

**2007/08 Distributed Learning (DL)
Audit Program**

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

Lead Auditor: _____ **Audit Team Members:** _____

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
STUDENT MUST BE ACTIVE				
<p>Active participation in distributed learning is equivalent to attendance in a school and is a requirement under the School Act.</p> <p>The Ministry of Education (MEd) will only fund enrolled students that meet the criteria contained in the DL-Active policy. (Ref. New DL Active policy)</p> <p>Definitions: Active Date – for a student in a course or program is defined as the earliest date, supportable with evidence, which satisfies the Active policy criteria for funding. The Active Date is typically later than the date when the school assigns a student to a course through registration, enrolment and program planning. Attend – To be enrolled in an educational program that includes distributed learning; and to participate in an educational activity by means of distributed learning. Student Learning Plan – A document listing the courses or components of a student’s program of studies meeting the Required Areas of Study M295/95 or Graduation Program Order M302/04 requirements. Course Plan – A document for each</p>	<p>Evidence that the students claimed on Form 1701 have met the DL Active policy requirements.</p>	<p>Whether the sampled students claimed for funding meet the requirements of the DL Active policy.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • DL Active Policy (Revised July 2007) - Students that meet the stated criteria will be considered active for funding purposes. • School Act Section 6 – Student Requirement to Participate • School Act Section 17 and School Regulation - Planning of the educational program is led by a qualified teacher. • Required Areas of Study in an Education Program Order M295/95 –Students’ Learning Plan • Graduation Program Order M302/04 – Students’ Graduation Program Plan <p>Audit Steps: Select a sample of 25% of the students enrolled in the program. The sample must include students from both the September and February count documents. Ensure that there is a representative sample from all grades.</p> <p>Grades K – 9 Is there evidence that the school has met the Active policy requirements for active students?</p> <ol style="list-style-type: none"> 1. By the snapshot date is there evidence of activity appropriate to the amount of time the student has been enrolled? Are exceptions (e.g. sickness) documented and reasonable? 2. Is there a teacher-developed student learning plan and a signed commitment to the learning plan from the parent? 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>course that provides links to learning outcomes, performance standards, required resources, and assessment strategies. Examples include course outlines, syllabi, and instructional designs.</p> <p>Grades K–9 student files must contain the following evidence to be claimed for funding:</p> <ul style="list-style-type: none"> • that the student is active at the snapshot date; • there is a teacher-developed student learning plan; and • a commitment to that plan signed by the parent. <p>NOTE: In accordance with the 2006/07 audit procedure: For K-9 students enrolling <u>within three weeks of the snapshot date</u>, the minimum evidence is as noted above.</p> <p>Note: The student learning plan indicates how the school will address the required areas of study or coursework for the school year.</p> <p>Note: Additional evidence of active participation can be found throughout the DL Standards document.</p> <p>Grades 10–12 student files must contain the following to be claimed for funding.</p> <ol style="list-style-type: none"> 1. Evidence that a student is active at the snapshot date. 2. A clear course plan for each subject listed on the signed student learning 			<p>Note: Students in Grade 9 enrolled in a ‘traditional’ school taking additional non-secondary DL course(s) will have their student learning plan filed at the ‘traditional’ school. For the DL course(s), if no learning plan is found, a notification/request for the student learning plan should be in the student’s DL file.</p> <ul style="list-style-type: none"> • Has the plan been created by and is it being led by a BC Certified Teacher? • Is there evidence that ensures that the roles of teachers and parents are clearly defined and communicated before the student enrolls? <ol style="list-style-type: none"> 3. Document any discrepancies on an Observation Sheet and attach supporting documentation. <p>Grades 10 – 12</p> <p>Is the student meeting the criteria in accordance with the Active policy?</p> <ol style="list-style-type: none"> 1. Is there evidence that the student is active in their funded course(s) at the snapshot date? 2. Has the course plan been created for each course in which the student is enrolled? 3. Is the course plan adequate in that there are linkages between student activities, Ministry learning outcomes and assessment? 4. Is there a current student learning plan consisting of eligible courses and linked to Ministry learning outcomes that is signed by the student and parent (if applicable), and leads to graduation? 5. Is there evidence of at least one example of instruction-related communication between the teacher and student following the creation of the plan? <p>Note: Evidence must include at least one contact for the student to be considered active in the course they are enrolled in. Evidence of</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>plan which links to learning outcomes, performance standards, required resources and assessment strategies.</p> <p>3. Following completion of the student learning plan, at least one example of instruction-related communication between the teacher and student.</p> <p>Note: Teachers communicate with students to support the learning outcomes of their program and or course.</p> <p>4. At least one substantive assignment submitted to the teacher by the student by the snapshot date.</p> <p>Note: Assignments indicate communication and interaction between teacher and student.</p> <p>Note: A substantive assignment addresses the learning outcomes of the course and noticeably impacts the final percentage value of the student's school mark.</p> <p>5. A student learning plan (of eligible courses), reviewed annually and signed by the student and parent (where applicable), which leads to graduation.</p> <p>Note: The student learning plan will demonstrate how the required areas of study will be met. It should include the teacher's plan for learning activities; demonstrate the student's commitment to learning; and links to the student's</p>			<p>communications can include email, telephone, face-to-face commentary, computer-mediated conference records, discussion boards, submission of student work.</p> <p>6. Is there evidence that a substantive assignment, linked to the learning plan, was submitted to the teacher by the student prior to claiming funding? Does the substantive assignment address the Ministry learning outcomes of the course and noticeably impact the final percentage value of the student's school mark?</p> <ul style="list-style-type: none"> Evidence includes examples of student work, assessment data, and teacher gradebooks reflecting student engagement in a significant portion of the program and/or course. <p>Note: Marked assignments are generally returned to students, but marks must be recorded for evaluation and reporting purposes and filed in a gradebook, and samples of marked student work must be kept on file.</p> <p>Note: In addition to the 'active' requirement, to claim Grade 10-12 students for funding each student in the sample must have a planned program of studies which leads to the completion of graduation requirements in accordance with the Provincial Graduation Requirements Order.</p> <ul style="list-style-type: none"> Evidence includes a student learning plan that meets graduation requirements, or verification that the school of record is responsible for the graduation plan; For Graduated Adults, evidence that the course is a provincial or BAA course listed on LearnNow BC. 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
interest and needs.			7. Document any discrepancies on an Observation Sheet and attach supporting documentation.	
