



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

2014/15 K-12 Regular Enrolment Audit

AUDIT REPORT

SCHOOL DISTRICT No. 63 (Saanich)

2014/15K-12 REGULAR ENROLMENT AUDIT REPORT SCHOOL DISTRICT No. 63 (Saanich)

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.63 (Saanich) reported a total of 6,467.8125 FTEs or 6,520 students, including 255 students for English Language Learners (ELL) and 487 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. 63 (Saanich) February 10 to 13, 2015. The school audited was:

- Claremont Secondary School (Grades 9-12)

The total enrolment reported by Claremont Secondary School on October 17, 2014 was 1013.4375, FTEs, of which 310 student files were reviewed.

A segment of the students reported in the 2014/15 school year were selected for review. Entry meetings were held with the Superintendent and District staff, as well as Claremont Secondary 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 Claremont Secondary School to review

student files, interview staff, and conclude on their observations. The audit team followed a process in the 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 the Principal and the Secretary Treasurer (the Superintendent's designate). At the 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
- Aboriginal Education Supplemental Claims
- Reciprocal Exchanges
- 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:

- Claremont Secondary School was well prepared for the audit. All information requested was organized in a consistent manner and available upon the audit team's arrival.
- All Claremont Secondary School staff were courteous and helpful throughout the audit process.
- The District had a complete, written practice to ensure students and their parents were ordinarily resident in B.C. The auditors found that Claremont staff adhered to this and all the documentation was in the student files.
- The four School Academies appeared to meet the Ministry directives for Academies.
- The School's Reciprocal Exchange Program was operated in accordance to the related Form 1701 Instructions (P.2 and 3).
- 0.6250 school-age Grade 10-12 FTEs were not enrolled and/or attending courses at October 17th. The Form 1701 Instructions state (P.2 and P.13)...*"students are to be reported by the education facility with which they are enrolled and in attendance...as at October 17, 2014."* *"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.*
- 0.8750 school-age Grade 10-12 FTEs claimed for funding were enrolled in and attending fewer courses than reported at October 17, 2014.
- 0.1250 school-age Grade 10-12 FTE were claimed for a funded support block when it was verified that the combined number of courses the student was enrolled in, including a support block, exceeded a total of eight 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”.

- 5.3750 school aged Grade 10-12 FTEs were claimed for Work Experience. 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](#).
- Four student claims for Aboriginal Education Supplemental funding were ineligible as evidence verified the parents had indicated to the School that they did not want their child to receive the service.
- There was no plan in place to deliver Aboriginal Education Programs/Services at October 17, 2014 due to the inability of the District to engage the required staff, yet students were claimed for supplemental funding. As of late December a candidate was found and assigned to the School two days per week. It was verified there were no programs and/or support service in place or provided to the students claimed for supplemental funding, contrary to the Form 1701 reporting requirements.

Consideration was given that in the latter half of the school year student engagement could be achieved. In an effort to aid the School to implement and bring forward the current proposed programs, the recommended adjustment reflects the first half of the school year; recognizing that with the new support services staff person in place, newly created programs and services would be provided to the eligible student body.

Of the 19 claims, it was determined that a claim adjustment of 9.5 represented the first half of the school year when no service component was in place for the students claimed. Per Form 1701 Instructions: for a student to be reported as receiving an Aboriginal Education Program and/or Services there must be:

- evidence that the Aboriginal Education Program and/or Services have involved the Aboriginal communities in planning and delivery;
- evidence that the Aboriginal Education Program and/or Services are in addition to any other programs and services to which the student is eligible;
- evidence that the Aboriginal Education Program and/or Services provide a continuum of substantial learning experiences and/or support services throughout the school year; and that
- a plan for the delivery of these Aboriginal Education Programs and/or Services must be in evidence at the time of the claim.

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.

- 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, that the combined number of courses and support blocks do not exceed eight, as identified on P.14 of the Form 1701 Instructions.
- 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 to verify those claims.
- The District and Schools consider revising the organization and tracking of the records for students who are taking Work Experience (WEX) courses (including all relevant documentation and evidence of any activities which are to be undertaken) to ensure accurate FTE reporting, appropriate student participation and successful engagement in this educational option. Further, schools ensure that students are receiving the instructional component in accordance with all Ministry directives related to Work Experience including evidence of this to verify those claims. Students participating in paid work experience must meet all Work Experience standards and learning outcomes in the WEX Program Guide and ensure that the tracking of work placement hours only commences after the school has contacted the employer and a training plan is developed.
- The District and Schools ensure eligible Aboriginal Education students are provided with a support program and/or services in accordance with Ministry directives prior to reporting supplemental funding. There must be a plan for delivering the Aboriginal Education programs/services in evidence at the time of the Fall Data Collection claim. Additionally, any reporting of Aboriginal Education supplemental service requires evidence that each student is provided with programs/services which are clearly in addition to any other program or services offered to the student population, and evidence that programs/services provide a continuum of substantive learning experiences and/or support services throughout the school year.
- The District ensures staffing (permanent or interim) is in place for Aboriginal Education Programs and/or Services prior to claiming Aboriginal Education Supplemental funding.
- The District Schools consider mentor-type options as an Aboriginal Support Service for those high achieving students reported for this supplemental claim.
- The District ensure that parental and/or student requests are recognised when choosing to opt in or out of the Aboriginal Education Supplemental Programs and or Services available to eligible students.

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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