



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

2014/15 K-12 Regular Enrolment Audit

AUDIT REPORT

SCHOOL DISTRICT No. 78 (Fraser Cascade)

2014/15 K-12 REGULAR ENROLMENT AUDIT REPORT SCHOOL DISTRICT No. 78 (Fraser Cascade)

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. 78 (Fraser Cascade) reported a total of 1,583.7500 FTEs or 1,598 students, including 110 students for English Language Learners (ELL) and 557 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. 78 (Fraser Cascade) during the week of January 26, 2015. The schools audited were:

- Hope Secondary
- Two Rivers Education Centre
- Agassiz Centre for Education

The total enrolment reported by these schools on October 17, 2014 was 408.2500 FTEs of which 278 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
- Post-Secondary Transition Programs with Post Secondary Institutions and Industry Association partners

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:

- 3.0000 school age Grade 10-12 FTEs were not enrolled and attending courses as at October 17th. The [Form 1701 Instructions](#) state (P.2)... *“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.*
- 0.2500 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)... *“students are to be reported by the education facility with which they are enrolled and in attendance...as at October 17, 2014.”*
- 4.3750 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”*.
- One student not enrolled and attending at October 17th was also claimed for Aboriginal Education Supplemental support. It was verified that the non-attending student did not receive any support services.
- A student claimed for Aboriginal Education Supplemental support had a written response from the parent on file indicating he was not to receive any service. However this

information was not shared with the School until January 22, 2015. There was no recommended adjustment in this instance, as there was evidence the support service worker provided support to the student on a regular basis.

- Specific to enrolment of adult students, Agassiz Centre for Education appeared to have a full understanding of the Adult Funding Policy's attendance requirements; whereas Two Rivers Education Centre staff did not understand the definition of attendance, nor the ramifications of not adhering to the policy directives.
- Neither Alternate program had Course Enrolment Forms for their non-graduated adult students. The Adult Funding Policy states that for non-graduated adults "*Eligible courses must be documented on a Course Enrolment Form.*"
- There was very little documentation indicating that non-graduated adult students were on a program leading to graduation. There was no evidence to indicate the intention was towards ensuring the student's course selection met or tracked towards securing the required courses and related credit recognition to achieve a certificate of graduation.
- Most of the non-special needs students attending and funded for an Alternate Education Program had learning plans that minimally met the criteria stated in the [Alternate Education School Program Policy](#). The intake forms contained limited information, with some indicating a graduation plan and recommended services. Contrary to the policy requirements for an Alternate Education Program, many learning plans did not contain objectives, additional services, progress made and/or specific transition plans. The policy requires Alternate Education programs to provide support through differentiated instruction, specialized program delivery, additional services and enhanced counselling services based on students' needs. The Alternate Education School Program Policy states that for boards to receive full 1.0 FTE funding, the student's program will have: "*an intake process*", "*a regularly reviewed learning plan or IEP that clearly defines the objectives for the student, additional services provided as required, progress made and any transition plans,*" "*an exit strategy*", and "*evidence of additional services*".

Based on discussions and interaction with Alternate Education Program staff, there was a reluctance to document student service. The Principal of the ACE program and the other two Alternate Program sites shared this sentiment. When auditors explored for further information, the teachers were able to verbally relay the various individual student service and support components, and often had back up material such as student work to corroborate their verbal accounts.

- School age Grade 10–12 students were reported for XSIEP block claims where the student did not have an IEP, nor designation as a special needs student. In accordance with the Form 1701 Instructions (P.12) XSIEP codes were created as "*a set of generic non-credit codes that meet the Ministry funding requirements as accepted activities for identified special needs students on an IEP*". Students who are not on an IEP but require a support block must claim that block as an XSPBK. No recoveries were recommended in this instance, as there was evidence students were receiving service in accordance with support block requirements.
- Written documentation related to Aboriginal Education services was limited. Service and/or support provision to each student was verified as the support workers in the program were able to provide adequate verbal accounts of services.
- Daily Physical Activity in Grades 8 and 9 was loosely monitored at the secondary school. Students were tasked with tracking their own Daily Physical Activity hours and share it with

staff at the end of the first semester and at the end of the year. 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.

- At Agassiz Centre for Education the daily attendance records indicated that a number of students did “course work at home” for most days in the Fall. The course work, which is paper-based, is usually picked up at the School and taken home by the student or a friend. In a few situations it is delivered to the student’s home by staff members. The work is returned to the School for marking and the grades are noted in a gradebook.

The procedure of sending course work off site appears contrary to the required enhanced support component for school age students, including the requirement to focus on the educational, social and emotional issues of those students whose needs are not being met in a traditional school program.

- Much of the work reviewed by the auditors at the Alternate centres was not dated. In all schools visited the documentation presented to the auditors was well organized and very accessible.
- The auditors noted that the District had a standard practice to verify students were ordinarily resident in B.C. 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.
- Schools enrolling non-graduate adults ensure that the students have a current and complete Course Enrolment Form and that there is evidence verifying the student is undertaking the reported courses to meet the general requirements for graduation and therefore eligible for a provincial funded educational program.
- The District review the processes used to communicate critical Ministry policies throughout the District and the processes for discussions about the interpretation and application of these policies to ensure those staff members who require the information in order to perform their duties receive it in a timely and effective manner.
- The District review the criteria for the Student Learning Plans of the non-special needs students attending in Alternate Programs to ensure the District programs meet the criteria stated in the Alternate Education School Program Policy. The policy states that Student Learning Plans must contain objectives for the student, additional services to be provided to the student, progress made towards the student’s goals and specific transition plans. The

policy also requires Alternate Education programs to provide support through differentiated instruction, specialized program delivery, additional services and enhanced counselling services based on students' needs.

- The District schools ensure that the requirements for Aboriginal Education supplementary funding as set out in the Form 1701 Instructions are met before students are reported for this supplemental funding.
- The District ensure there is a plan for the delivery of the annual Aboriginal Education Programs and/or Service in evidence at the time of the September reporting deadline.
- All schools ensure there is evidence demonstrating additional programs and/or services are provided to each of the students claimed for Aboriginal Education supplemental funding and there is a plan for the delivery of the programs and/or services in evidence at the time of the September reporting deadline.
- Students and parents of students with Aboriginal Ancestry be made aware they have the choice to opt in/out of the Aboriginal programs/services.
- The District ensure the Educational Program Legislative directives for Grade 8 and 9 Daily Physical Activity requirement are met and all the learning outcomes set out in the applicable educational program guide is provided to all these students and there is verification to demonstrate the requirements have been met.
- The District and the Alternate School staffs review and align their practices and processes to ensure the intent and requirements in accordance with the Alternate Education School Program Policy are met to aid with student success in an educational environment designed to support their specific needs through the use of differentiated instruction, specialized program delivery, additional services and enhanced counselling services.
- Only eligible designated special needs students with an IEP are to be reported for funded XSIEP blocks.

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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