FUNDING				
<p>Students in Grades K-9 must be enrolled with only one board or authority at a time. If a student enrolls with a board/authority operating a DL school or program after September 30, the student will generate funding only for the portion of the year in the DL school or program. Full-time Equivalent (FTEs) for K-9 are determined in a manner similar to other schools, subject to the Active Policy. (Ref: DL –Funding policy, Revised July 1, 2007)</p> <p>Note: For the 2007/08 school year the 0.5 FTE base will no longer apply to students reported in Grades 10 to 12, as well as Secondary Ungraded. The 0.5 FTE base will continue to be in place for non-graduate school-age students in Grades 8 and 9. (Ref: Funding email notification Oct.18/07)</p> <p>Note: While Grade K-9 students can only be enrolled with one board/authority at a time, the student may choose to take part of their education program between boards. Boards must make their own arrangements for shared services as long as no tuition fees are charged to the student.</p> <p>Note: K-7 students who become active in their DL school or program by September 30 will be funded at 1.0 FTE</p>	<p>Verification that sampled students enrolled in DL schools/programs are enrolled and claimed for funding in accordance with MEd requirements.</p>	<p>Whether the sampled students meet the requirements for enrolment and funding for the DL courses claimed by the District.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 3 – Entry to educational program. • DL Funding Policy – A school-aged or non-graduated adult student may enrol in a distributed learning school anytime throughout the calendar year. Students in Grades 10–12 may be enrolled in more than one school if one of the schools is a Distributed Learning School. <p>Audit Steps: To provide assurance that the students claimed on Form 1701 have met the DL Funding policy, examine the following information for each student in the sample:</p> <p>Grades K-12</p> <ol style="list-style-type: none"> 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 September 30. Note on an observation sheet and provide details. <p>Grades K–9</p> <p>Note: No compliance audit step is required to identify duplicate enrolment for the K-9 students. The MEd data collection systems (BCeSIS and Form 1701 entries) staff should have identified duplication in enrolment and reconciled with the applicable districts for those students who took part of their educational program through DL and part in-school, or between boards. Boards must make their own arrangements for shared services as long as no tuition fees are charged to</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>(0.5 FTE for Kindergarten – unless eligible for full-time).</p> <p>Note: Grade 8 and 9 students will be funded at 0.5 FTE plus 0.125 FTE per course to a maximum of 1.0 FTE per school year. (Ref. DL Funding policy, Revised July 2007)</p> <p>Note: Each student must have a learning plan that shows all courses the student will take during the school year. Additional courses taken after the September enrolment data submission that are not included in the learning plan will not be included in the funding calculation. K-9 students new to a DL school or program and who become active by the February count will be funded at half the FTE rate for that school year.</p> <p>Note: Those students who become active by the May count will be pro-rated at 1/3 of the FTE rate. (Ref. DL-Funding policy-Revised July 1, 2007)</p> <p>Note: Students in Grades 10–12 that enrol in a Distributed Learning School may enrol in other schools. Each DL school will receive 0.125 FTE for each eligible (4-credit) Grade 10–12 course in which a student becomes active.</p> <p>Note: 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</p>			<p>the student.</p> <p>Note: For students in K-9 re-enrolment is not allowable in the same school year.</p> <p>Grades 10–12</p> <ol style="list-style-type: none"> Determine if any of the sampled students re-enrolled in the same courses in two different semesters without a valid reason for the withdrawal. Definition: determination of re-enrolment (or re-registration) refers to DL courses only. In accordance with MED DL Program unit this determination 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. Note: The minimum timeline within which re-enrolments upon withdrawal is allowed for students in Grades 10-12 is two funding periods. Example: The student is active in a course as at the September 2007 funding period. Student then drops out of the course in November. <ul style="list-style-type: none"> If the student returns and is active in April – the student should not be claimed in the May 2008 funding period - this is not a new enrolment. If the student returns and is active in June they can be claimed for the September 2008 funding - this is a new enrolment. Determine that Form 1701 reports only new course activity. The school should not report the same funded course for a student in the September and February counts. Check all non-graduated adults in the sample and verify that they are being claimed as adults and meet the DL Active policy requirements. 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>10-12 student for funding purposes. (Ref. DL Funding policy, Revised July 2007)</p> <p>Note: Adult students may enrol in a DL school and are funded according to the MEd provisions for Adult Education.</p> <ul style="list-style-type: none"> • Non graduated adults: Adults that have not yet graduated from secondary school must be taking a planned program of studies leading to a BC Certificate of Graduation. • Graduated adults: Adults that have already graduated from secondary school must be enrolled in provincial or Board/Authority Authorized (BAA) courses listed on LearnNow BC www.learnnowbc.gov.bc.ca/. 			<p>4. Check all graduated adults in the sample and verify that the course(s) is a provincial or Board/Authority Authorized course listed on LearnNow BC and meets the DL Active policy.</p> <p>Note: Graduated adult students do not require a student learning plan.</p> <p>5. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p>	
CONTRACTING OUT				
