



**Ministry of Education
Resource Management and Corporate Services Division**

2016/17 K-12 Regular Enrolment Audit

AUDIT REPORT

SCHOOL DISTRICT No. 85 (Vancouver Island North)

2016/17 K-12 REGULAR ENROLMENT AUDIT REPORT SCHOOL DISTRICT NO. 85 (Vancouver Island North)

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 2016/17 school year, boards of education reported a total of 533,356.8856 FTEs in Kindergarten through Grade 12. School District No. 85 (Vancouver Island North) reported a total of 1,367.1250 FTEs or 1,362 students, including 169 students for English Language Learners (ELL) and 812 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. 85 (Vancouver Island North) during the week of February 6, 2017. The schools audited were:

- Eke Me-Xi Alternate (EMX)
- North Island Secondary (NIS)

The total enrolment reported by these schools on September 30, 2016 was 346.1250 FTEs, of which 187 student files were reviewed.

For each of the schools audited, a segment of the students reported in the 2016/17 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 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 2016/17 school year. The areas audited were:

- September 30, 2016 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
- Career Program 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:

- 0.8750 non-graduated adult FTEs reported for funding did not meet the attendance requirements for adult claims. As stated in the [Adult Funding Policy](#) "Attendance is defined to be over one reporting 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 Grade 10-12 active requirements as outlined in the [DL Active Policy](#)."
- 1.5000 school-age Grade 10-12 FTEs were not enrolled and in attendance at the Form 1701 Fall Data Collection claim date. All three students were known to the school to be away for first semester. In accordance to the [Fall Data Collection Form 1701 Instructions](#)...*"students are to be reported by the education facility with which they are enrolled and in attendance...as at September 30, 2016"*.
- While the Independent Directed Study (IDS) claims at North Island Secondary School did meet the criteria, the evidence presented was difficult to interpret.
- The on-going evidence collected by the Aboriginal Education and English Language Learning program staff was very thorough and well done.
- The Aboriginal Education supplemental program evidence at the two schools audited clearly described comprehensive programs meeting a wide range of individual student needs.
- North Island Secondary offers a well-developed career program involving a significant number of students in the school with established connections in the business community. The auditors noted that career development begins in Grade 8 and continues to be refined throughout the students' school years.

- The staff at the EKE ME-XI Alternate Education Program School provide a positive and welcoming learning environment for their students. There were many positive community relationships enhancing the learning environment.

Recommendations

The auditors recommend that:

- Adult students are only claimed for funding when the directives as outlined in the Adult Funding Policy are met, including evidence that the attendance requirement has been met.
- Schools report only those students who are enrolled and attending in accordance with the directives of the Form 1701 Data Collection Instructions.
- The Eke Me-Xi Alternate Program School review their Student Learning Plans to ensure alignment with the [Alternate Education Program Policy](#) requirements. In addition to identifying courses required to meet the general requirements for graduation, each plan must clearly define the objectives for the student, additional service requirements, progress made and any transition planning.
- The staff of the Eke Me-Xi Alternate Education Program School ensure that all documents and evidence be dated as verification of required student service provision during the funded school year including student learning plans and meeting times.
- The District review the [Graduation Program Order 302/02](#) specific to IDS and ascertain a structured and consistent method of tracking the creation and achievement of each student's IDS educational option.

Auditors' Comments

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