

2017/18 Distributed Learning (DL) Enrolment Audit Program

Date of Visit: _____ School Visited: _____ School District: _____

Lead Auditor: _____ Audit Team Members: _____

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
Teacher Regulation Branch (TRB)				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> • <i>under the supervision of, assessed and evaluated by an employee of the Board of Education who is certified by the Teacher Regulation Branch (TRB)</i> (Ref: K-12 Funding General Policy) 	<p>Verification that all staff teaching K-12 students hold a certificate of qualification as a teacher, or a letter of permission to teach issued under Section 25(2) of the <i>Teaching Profession Act</i>.</p>	<p>Whether teaching staff are currently certified by the TRB.</p>	<p>Key Documents:</p> <ul style="list-style-type: none"> • School Act Section 17 to 20 • BC Regulation 265/89, Sec.4-Duties of a teacher • K-12 Funding-General Policy • TRB Website <p>Audit Steps</p> <ol style="list-style-type: none"> 1. Prior to the audit, verify teaching staff's status through the TRB by reviewing each of the teacher's certification classification. 	
B.C. RESIDENCY AND OUT-OF-PROVINCE STUDENTS				
NOTE: The provision of an educational program to students before verification of funding eligibility has been undertaken does not meet the reporting directives.				
<p><i>To be eligible for provincial funding, Boards of Education must ensure that students are:</i></p> <ul style="list-style-type: none"> • <i>ordinarily resident in B.C. (and where applicable) with their parent/legal guardian</i> • <i>enrolled in the district</i> <p>(Ref: K-12 Funding General Policy)</p> <p>Non-resident Out-of-Province/ International students are not eligible for funding. Per Form 1701 Instructions</p>	<p>Confirmation that there is a District wide process to ensure funded students are ordinarily resident in B.C.</p>	<p>That students reported for funding are ordinarily resident in B.C. and therefore eligible for provincial funding.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • DL BC Residency Policy • Eligibility of Students for Operating Grant Funding Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Determine the school process for ensuring that students and parents/legal guardians (of school-age students) are ordinarily resident in B.C. 2. Obtain a copy of the District's policy and/or school's practice, or if none available, document the full school process as determined in Step 1, including names of personnel contacted. Note: Verification of student residency and district enrolment is included in the audit steps below. 	
Eligibility				
All students enrolled in Distributed Learning Schools, report according to the “Active” Policy...Grades 8-9 report the student’s annual plan of courses, Grade 10-12 students report only new courses leading to graduation (Ref. Form1701 P.14)				

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<p><i>Boards of education must have evidence of active participation to be funded by the Ministry. (Ref: DL-Active Policy)</i></p> <p>Definitions:</p> <p>Activation Submission Dates</p> <p>September Claims: September 29, 2017. <i>For all students enrolled in Distributed Learning Schools, report according to the “active” policy as at September 29.</i></p> <p>September Timeline: <i>report all new courses leading to graduation in which the Grade 10-12 student was active between May 6 2017 and September 29, 2017.</i></p> <p>February Claims: February 16 2018. <i>For all students enrolled in Distributed Learning Schools, report according to the “active” policy as at February 16.</i></p> <p>February Timeline: <i>report all new courses leading to graduation in which the Grade 10-12 student was active between September 30, 2017 and February 16, 2018.</i></p> <p>(Ref: Form 1701 Instructions)</p> <p>Active Date – <i>for a student in a course or program is the earliest date, supportable with evidence, which satisfies the policy criteria.</i></p> <p>Attend – <i>To be enrolled in an educational program that includes distributed learning; and to participate in an educational activity by means of distributed learning.</i></p> <p>Student Learning Plan (SLP) – <i>A document listing the courses or components of a student’s program of studies meeting Required Areas of</i></p>	<p>Evidence that the students claimed on Form 1701 have met the DL Active policy requirements.</p>	<p>Whether the students claimed for funding meet the requirements of the DL Active policy.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • DL Active Policy • Current DL Standards • Adult Funding Policy • Form 1701 Instructions • Required Areas of Study in an Education Program Order M295/95 • Graduation Program Order M302/04 • BC Adult Graduation Requirements Order M320/04 <p>Audit Steps:</p> <p>Grades K–9</p> <p>1. Using the student sample verify: that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC in accordance with District policy/procedures.</p> <p>2. To determine that the students were active in the funded program by the appropriate activation submission timeline listed in the Form 1701 Instructions, verify that the school records meet the Active policy requirements. Is there:</p> <p>a) Evidence of the student’s active participation in the program three weeks after the activation date? Are exceptions (e.g. sickness) documented and reasonable?</p> <p>b) A teacher-developed student learning plan (SLP) and a documented commitment to the learning plan from the parent. A documented commitment can include such evidence as:</p> <ul style="list-style-type: none"> • a logged parent/teacher meeting discussing the SLP • email discussion between parent and teacher regarding the SLP • documented information about parent reviewing SLP • other documented forms of communication identifying parent was involved in SLP development <p>c) Evidence the SLP was in place by the appropriate activation submission date.</p> <ul style="list-style-type: none"> • Has the plan been created by and is it being led by a 	