<p>In accordance with School Act Section 86:</p> <p>(1) A board may, subject to this Act, the regulations and the orders of the minister,</p> <p>(a) enter into an agreement to purchase or provide managerial, administrative or other services with respect to the operation of schools in a district,</p> <p>(a.1) enter into an agreement to purchase educational services that will be under the general supervision of an employee of the board who is a member of the college, and</p> <p>(b) enter into an agreement concerning the promotion, development or operation of recreational and community services.</p> <p>(See Section 86 for complete listing)</p>	<p>District contracted educational services associated with the DL school.</p> <p>Confirmation that these agreements meet the MEd requirements.</p>	<p>Whether the district has contracted any educational services.</p> <p>Whether these contracted services are in accordance with the School Act and per the terms of the Districts DL agreement.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 86 - Agreements <p>Audit Steps:</p> <p>1. Determine whether the District has contracted any educational services and assess whether the contract is in compliance with Section 86 of the School Act and in accordance with the district's DL Agreement. Section 86 of the School Act describes the areas that districts can contract out.</p> <p>NOTE: The onus is on the District to give evidence that their college member staff (those legally liable for the general supervision of the program) provide the student's assessment and marks related to the contracted program.</p> <p>3. Note any discrepancies on an Observation Sheet and provide documentation.</p> <p>Should any questions arise regarding the</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			interpretation or intent of the contract, contact the Funding and Compliance Unit.	
BCCT MEMBERSHIP				
Teachers must have current membership in BCCT	Verification that all staff teaching DL students hold a certificate of qualification as a teacher, or a letter of permission to teach issued under Section 25(2) of the <i>Teaching Profession Act</i> .	Whether all teaching and administrative staff are members in the BCCT.	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 17 to 20 - Student's educational program must be supervised by qualified teacher. • BCCT Website: www.bcct.ca/registrysearch.aspx <p>Audit Steps</p> <ol style="list-style-type: none"> 1. Prior to the audit, verify the teaching and administrative staff's' membership in BCCT by checking BCCT web site. 2. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	
TEACHERS SUPERVISE THE EDUCATIONAL PROGRAM				
<p>Teachers must supervise the educational program.</p> <p>Note: (Ref. Procedures section of the DL Active Policy) Teachers lead educational programs using course plans that show how curriculum outcomes will be addressed through educational activities, assessment strategies, and learning resources.</p> <p>Note: Students from Grade 8 to 12 must also sign the plan.</p>	Verification that all teachers are undertaking their responsibilities in accordance with the School Act.	<p>Whether, in accordance with the School Act, each teacher is responsible for designing the educational programs of their students.</p> <p>Whether in accordance with the School Act, each teacher is responsible for supervising and assessing the educational programs of their students.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 17 to 20 - Student's educational program must be supervised by qualified teacher. <p>Audit Steps: Teacher is Responsible for the Educational Program</p> <p>Interview appropriate staff and review the information provided on the school's website to obtain an understanding of how teachers supervise the educational programs of their students. Document this discussion.</p> <ol style="list-style-type: none"> 1. Determine if the teachers are responsible for designing the educational programs of their students by examining the programs of each student in the sample. Review documentation such as: <ul style="list-style-type: none"> • Course or student timetables. • Teacher files that include course information, student learning plans, master assignments, records of contact and interaction (attendance equivalent), assessment, 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<p>samples of student assignments, and other anecdotal commentary on the student's learning progress.</p> <ul style="list-style-type: none"> • The communications between teachers and parents and teachers and students related to the program. • Log books of ongoing individual interactions between teachers and students, and teachers and parents, • Samples of student work. • Registration or course selection sheets • Newsletters to parents, both print and on-line. • Evidence of a variety of modes of interaction with teachers such as web blogs, virtual classrooms, online tutorials, face-to-face meetings. <p>2. Determine that there is a teacher developed student learning plan for each student which is signed by the teacher and parent and/or student. The signature of the parent and/or student should demonstrate a commitment to the learning plan.</p> <p>3. Determine that the student learning plan refers to:</p> <ul style="list-style-type: none"> • Learning outcomes in the IRP for the program and/or course(s); www.bced.gov.bc.ca/irp/lo.htm • Required areas of study for the program and/or course(s); • The teacher's plan for providing learning activities; • Learning resources required to complete the program and/or course(s); • Standards of performance expected of the student. • Is the learning plan adequate in that there are linkages between student activities, 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<p>Ministry learning outcomes and assessment?</p> <ul style="list-style-type: none"> • Is there evidence that the plan is current and linked to the educational program delivered? <p>4. Clarify any ambiguities with the student's enrolling teacher.</p> <p>5. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>Audit Steps: Teacher is Responsible for Instruction</p> <p>Interview appropriate staff to gain an understanding of the role of teachers planning, implementing and monitoring of each student's instruction. Document these discussions.</p> <p>1. Determine if the teachers are responsible for the instruction of their students. Review documentation such as:</p> <ul style="list-style-type: none"> • Samples of student work, • Student portfolios • Evidence of substantive work submissions initiated by the teacher. Some student assignments should include collaboration with other students and in the case where students are isolated, could be with others in the community. • Intervention and instructional planning done by the teacher. • Log books of ongoing individual interactions between teachers and students, and teachers and parents, • The communications between teachers and parents and teachers and students related to the day to day work of the student. • Newsletters to parents, both print and on-line • Comments made on Progress Reports <p>2. Clarify any ambiguities with the student's enrolling teacher.</p> <p>3. Document any discrepancies on an</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			Observation Sheet and attach supporting documentation.	
