Instruction Student Support Services, Director of Aboriginal Programs and the District Principal of

Alternate Programs to review the purpose of the audit and the criteria for funding as outlined in the Form 1701 Instructions. The audit team visited each school to interview staff but worked from the Alternate Learning Program site where all the student files were available for review.

The audit team followed a process which gave administrators and program staff opportunities to locate and present additional evidence when the team found that such evidence was not available in the documentation presented by the school.

An exit meeting was held on the February 27, 2019 with the Superintendent, the District Principal of Alternate Programs and the Director of Instruction for Student Support Services. At the exit meeting the auditors presented their preliminary findings.

The audit included the enrolment reported in the 2018/19 school year. The areas audited were:

- September 28, 2018 enrolment and attendance
- Ordinarily Resident
- Alternate Education Programs
- Aboriginal Education Supplemental Claims

Prior to the audit visit, the auditors undertook a verification of the school-assigned teachers' status with the Teacher Regulation Branch.

Observations

The auditors found that:

- All the student files reviewed contained evidence to verify students were enrolled and attending.
- There was evidence in the student files that the District's Ordinarily Resident Policy was being followed.
- There was evidence in every student file of enhanced services being provided. These were categorized as either group or individual services. The data log indicated when the services were provided and by whom.
- A document entitled Student Overview of Services was in each student file. This comprehensive form identified all the contacts made with students including the dates.
- For the students with special needs designations there was a separate folder containing evidence of service specific to the IEP goals as well as the names of the service providers and dates.
- Student files in both Crossroads Alternate and Alternate Learning Program contained both IEPs and Student Learning Plans for all students. The IEPs contained behavioural, social emotional and academic goals and objectives that were measurable. Strategies were clearly stated and evaluations dated.
- All of the non-special needs students attending and funded for an alternate education program had very comprehensive Student Learning Plans containing objectives, additional services, progress made and/or specific transition plans as per the policy requirements for an Alternate Education Program. There was also evidence in the student file to verify that support was being provided through small group and one to one instruction, specialized program delivery and enhanced counselling services based on students' needs.

- The referral process is undertaken in three ways:
 - self-referral which is then conveyed through to District Screening;
 - direct District Screening which verifies the students' suitability; or
 - a Director's placement undertaken on the basis of suitability for placement in the Alternate Education Program rather than a traditional secondary school when a suspension has occurred.
- For the one student claimed for Work Experience the evidence aligned with the required directives of the [Elective Work Experience Courses and Workplace Safety Policy](#), the [Work Experience Order M237/11](#), and the [Program Guide for Ministry-Authorized Work Experience Courses](#). The District has developed additional forms they use based on the Ministry of Education draft document Suggested Procedures for Work Experience Placements and Course Reporting.
- All files presented as evidence of Aboriginal Education Supplemental Programming contained:
 - comprehensive records of service to the students documented in the Aboriginal Information Management System (AIM);
 - a written record of students' self-declarations of Aboriginal Ancestry;
 - school registration forms contain evidence of self-identification and each September the District sends a letter to each parent outlining the programs and services being offered during the year, as well as advising parents that they, or the student, have the ability to opt out of the program if they wish.
 - The Aboriginal Education Program follows goals outlined in the Aboriginal Enhancement Agreement.

Recommendations

The auditors recommend that:

- The District continue to maintain the development of best practise in all their programs and services supporting students with diverse needs attending their Alternate Education Program facilities.

Auditors' Comments

The auditors extend their appreciation to the District and school-based staff.

**Funding and Financial Accountability Branch
Resource Management Division
Ministry of Education
March 4, 2019**
