



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

2014/15 K-12 Regular Enrolment Audit

AUDIT REPORT

SCHOOL DISTRICT No. 62 (Sooke)

2014/15K-12 REGULAR ENROLMENT AUDIT REPORT SCHOOL DISTRICT No. 62 (Sooke)

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. 62 (Sooke) reported a total of 9,002.1250 FTEs or 8,791 students, including 503 students for English Language Learners (ELL) and 1,021 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. 62 (Sooke) February 10 to 13, 2015. The schools audited were:

- Edward Milne Community School
- Byte Alternate Program

The total enrolment reported by these schools on October 17, 2014 was 965.1250 FTEs, of which 523 student files were reviewed.

An entry meeting was held with the Superintendent and each school's Principals to review the purpose of the audit and the criteria for funding eligibility 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 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. 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 9 Claims
- School-Age Grade 10-12 Course Claims
- Alternate Education Programs
- English Language Learners Supplemental Claims
- Aboriginal Education Supplemental Claims
- Career Programs including Work Experience (WEX)
- Post-Secondary Transition Programs with Post Secondary Institutions and Industry Association partners
- District Created Academies

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:

- 0.3750 school-age Grade 10-12 FTEs claimed for funding were enrolled in and attending fewer courses than reported at October 17, 2014.
- 0.5000 school-age Grade 10-12 FTE were claimed for a funded support block when it was verified that the student's annual combined program of courses consisted of courses plus a support block that exceeded a total of 8 full course claims. P.14 of the [Form 1701 Instructions](#) states: "*A support block is 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. The combined total number of support block and courses leading to graduation cannot exceed 8 for these students*".
- 2.2500 school aged Grade 10-12 FTEs were claimed for Work Experience (WEX). There was no verifiable documentation reflecting the required directives of the [Elective Work Experience Courses and Workplace Safety Policy](#), the [Work Experience Order M237/11](#), or the [Program Guide for Ministry-Authorized Work Experience Courses](#).

There were an unusually high number of students claimed for WEX where the evidence provided by the school was minimal or non-existent, and there were many questions about whether the course requirements were or would be met during the current school year. Evidence to verify standards for authentic student work placement experiences were not

found as the school advised that the majority of student's work study program assignments would be completed by June 30. It was not clarified to the audit team how approximately 90 to 180+ hours of the courses' work study program would occur by the end of the school year without evidence of valid school assigned work site placements, but were assured by staff that this would occur.

Due to the lack of evidence and as a means to identify that there was some provision of student service aligned to an educational program where the learning outcomes are specific to the performance of tasks and responsibilities related to occupations or careers, the audit team suggested the School Career Coordinator verbally relay the context of the WEX required orientation provided to the various student population. The School Career Coordinator generated a typed record of the orientation session along with any other recollections of related communications with the students, printed this information and appended it to the inside of the student folders. Where dates indicated that the orientation was within the funding timeframe, the auditors used this information as evidence to support the course claims. In some instances students participating in paid work experience were provided with Work Experience Agreements and work study program logs. The school staff acquired these documents from the students during the audit and provided these to the auditors as evidence to support the claims.

In this instance only a very liberal interpretation of evidence to support requirements specific to the WEX12A/12B claims was identified by the audit team. Reasonable consideration on the part of the audit team was given to enable the school move forward and ensure students are provided with the service and support to prepare them for the transition from secondary school to the world of work, and that the aligned goals of work experience are met.

- 2.1250 school aged Grade 10-12 FTEs were claimed for WEX 12A and/or 12B in the 2014/15 school year when it was verified these student claims were also reported for funding in the 2013/14 school year. The school staff advised that as students had not completed the required number of work study program hours, the school reported the students once again in the subsequent school year.

In accordance with the WEX Manual "*Work Experience 12A and Work Experience 12B differ from most courses in that they are primarily designed to take place outside the school setting. At least 90 hours of course time must consist of actual work placements. The work experience does not need to occur at just one site, but may take place at multiple sites. The remaining course hours may be devoted to in-school learning or assessment activities for the course, or further work placements. The in-school component of the course may be offered in a variety of formats including scheduled classroom settings, seminars, drop in sessions, electronic instruction and one-on-one instruction.*"

There was no indication of student service other than the calculation of work placement hours. Evidence at the time of audit verified only one course was undertaken and therefore eligible for only one funding claim.