ROLES OF TEACHERS AND PARENTS				
<p>In accordance with the Delivery Standard requirements from the Standards for K-12 Distributed Learning in British Columbia document (Schedule A of the district's DL Agreement), the DL school is responsible for clearly communicating to parents the roles of teachers and parents in the planning, implementing, assessing and evaluation of students. These requirements follow the directives of School Act, Sections 7, 17 and 18.</p>	<p>Verification that the roles of the teacher and the parent in the planning, implementing, evaluating and assessing of the student's instructional program have been clearly communicated to the parents and students.</p>	<p>Whether the roles of the teacher and the parent, in the planning and implementation of the students' instructional program, is clearly communicated to the parent and student.</p> <p>Whether the role of the teacher and the parent in the evaluation and assessment of the students is clearly communicated to the parents and students.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • Standards for K-12 Distributed Learning in British Columbia (Schedule A of the district's DL agreement), Delivery Standard requirements • School Act Section 7, 17 and 18 <p>Audit Steps: Role of the Teachers are clearly communicated to parents and students - Instructional Program</p> <p>Interview appropriate staff to gain an understanding of how the roles of the teachers and parents in the planning and implementation of the student's program are communicated to parents. Document these discussions.</p> <p>1. For each student in the sample verify that school staff has clearly communicated the role of the teacher and the parent in the implementation and supervision of the student's educational program. Find evidence that:</p> <ul style="list-style-type: none"> • The role of the teacher is clear in all communications and practice. • The teacher communicates expectations and assessment schedule to the students. • There is evidence of ongoing communications between student and teacher. • There is evidence of a variety of communications. • Clarify any ambiguities with the student's enrolling teacher. • Document any discrepancies on an Observation Sheet and attach supporting documentation. <p>Audit Steps: Role of teachers are clearly communicated to parents and students -</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<p>Evaluation and Assessment Interview appropriate staff to gain an understanding of how the roles of the teachers and parents in the assessment, evaluation and reporting are communicated to parents. Document these discussions.</p> <ol style="list-style-type: none"> 1. Determine if the roles of teachers and parents are clearly defined. 2. Determine if the evaluation plan has been communicated to students. 3. Determine if the teacher has communicated expectations and the assessment schedule to the students. 4. Clarify any ambiguities with the student's enrolling teacher. 5. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	
TEACHER LEADS EVALUATION AND ASSESSMENT				
<p>The teacher must lead student evaluations and assessments.</p> <p>The student must receive on-going regular assessments, progress reports and letter grades.</p> <p>Definition: Ongoing regular assessments, progress reports and report cards written by the teacher in accordance with MEd requirements.</p>	<p>Confirmation that the teacher is responsible for the students' evaluations and assessments in accordance with Ministerial Orders and School Act requirements.</p>	<p>Whether the teacher is responsible for the on-going assessment and evaluation of the sampled students.</p> <p>Whether the teacher is responsible for the marks and comments in the Progress Reports of the sampled students in accordance with Ministerial Orders and School Act requirements.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Sections 79(3), 85 (2)(j), and 168(2) • Ministerial Regulations – Student Progress Report Order MO191/94 and Letter Grades, Provincial Letter Grade Order MO192/94 <p>Audit Steps: On-going Evaluation and Assessment Interview appropriate staff to gain an understanding of the role of teachers in the evaluation and assessment of students. Document these discussions.</p> <ol style="list-style-type: none"> 1. Ascertain if the teachers are responsible for the on-going assessment and evaluation of their students. Review documentation such as: <ul style="list-style-type: none"> • samples of student work; • student portfolio; • assessment files; • mark books; • student progress reports; 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<ul style="list-style-type: none"> • log books of on-going individual interactions about the program between teachers and students, and teachers and parents; • communications about the program; • newsletters to the parents, both print and on-line; and • interactions with teachers such as web blogs, virtual classrooms, online tutorials, face-to-face meetings. <p>2. Clarify any ambiguities with the student's enrolling teacher.</p> <p>3. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>Audit Steps: Student Progress Reports Interview appropriate staff to gain an understanding of how the teacher(s) determines which marks and comments are written in the students' Progress Reports. Determine that progress reports are created and written solely by the teacher, with input from parents and students if appropriate. Document these discussions.</p> <p>1. Ascertain if the teacher is responsible for determining the marks and comments that are written in each student's Progress Report. Review documentation such as:</p> <ul style="list-style-type: none"> • Student Progress Reports • Assessment files • Mark books • Student work • Communications between the teacher and the parent and the teacher and the student. • Progress reports have a clear link to teacher data. • Student progress reports reflect frequent and various types of assessment that represent a full range of activities 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<ul style="list-style-type: none"> • That the assessments are done regularly and are used to evaluate the student. • There is a minimum of three formal written reports a year. • Letter grades meet the requirements of MO 191/94 and MO 192/94. • In cases where an “I” grade is assigned, the following occurs: <ul style="list-style-type: none"> ▪ Student and parent are informed in advance. ▪ Student and parent are presented an opportunity to consult on the plan of action. ▪ The “I” grade is not assigned as a general means of practice. <p>2. Clarify any ambiguities with the student’s enrolling teacher.</p> <p>3. Document any discrepancies on an observation Sheet and attach supporting documentation.</p>	
LEARNING RESOURCES				
