



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

2015/16 K-12 Regular Enrolment Audit

AUDIT REPORT

SCHOOL DISTRICT No. 46 (Sunshine Coast)

2015/16 K-12 REGULAR ENROLMENT AUDIT REPORT SCHOOL DISTRICT No. 46 (Sunshine Coast)

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 2015/16 school year, boards of education reported a total of 513,312.7280 FTEs in Kindergarten through Grade 12. School District No. 46 (Sunshine Coast) reported a total of 3,210.8750 FTEs or 3,014 students, including 108 students for English Language Learners (ELL) and 556 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. 46 (Sunshine Coast) during the week of February 29, 2016. The schools audited were:

- Elphinstone Secondary
- Chatelech Secondary
- Pender Harbour Secondary
- Sunshine Coast Alternative

The total enrolment reported by these schools on October 2, 2015 was 1,292.3750 FTEs, of which 454 student files were reviewed.

For each of the schools audited, a segment of the students reported in the 2015/16 school year were selected for review. An entry meeting was held with the Superintendent and District

program staff, and with each School's Principal and School program staff 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 2015/16 school year. The areas audited were:

- September 30, 2015 enrolment and attendance
- Ordinarily Resident
- School-Age Grade 10-12 Course Claims
- Alternate Education Programs
- Adult Student Claims
- English Language Learning Supplemental Claims
- Aboriginal Education Supplemental Claims
- Reciprocal Exchanges

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:

- 8.0000 school age Grade 10-12 FTEs claimed for funding were for students who were not enrolled and attending at the Data Collection claim date. *“Students are to be reported by the education facility with which they are enrolled and in attendance as at September 30, 2015 (Ref: Form 1701 Instructions, P.2).”*
- 1.0000 school age Grade 7 FTEs claimed for funding were not enrolled and attending at the Data Collection claim date. The student was a home school student who came to the school to take elective courses such as physical education, music, French and band. The Policy for Homeschoolers states that *“A child entitled to enroll in Grades K-9 may either enroll in an educational program with a board of education or register for [homeschooling](#) at any school in the province, but not both.”*
- 2.0000 non-graduated adult FTEs claimed for funding were not enrolled and attending at the Data Collection claim date. The names of the students were provided to the lead auditor prior to the entry meeting . The Principal stated that the five students should not have been claimed. They had not been at school this year.
- 0.1875 school-age Grade 10-12 FTEs claimed for funding were enrolled in and attending fewer courses than reported at the Data Collection claim date. The [Form 1701 Instructions](#) (P.13) states *“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 September 30, 2015.”*
- 0.3750 non-graduated Adult FTEs claimed for funding were enrolled in and attending fewer courses than reported at the Data Collection claim date.

- 0.2191 school-age Grade 10-12 FTEs [Pender Harbour Secondary] claimed for Independent Directed Study courses were ineligible. They did not meet the [policy directives for IDS](#) courses. The courses were not “*based on a subset of the learning outcomes of Grade 10, 11 or 12 Ministry developed courses or Board Authorized courses*”.
- 10.1250 non-graduated Adult FTEs claimed for funding did not meet the adult 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 District staff advised the student claims were reported on the basis of the “*minimum of 10 hours of instruction in a classroom or learning centre for each course or a demonstrated completion of 10% of the course*” attendance option.
- The School offered Independent Directed Study (IDS) courses to all Grade 10–12 students which did not meet the directives of the Independent Directed Studies Policy. Students did not “*initiate their own area of learning*” the plan for each student was not “*developed by that student and a teacher*” and it was not “*approved by a principal*”. Further there were no “*procedures of the Board*” that governed the awarding of credit through an IDS. The School initiated a process where all students attended in the gymnasium and brainstormed areas they might like to study. The information was then parsed down to specific courses to be offered and students signed up for the courses they wanted to take. These were stand alone courses which were not designed to allow an individual student to “*study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single courses*”.
- The Aboriginal Education program is a comprehensive program providing academic and cultural support. It also provides, in conjunction with the First Nations communities, a multi-tiered approach for responding to the needs of Aboriginal students.
- There was a high level of cooperation and respect between the First Nations communities and the School District.
- The staff responsible for the Aboriginal Education program are dedicated and committed to supporting Aboriginal Students.
- The ELL program was comprehensive, providing direct service and individual support to students.
- The ELL program was well organized and all documentation and materials were easy to access.
- The documentation demonstrating that students in the Alternate Education School met the requirements of the Alternate Education School Program Policy was well organized and accessible. The School’s referral and intake process seemed to be understood by students. The referral form can be completed on-line by a teacher, student, or parent and forwarded immediately to the School. All students had an IEP or SLP that outlined the objectives for the student; indicated additional services that were to be provided; indicated which services had been provided; and, outlined an exit strategy where appropriate.
 - There was inconsistent tracking of student work and attendance in the Alternate Program.
 - Many of the SLPs for Alternate School students were not dated.

- The Alternate Education School appears to be well attended. Students are supported with a variety of speciality programs in addition to their academic programs.
- The adult students attending the Alternate Education School appear to take some courses over more than one school year.
- The District has a Regulation on residency which clearly outlines what being a resident of B.C. means as it relates to student admission to District schools. All schools audited adhered to the District policy.
- Staff throughout the District were welcoming and highly responsive to the auditors' requests for information.

Recommendations

The auditors recommend that:

- All schools report only those students who are enrolled and attending at the Data Collection claim date in accordance with Form 1701 directions.
- For Grade 10-12 school-age students, schools report only those eligible courses that are scheduled on each student's timetable as at the Fall Data Collection claim date, including evidence to verify the eligible Grade 10-12 funded courses.
- The Alternate Education School examine the processes followed at the beginning of the school year to encourage students to register and attend with a view to ensuring that students who register are in attendance before and after the Data Collection claim date.
- The District ensure that all schools are aware that a homeschooling student cannot be cross enrolled or claimed on Form 1701.
- Adult students only be claimed for funding when the directives as outlined in the Adult Funding Policy are met, including evidence that the attendance requirement has been met
- The District examine all aspects of its programming for non-graduated adults including whether adults are to be claimed in accordance with the '10/10' attendance criteria or the "active" attendance criteria.
- The District review its processes related to non-graduated adults and develop practices and processes that accurately track information about student attendance and student progress as well as processes for maintaining the necessary documentation to demonstrate that a student meets the eligibility criteria of the Adult Funding Policy.
- The District review its practice of allowing adult students to take a course over more than a period of one year to ensure only one funding claim is made. Courses that have an open-ended timeline encompass only one organized set of learning outcomes. While the completion of the course's learning outcomes may be over a number of registration periods, only one course is undertaken and therefore eligible for only one funding claim. (Ref. Form 1701 Instructions, P.12).
- Pender Harbour Secondary ensure that IDS courses meet all the IDS requirements as stated in the Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies Policy.

Auditors' Comments

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