- During the audit there was evidence students were canvassed by the school staff to identify those individuals who had undertaken paid employment not known, assigned, arranged, or monitored by school staff . The Program Guide for Ministry-authorized Work Experience Courses says that *“these courses are not intended as ‘instant credits’ for students who have a part-time job.”* To be claimed for a funded WEX12A/12B Ministry authorized four-credit course, *“the employment must coincide with a student’s focus area and the school must contact the employer to establish a training plan and evaluation criteria. Paid hours used for work experience only begin after the school has contacted the employer and a training plan has been developed”*.

For any WEX course claim, support and service must align with the considerations for placing students in Work Experience. Workplace safety and adherence to the Prescribed Learning outcomes for these two Ministry Authorized courses must be provided. The provision of these courses must align with the directives and learning outcomes which are based on four curriculum organizers: Workplace Health and Safety, Secure and Maintain Work, Workplace Application, and Education and Career Planning.

- One student claimed for Aboriginal Education Supplemental Program and/or Service had no evidence of receiving any program and/or support services. It was verified that the student was doing well academically and was not provided with additional support nor were they receiving a supplemental Aboriginal Education Program.
- Several students were claimed for YMIS 11A or YMIS12A in semester one and again in semester two. It was verified that the students were receiving two separate courses in two separate semesters of the 2014/15 school year and not repeating the same course. The method of reporting the courses was inaccurate and should have been identified as either 11A or 12A in semester one and either 11B or 12B in the second semester.
- It was verified that all Grade 9 students were enrolled in Physical Education 9 in either the first or second semester which was also used as recognition of the Daily Physical Activity requirement. During the semester when there was no Physical Education course scheduled for Grade 9 students, there was no evidence students were provided with any Daily Physical Activity, contrary to the Ministry’s requirements.

In accordance with the [Required Areas of Study in an Educational Program M295/95](#) Boards must offer to all students in Grade 9 an educational program that meets all the learning outcomes set out in the applicable educational program guide. These include Physical Education and Daily Physical Activity. There was evidence of a physical activity tracking mechanism utilized for Graduation Transitions which could aid in ensuring verification the Grade 9 students undertook the required activity components.

- The Hockey Academy offered at Edward Milne appeared to align with Ministry requirements specific to Academies. There was no opportunity to review the details of the Soccer Academy which is run in the second semester.

- At the Byte Alternate sites the audit team found the program to be comprehensive with evidence aligning with Ministry directives. It was verified that students attend scheduled classes as well as other service programs on a regular basis. Records were readily available to verify students were receiving a range of support services targeted to individual needs. Service provision was provided in a similar manner in the four Byte Alternate sites across the School District. Both Aboriginal Education and ESD supplemental services provided to the students attending the Alternate Education programs were well documented and contained evidence to support the Ministry's requirements.

Recommendations

The auditors recommend that:

- For Grade 10-12 school-age students, schools report the student's annual plan of eligible courses leading to graduation in which the student was enrolled and in attendance at the Fall Data Collection deadline, including evidence to verify the eligible Grade 10-12 funded courses.
- All schools reporting support blocks ensure that only eligible support blocks are claimed for course funding and, when reporting support blocks in a student's annual program of courses the combined number of courses and support blocks do not exceed eight.
- The District ensure that only eligible student FTEs are claimed for Work Experience and that the students are receiving an educational program and instructional component in accordance with all Ministry directives related to Work Experience including evidence of this to verify those claims.
- The Work Experience FTE claims reviewed during the February 2015 audit be reviewed again in June 2015 to verify students are provided with an authentic work study program and the related requirements aligning with the WEX12A and 12B directives are in evidence to support these claims.
- Schools ensure that WEX courses are only claimed as one course regardless of the number of reporting periods the student requires to accumulate the required work study program hours.
- The District ensure that all students are provided with an educational program that meets all the learning outcomes set out in the applicable educational program guide including Daily Physical Activity for Grade 9 students.
- All schools ensure only those students provided with Aboriginal Education support programs and or services in accordance with Ministry directives are reported for supplemental funding.
- The District ensure the accuracy of all reporting claims before remitting for funding.
- The District ensure that the correct course codes are used for claims made in each semester.

Auditors' Comments

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

**Knowledge Management and Accountability Division
Ministry of Education
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