<p>Learning Resources must be selected from either the Ministry’s list of recommended resources or through the District’s approval process.</p> <p>See MEd website of recommended learning resources: www.bced.gov.bc.ca/irp_resources/lr/resource/res_main.htm</p> <p>For Grade 10-12 courses, also see the LearnNow BC website www.learnnowbc.gov.bc.ca/</p>	<p>Assurance that educational resource materials are in support of the educational programs and are in accordance with MEd requirements.</p>	<p>Whether the resource materials for the sampled students’ educational program’s are from the MEd recommended or District approved lists.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Sections 76 and 168 (2) (e) • Educational Program Guide Order Section 3 MO333/99 • Provincial Approval of Learning Resources policy www.bced.gov.bc.ca/policy/policies/prov_approval_of_lr.htm <p>Audit Steps:</p> <p>To provide assurance that learning resources used in the school comply with the School Act and related Regulations. Determine the following:</p> <ol style="list-style-type: none"> 1. Obtain a copy of the district’s policy for selection and approval of learning resources. Is there evidence that this process has been followed for all DL resources 2. Interview district and school staff to determine how the District’s policy has been applied to 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<p>the selection of DL School materials including online course material, web resources, etc.</p> <ol style="list-style-type: none"> 3. Determine if the materials used in the instructional programs are secular. 4. Determine if the resources used by the sampled students are part of the educational program approved by the District and planned by the teacher. 5. Determine if the instructional resources are purchased by the school not the parent. 6. Determine if resources are kept from year to year as part of the district assets. 7. Clarify any ambiguities with the student's enrolling teacher, the school administrator and the district staff. 8. Document any discrepancies on an observation Sheet and attach supporting documentation. <p>Note: Focus on a process whereby learning resources are a district decision and part of the educational program.</p>	
REQUIREMENTS OF AN EDUCATIONAL PROGRAM				
<p>The board of education must provide the requirements for an educational program as set out in the noted Ministerial Orders.</p> <ul style="list-style-type: none"> • Required Areas of Study in an Education Program Order MO295/95 [School Act 168(2)(a)] • Graduation Program Order MO302/04 [School Act 168(2)(b)] • Graduation Requirements Order MO205/95 • Graduation Requirements policy www.bced.gov.bc.ca/policy/policies/graduation_req.htm • K-9 Summary of Required Areas of Study Table www.bced.gov.bc.ca/resourcedocs/k12educationplan/table.pdf 	<p>Evidence that the school is offering an educational program in accordance with MEd requirements.</p>	<p>Whether the sampled students' educational program meets MEd required areas of study and graduation program requirements (if applicable).</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • Required Areas of Study in an Educational Program Order MO295/95. • Summary Table of Required Areas of Study and Recommended Time Allotments for K-9 www.bced.gov.bc.ca/resourcedocs/k12educationplan/table.pdf • Graduations Requirements policy www.bced.gov.bc.ca/policy/policies/graduation_req.htm • Graduation Program Order MO302/04 • 2007/08 Course Information for the Graduation Program Manual • Program Guide for Graduation Transitions <p>Audit Steps: K - 9 For each Grade K–9 student in the sample, ensure that their educational program meets the</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<ul style="list-style-type: none"> Adult Education Graduation Program Eligibility www.bced.gov.bc.ca/adult_graduation/diploma.htm <p>The DL School must ensure (or coordinate with other schools to ensure) that the requirements for an educational program are met in accordance with MEd policy and legislation.</p> <p>Section 3 of the <i>Education Program Guide Order</i> gives boards and authorities the authority to determine which educational resource materials will be used in the schools under their jurisdiction. The section also limits the choice of Educational Resource Materials to those that have been approved through a provincial process OR those that have been approved through a local process established by the board or authority. (Ref: www.bced.gov.bc.ca/irp_resources/lr/lrb_c.pdf)</p> <p>Note: Students may combine Grade 10-12 courses in DL schools or programs with courses in non-distributed learning schools.</p> <p>Graduation Requirements Policy: 1995 Graduation Program- All students under the age of 19 must earn a minimum of 52 credits in order to graduate. Schools are responsible for recording all course credits and for reporting that information to the Ministry for transcript production. Students must complete 28 credits of</p>			<p>following requirements which are specified in MO295/95.</p> <ol style="list-style-type: none"> Determine if the school articulates or coordinates, a full educational program on behalf of the student. Check to ensure that all marks associated with external credit comply with Ministry guidelines for Transfer and Equivalency. Determine if the program offered is substantive in nature. <p>Note: Each school year a board must offer to all students an educational program that meets all the learning outcomes set out in the applicable education program. See Required Areas of Study in an Educational Program Order MO295/95 for the grade specific program requirements and Summary Table for K-9 www.bced.gov.bc.ca/resourcedocs/k12educationplan/table.pdf .</p> <p>Example: K to Grade 3 Education Program is – English Language Arts, Social Studies, Mathematics, Science, Physical Education, Fine Arts, Personal Planning or Health and Career Education.</p> <ol style="list-style-type: none"> Check to see if the school ensures or has formal agreements in place to ensure students can take all courses in all required areas of study. Document any discrepancies on an observation Sheet and attach supporting documentation. <p>Audit Steps: 10 -12 For each Grade 10–12 student in the sample who is taking a full course load through DL, ensure that their program meets MO302/04:</p> <ol style="list-style-type: none"> Determine if the program offered is substantive in nature. For example: 1995 Graduation Program Students who start Grade 10 before July 1, 2004, 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>appropriate Foundation Studies courses and 24 credits of Selected Studies.