



**Ministry of Education
Knowledge Management and Accountability Division**

2014/15 K-12 Regular Enrolment Audit

AUDIT REPORT

SCHOOL DISTRICT No. 48 (Sea to Sky)

2014/15K-12 REGULAR ENROLMENT AUDIT REPORT SCHOOL DISTRICT No. 48 (Sea to Sky)

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 2014/15 school year, boards of education reported a total of 522,939.4475 FTEs in Kindergarten through Grade 12. School District No. 48 (Sea to Sky) reported a total of 4,375.1875 FTEs or 4,277 students, including 386 students for English Language Learners (ELL) and 574 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. 48 (Sea to Sky) during the week of February 16, 2015. The schools audited were:

- Pemberton Secondary School
- Sea to Sky Alternative School

The total enrolment reported by these schools on October 17, 2014 was 362.3750 FTEs, of which 245 student files were reviewed.

For each of the schools audited, a segment of the students reported in the 2014/15 school year were selected for review. An entry meeting was held with the Superintendent and each school's Principal 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 review student files, interview staff, and conclude on their observations. The audit team followed a process in each school that 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. Exit meetings were held with each Principal and the Superintendent. At each exit meeting the auditors presented their preliminary results and clarified any outstanding issues.

The audit included the enrolment reported in the 2014/15 school year. The areas audited were:

- October 17th enrolment and attendance
- Ordinarily Resident
- School-Age Grade 10-12 Course Claims
- Alternate Education Programs
- Adult Student Claims
- English Language Learners Supplemental Claims
- 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:

- 1.0000 school age Grade 10-12 FTEs were not enrolled and attending courses as at October 17th. The [Form 1701 Instructions](#) state (P.2)...“*students are to be reported by the education facility with which they are enrolled and in attendance...as at October 17, 2014.*”
- 0.1250 school age Grade 10-12 FTEs claimed for funding were enrolled in and attending fewer courses than reported at October 17, 2014. The Form 1701 Instructions state (P.13) “*To obtain funding for school-aged students, boards of education must meet the following criteria:...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.*”
- 0.3750 non-graduated adult FTEs claimed for funding did not meet the attendance requirement for eligible courses. The [Adult Funding Policy](#) states that “*Eligible courses will be funded if they are documented on a Course Enrolment Form and if the student taking the course(s) meets the attendance requirements*”. “*Attendance is defined to be over one registration period AND either 1) a minimum of 10 hours of instruction in a classroom or learning centre for each course or a demonstrated completion of 10% of the course requirements OR 2) meets the active policy for distributed learning*”.
- The auditors noted that although no ineligible support blocks were claimed there was some confusion by staff regarding the eligibility and requirements specific to support blocks. Staff were of the understanding that support blocks were automatically available to all students enrolled in Distributed Learning courses. These courses were listed on student timetables as XSPBK0DL or XSIEP0ADL but were not claimed for funding during the Fall Data Collection period. In accordance with the Form 1701 Instructions (P.14) “*The combined total number of support block and courses leading to graduation cannot exceed 8...In support of students taking distributed learning courses, students cross enrolled in non-DL schools may claim one funded support block per student per school year, as long as the other*

requirements noted above are met.” Support blocks become an ineligible claim once the student’s annual educational program of courses exceeds eight claims including support blocks and DL courses taken by cross enrolled students. Student course claims may combine Grade 10 to 12 courses in DL schools and courses in non-distributed learning schools with one funded support block per student per year, but the combined total number of support blocks and courses cannot exceed a maximum of eight as stated in the [Distributed Learning – Funding Policy](#).

- There was no evidence to demonstrate that Daily Physical Activity hours were tracked by both schools. The Principal at Pemberton Secondary indicated that all Grade 8 and 9 students were enrolled in Grade 8 and 9 Physical Education in either first or second semester, and that this met the requirements of Daily Physical Activity for one semester. It was acknowledged at both schools that, although there were many activities for the students to participate in, there was no tracking to ensure that all students met the requirement for Daily Physical Activity. In accordance with [Ministerial Order 295/95](#) Boards of Education are required to offer all students in Grade 8 and Grade 9 an educational program that meets all the learning outcomes set out in the applicable educational program guide in Physical Education as well as Daily Physical Activity.
- The auditors found all student files to be well organized, comprehensive, complete and very accessible.
- The auditors noted the quality of the data generated by the computer program used for the tracking of the District’s northern region aboriginal students and of the comprehensive logs maintained in the Squamish area of the District. The students in the northern region of the District are serviced by one Aboriginal Education teacher and the Squamish area by different Aboriginal Education staff. There are at least three District committees involving all stakeholders to various degrees depending on the committee. The Bands make the decision as to what the priorities are within the context of their Enhancement Agreement and program and/or service priorities are set. In Pemberton, the direction is towards the importance of the academic programs with the focus on ensuring students graduate. The teacher has designed an impressive survey and has already decided next year in the Pemberton area to start programs to assist her primary aboriginal students engaging them in reading and learning social skills. The focus from the Squamish area bands were towards programs to stress culture as well as academics, with culture as the priority.
- The auditors noted the commitment of all Aboriginal Education staff to their students.
- At both sites of the Sea to Sky Alternative School the auditors found all Intake Meeting Forms were complete and aligned with the Student Learning Plans and IEPs. The school’s documentation addressed all the Alternate Education Program Policy requirements.
- The auditors appreciated the invitation from the Northern Outreach Program students and staff to join them in their Circle Time activity. Circle Time activities are based on the trust that has been developed between the staff and their students. The fact that the students were willing to let the auditors take part in the Circle Time activity with them was a special demonstration of their trust.
- The auditors noted the quality of the support and service the Sea to Sky Alternative School staff provided to their students. The staff’s commitment and devotion enabled students to succeed towards graduation from secondary school while simultaneously assisting these same students with the large number of issues which could interfere with their educational program.

- The auditors noted that the District had a standard practice to verify students were ordinarily resident in BC. In all schools audited the files indicated that the District practice was followed.
- The auditors appreciated that District staff were available every day to assist in the verification of data.

Recommendations

The auditors recommend that:

- Schools claim only those students who are enrolled and attending as at the Form 1701 Fall cut-off date.
- For Grade 10-12 school age students, schools report only those eligible courses that are scheduled on each student's timetable as at the Form 1701 cut-off date, including evidence to verify the eligible Grade 10-12 funded courses.
- Adult students only be claimed for funding when the requirements outlined in the Adult Funding Policy are met, including evidence that the attendance definition has been met.
- The District ensure that XSPBK and XSIIEP blocks that are claimed for funding are labelled correctly and meet all the specifications of Support Blocks including that the total number of support blocks plus all other courses the student is enrolled in cannot exceed eight claims in total.
- The District ensure the requirements for Grade 8 and 9 Daily Physical Activity requirements are met by all students and there is verification to demonstrate the requirements have been met.

Auditors' Comments

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