</p> <p>A list of all courses that may be used to satisfy each Foundation Studies subject area is found in the 2007/08 Course Information for the Graduation Program Manual www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf . Courses listed as fulfilling requirements in two different subject areas can only be used to satisfy the requirement for one area. After each Foundation Studies subject area requirement has been met, additional courses in that area count as Selected Studies credits.</p> <p>Students must complete a minimum of 24 credits of Selected Studies courses. These can include the following types of courses: Ministry-Authorized, Career Program, Locally Developed, and Board/Authority Authorized (http://www.bced.gov.bc.ca/policy/policies/board_authority.htm). Locally developed courses can only count for up to 8 credits in the Selected Studies area. Of these 24 credits of Selected Studies, 10 credits must be at the Grade 12 level. This includes any Grade 12 courses reported as Ministry-authorized, Career Programs, and Board/Authority Authorized. It does not include courses reported as Locally Developed.</p> <p>2004 Graduation Program - The graduation requirements were changed</p>			<p>have until June 30, 2011 to graduate under the 1995 Graduation Program requirements.</p> <p>Definition - "Foundation Studies:" Refers to Language Arts 11 (4 credits) Language Arts 12 (4 credits) Social Studies (4 credits) Mathematics (4 credits) Science (4 credits) Fine Arts (2 credits) Applied Skills (2 credits) Career and Personal Planning (4 credits; in either Grade 11 or 12, students must earn 1 credit for 30 hours of work experience)</p> <p>Definition - "Selected Studies:" Additional courses chosen by students to support their academic, career, or personal interests.</p> <p style="text-align: center;">2004 Graduation Program</p> <p>This program applies to students who begin Grade 10 on or after July 1, 2004. In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood), students must earn a minimum of 80 credits to graduate. These must include 48 credits for required courses, a minimum of 28 elective credits, and 4 credits for Graduation Transitions (See Program Guide for Graduation Transitions www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf)</p> <p>Definition - "Required Courses:" Credits that must be earned in the following subject areas:</p> <ul style="list-style-type: none"> • a Language Arts 10 (4 credits) • a Language Arts 11 (4 credits) • a Language Arts 12 (4 credits) • a Social Studies 10 (4 credits) • a Social Studies 11 or 12 (4 credits) • a Mathematics 10 (4 credits) 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>in 2003 for students entering Grade 10 beginning in the school year 2004/2005. Starting in the September 1, 2007 school year, <u>Graduation Transitions</u> replaces the Graduation Portfolio Assessment found in the original 2004 graduation program. All BC secondary school students who are enrolled in Grade 10, 11 or 12 as of September 1, 2007, and beyond must demonstrate they have met the following requirements for:</p> <ul style="list-style-type: none"> • Personal Health - maintain a personal health plan and participate in at least 80 hours of moderate to vigorous physical activity, in addition to PE10. • Community Connections - participate in at least 30 hours of work experience and/or community service and describe what was learned. • Career and Life - complete a transition plan and present significant accomplishments. <p>Students must earn a minimum of 80 credits in order to graduate. Schools are responsible for recording all course credits and for reporting that information to the Ministry for transcript production at the end of Grades 10, 11, and 12. Students must complete 48 credits of appropriate required courses. A list of all courses that may be used to satisfy this requirement is found in the 2007/08 Course Information for the Graduation Program Manual www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf. Students must complete 4 credits for</p>			<ul style="list-style-type: none"> • a Mathematics 11 or 12 (4 credits) • a Science 10 (4 credits) • a Science 11 or 12 (4 credits) • a Physical Education 10 (4 credits) • a Fine Arts and/or an Applied Skills 10, 11, or 12 (4 credits) • Planning 10 (4 credits) <p>Definition - "Graduation Transitions:" A standards-based assessment worth 4 credits, evaluated by schools based on Ministry of Education scoring guides included in the appropriate program guide (2007). www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf</p> <p>Definition - "Elective Credits:" Additional credits earned by students to support their academic, career, or personal interests.</p> <p>Adult students working towards graduation may finish the courses necessary for receiving their regular dogwood diploma (as noted above), or may work towards the BC Adult Graduation Diploma (also known as the Adult Dogwood). In the adult program, 20 credits are needed for graduation. This is different from the regular graduation program which requires 80 credits for graduation. To be eligible for the adult dogwood, the student must be at least 19 years of age, and must take at least three of their courses leading towards graduation as an adult.</p> <ol style="list-style-type: none"> 2. Determine if the board offers, or coordinates for the student, an education program that allows students to receive credits as prescribed by the Graduation Program. 3. Determine if students are provided with necessary information, including counselling services. 4. Check to see if Passport to Education is in place. 5. Document any discrepancies on an 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>Graduation Transitions. Students must complete a minimum of 28 elective credits. These 28 credits must be from Ministry-authorized courses or BAA courses, but not Locally Developed courses.</p> <p>Students must complete a minimum of 16 credits at the Grade 12 level, 12 credits in addition to a required Language Arts 12 course. These 12 credits must be from Ministry-authorized or BAA courses. These twelve Grade 12 credits may be for required courses, electives, Independent Directed Study, or External Credentials or dual credit for post-secondary institutions (see the Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies policy for additional information).</p>			<p>observation Sheet and attach supporting documentation.</p>	
SECULAR AND NON-SECTARIAN				
<p>Schools must be conducted on strictly secular and non-sectarian principles.</p>	<p>Confirmation that the DL school is conducted on a strictly secular and non-sectarian basis and that no religious dogma or creed is being taught in the school.</p>	<p>Whether religious dogma or creed is being taught in the DL school or is part of the sampled students' courses and if there are non-secular resources in use.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 76 <p>Audit Steps:</p> <p>To provide assurance that the DL School is operated on strictly secular and non-sectarian principles interview appropriate staff to determine board policy, guidelines and directives on this issue.</p> <p>1. Determine if the educational program is secular and non-sectarian by:</p> <ul style="list-style-type: none"> • Interviewing appropriate school staff to gain an understanding of the school philosophy, goals and Mission Statement. Obtain copies. • Reviewing course outlines and overviews; and • Examining (for each student in the sample): 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
			<ul style="list-style-type: none"> ▪ student learning plans, ▪ educational resources, ▪ student work, ▪ course outlines and overviews; ▪ resources; and ▪ communication between the school, students and parents. <p>2. Document any discrepancies on an observation Sheet and attach supporting documentation.</p>	
OUT-OF-PROVINCE STUDENTS				
<p>School Boards may provide distributed learning to school-age students who are ordinarily residents of British Columbia, but temporarily out of province.</p> <p>Boards of education determine their own residency policy, in compliance with the Manual of School Law and Ministry of Education policy directives.</p> <p>Note: Boards of Education are entities of statute and therefore cannot engage in activities outside of their statutory powers and authority. There are no expressed or implied provisions in the <i>School Act</i> for boards to provide educational programs to out-of-province students, except under conditions that the Ministry establishes. In the distributed learning environment, services can be provided to school-age students who are ordinarily residents of British Columbia, but temporarily out-of-province. (Ref. DL-BC Residency policy)</p> <p>Note: For International Students, the International Student Policy provides guidance and a Decision Aid to</p>	<p>Evidence that DL students who are living outside of British Columbia meet the ordinarily resident in British Columbia requirement.</p>	<p>Whether sampled students claimed for funding meet the 'ordinarily resident' requirement for British Columbia.</p> <p>Whether there is written information for the sampled students who are not living in BC indicating they intend to return to British Columbia within a reasonable amount of time.</p> <p>Whether the Board of Education has a residency policy in compliance with provincial requirements.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • Distributed Learning – BC Residency policy • International Student policy, including 'Decision Aid'. • School Act, Section 168 (3) • School, Act, Section 82 (1,2) <p>Audit Steps-Ordinarily Resident:</p> <p>To provide assurance that students in the school meet the "ordinarily resident" requirement of the School Act, determine what the Board's policies and practices are in this area.</p> <ol style="list-style-type: none"> 1. Interview appropriate staff, to determine board policy, guidelines and directives that ensure that the parents/guardians are ordinarily residents of BC. Obtain a copy of the Board's policy. 2. Interview appropriate staff to determine board policy, guidelines and directives ensuring that the parents/guardians of students who are temporarily out of the province are ordinarily residents of BC. 3. Determine if there is a written statement on file indicating when each sampled student who is temporarily out of the province will be returning to BC. 4. Document any discrepancies on an Observation Sheet and attach supporting documentation. 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>establish eligibility.</p> <p>For students that resided in British Columbia at one time but do not have a current address in British Columbia, determining “ordinarily resident” status is a Board of Education decision. A Board of Education must have a policy for determining “ordinarily resident” status to claim funding for these students.</p> <p>There is no specific time limit, such as two years, but time may be a factor. In deeming a student “Ordinarily Resident”, a board may consider various kinds of evidence from the student, parent, or legal guardian.</p> <p>Evidence used to establish residency must be kept in the student’s file.</p> <p>Non-residents Within Canada (Ref. DL Residency policy): School boards interested in delivering a course through distributed learning to students who live outside of British Columbia, but within Canada, and will obtain a certificate of graduation in the other jurisdiction, will be permitted to do so providing the following is in place:</p> <ul style="list-style-type: none"> • The board must have a signed Distributed Learning Agreement with the Minister for the school year in which course will be provided. • The distributed learning school must be identified by a facility type 08 and be able to provide performance information for all students served by the school. 			<p>NOTE: Student files should be able to clearly demonstrate that students are temporarily out of the province.</p> <p>For International students, check to see if there is documentation in each student’s file which verifies the claim that the students and the guardian/ parent are ordinarily resident of BC. Evidence could include the following (also see the Decision Aid associated with DL Residency policy):</p> <ul style="list-style-type: none"> • Parents study or work permits for a year or more; • Documentation from CIC; • Permanent resident card (PRC) or Record of Landing (MM 1000) • BC Care Card • Passport with Foreign Representative Acceptance Counterfoil (Diplomat) <p>Contact the Funding and Compliance Unit if no evidence is provided or if the school is having difficulties obtaining the information.</p> <p>Note: The evidence requirement is for MEd only. Evidence may take the form of hard copy documents, notes on file, conversations, and meeting minutes, etc.</p> <p>Audit Steps – Non-Resident Out-of-Province Students:</p> <ol style="list-style-type: none"> 1. Interview appropriate staff to determine if they have any students from other provinces or jurisdictions in Canada. 2. Request a list of the names of those students and check them against the Form 1701 data. 3. If any out-of-province students are claimed for funding, contact the Funding and Compliance 	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<ul style="list-style-type: none"> The board must have a written agreement with the school authority in the other jurisdiction in which the students are resident. The school authority in the other jurisdiction could be the responsible ministry or Board of Education. The board requires an agreement for individual students as well as for a group of students. The students in the other jurisdiction will not be funded by the BC Ministry of Education. School boards may set fees for the courses as they deem appropriate. 			Unit.	

FINANCIAL REIMBURSEMENTS

<p>Boards of education that offer an educational program to students learning primarily at a distance must enter into an Agreement with the Minister of Education. (Ref. DL-General policy)</p> <p>School District Distributed Learning Agreement – Financial Reimbursements: Section 12.01: If the School District uses a third party to provide educational services, materials, educational resources, or supplies to Students, the School District must:</p> <p>(a) ensure that the educational services, materials, educational resources, or supplies are part of the educational program supervised by an employee of the School District who is a member of the British Columbia College of Teachers, and</p> <p>(b) subject to paragraph 12.02, pay the third party directly and not the Parent of</p>	<p>Verification that financial reimbursements to parents [students] are made in accordance with the School District Distributed Learning Agreement Section 12.01, 12.02 and 12.03.</p>	<p>Whether financial reimbursements to sampled students are distributed in accordance with the School District Distributed Learning Agreement Section 12.01, 12.02 and 12.03.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> School Act Section 75 (4.1) enacts Agreement School Act Section 82 (7) and Section 83 (7) allows Agreement to specify reimbursements. School District Distributed Learning Agreement Section 12.01, 12.02 and 12.03 on Financial Reimbursements <p>Audit Steps: To provide assurance that the District is meeting the terms of the Agreement related to financial reimbursement, perform the following steps:</p> <p>Note: Review of financial reimbursements will be linked to the Agreement Review process, but there will be a review as part of audit process.</p> <ol style="list-style-type: none"> Interview appropriate staff to determine the School or District policy on financial reimbursement to parents. Obtain a written copy of the policy. Determine if the parents have had the policy communicated to them in writing. Obtain a 	
---	--	---	--	--

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>the Student or any other person.</p> <p>Section 12.02 The School District may provide financial assistance to students or parents for a portion of internet connections fees only, if the student requires an internet connection to participate in an educational program delivered in whole or in part through Distributed Learning, a course delivered through Distributed Learning, or at a Distributed Learning School.</p> <p>Section 12.03 Subject to Paragraphs 12.01 and 12.02, the School District may not provide financial payments or reimbursements to students or parents. The School District may lend, not give, equipment that is part of the educational program (such as computers) to students or parents.</p>			<p>copy of the written communication to parents.</p> <p>3. Check the information on the website.</p> <p>4. Sample three family files to determine what financial reimbursement is being provided and whether the educational services, materials, educational resources, or supplies are part of the student learning plan. Determine whether any resources are being duplicated in each family (e.g., are parents receiving \$500 for the Internet three times for three students).</p> <p>5. Determine if third party services, materials, resources or supplies are linked to the student's educational program.</p>	
ENHANCED FUNDING				
<p>Students with Aboriginal Education and English as a Second Language (ESL) Classification.</p> <p>ESL Enhanced Funding: School-age students reported as ESL on the Form 1701 and who meet all of the requirements as specified on the Form 1701 Instructions may qualify for ESL funding.</p> <p>Aboriginal Education Enhanced Funding: 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</p>	<p>Confirmation that the ESL program is meeting the criteria specified in the Directions for the Form 1701 Instructions and the K-12 audit program.</p> <p>Confirmation that the Aboriginal Education Program is meeting the criteria specified in the Form 1701 Instructions.</p>	<p>Whether sampled students who are being claimed for ESL or Aboriginal Education supplemental funding meet all the criteria specified in the Form 1701 Instructions the K-12 audit program.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • September Form 1701 Instructions • K-12 Funding – Aboriginal Education • K-12 Funding – English as a Second Language (ESL) • 2007/08 K-12 Regular Enrolment Audit Program <p>Audit Steps: For ESL and Aboriginal Education services - Review specific student files to see if 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 Criteria for direction).</p> <p>1. Follow the audit steps in the K – 12 audit program's sections specific to Aboriginal</p>	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
<p>aboriginal programs and services must be in accordance with Form 1701 Instructions, and documented, preferably through Enhancement Agreements.</p> <p>Special Needs Classification – Ref: Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy</p>			<p>Education and ESL.</p> <p>2. Document any discrepancies on an Observation Sheet and attach supporting documentation.</p> <p>Special Needs Students (compliance is in accordance with Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy www.bced.gov.bc.ca/policy/policies/spneed_distance_ed.htm) – Use student level data to determine if special needs students are in this school. If so, utilize Special Needs auditors as part of the audit (if required).</p>	