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<p><i>Study or Graduation Program Order requirements.</i></p> <p>Course Selection/Enrolment Form - A document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment.</p> <p>Course Plan - A document for each course that provides links to learning outcomes, performance standards, required resources, and assessment strategies. Examples include course outlines, syllabi, and instructional designs.</p> <p>To be considered active in a DL course/program for funding purposes: <i>School files for Grade K-9 students must contain dated evidence that a student is active on or before the dates listed in the 1701 instructions. The minimum evidence is a teacher-developed learning plan and a documented commitment from a parent. Additionally, there must be evidence of the student's active participation three weeks following that date...evidence includes dated examples of student work, assessment data and teacher gradebook or other tracking system entries.</i></p> <p><i>On or before the date listed in the 1701 form instructions, school files for Grade 10-12 students (including all adult students) must contain the following</i> (Ref. DL Active Policy)</p> <ul style="list-style-type: none"> • A clear course plan must be on file for each course...plan must link to the course's learning outcomes, performance standards, required 			<p>B.C. Certified Teacher?</p> <ul style="list-style-type: none"> • Is there evidence to ensure the roles of teachers and parents are clearly defined and communicated before the student enrolls? <p>2. Document discrepancies on an Observation Sheet and attach supporting evidence.</p> <p>Grades 10–12 (including adults)</p> <p>1. Using the student sample verify that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC in accordance with District's policy/procedures.</p> <p>2. To determine that the students in the sample were active in each course claimed for funding by the appropriate activation submission timeline listed in the Form 1701 Instructions:</p> <p>a) Verify there is a course plan (that meets the Active Policy's description) for each course in which the student is claimed.</p> <p>b). Verify there is a current course selection/enrolment form (that meets the Active Policy's definition), dated and signed by the student and/or parent, listing each eligible course claimed for funding. The current course selection/enrolment form will be on site, or there is documentation readily available to verify that the school of record maintains the course selection/enrolment form.</p> <ul style="list-style-type: none"> • For non-graduated school age and adults – the FTE claimed reflects eligible courses and the course(s) listed meets the graduation requirements • For school age graduates – the FTE claimed reflects eligible courses. • For graduated adults – the courses are only those contained on the list of Tuition-Free Courses for Graduated Adults <p>c) Verify there is evidence of substantive student course activity/activities (that meets the Active Policy's description), for each eligible course, submitted to the</p>	

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<p><i>resources and assessment strategies...course plan is the evidence supporting the requirement that assigned work is meeting the learning outcomes.</i></p> <ul style="list-style-type: none"> • Evidence of a current course selection or enrolment form, dated and signed by the student or parent or both...must list each eligible course...must be on site, or documentation must be readily available to verify that the school of record maintains the course selection or enrolment form. • Substantive student course activity must be submitted by the student to the teacher. The activity must represent a minimum of five percent of the course's learning activities. The activity must be clearly linked to the learning outcomes of each course. The activity must have been evaluated by the teacher and entered in the teacher's records, dated on or before the date the student became active. (Ref. DL Active Policy) 			<p>teacher by the student prior to claiming funding.</p> <p>NOTE: Looking for verification that there was a minimum of 5% of all the course's learning activities undertaken before the Form 1701's activation submission date. If the gradebook entry (representative of 5% of all the course work – not course mark) is being used as verification of the 5%:</p> <ul style="list-style-type: none"> ▪ where is the supporting evidence to demonstrate it? ▪ how did the student's course activities link to the learning outcomes? ▪ verification of the 5% of the entire course: what is the breakdown of the course plan? (again to confirm the 5%.) <p>3. Document discrepancies on an Observation Sheet and attach supporting evidence.</p>	
FUNDING				
<p><i>The Ministry does not provide funding to boards for students who enrol but do not become active as defined in the Distributed Learning Active Policy.</i></p> <p>Students in Grades K-7 may be enrolled with only one board of education at a time.</p> <p>Students in Grades 8-9 may only be reported by their school of record*</p> <p>Grade 10–12: A student enrolling only in Grade 10-12 courses in a DL school or program, who is also enrolled in a Grade K-9 school or program in another school, is counted as a Grade 10-12</p>	<p>Verification that students are enrolled and claimed for funding in accordance with Ministry requirements.</p>	<p>Whether the student claims meet the requirements for enrolment in DL programs/ courses.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act Section 3 – Entry to educational program. • DL Funding Policy • Ministry of Education's DL website <p>Audit Steps - Grades K–9</p> <p>Note: No compliance audit step is required to identify duplicate enrolment for the K-9 students. The Form 1701 process identifies duplicate enrolments.</p> <p>*Cross enrolled Grade 8-9 student claims Are reported through the July Form 1701 data collection process. These claims are not eligible in the September through May data collection periods; are not</p>	

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<p><i>student for funding purposes.</i></p> <p>Non graduated adults: <i>courses must lead to the British Columbia Certificate of Graduation (the Dogwood) or the Adult Graduation Diploma (the Adult Dogwood).</i></p> <p>Graduated adults: <i>only those courses contained on the list of Tuition-Free Courses for Graduated Adults.</i></p> <p><i>Students are not allowed to take the same course at the same time whether in different schools or the same school [Form 1710].</i></p> <p>Re-Claimed Courses:</p> <p><i>A course must be completed or withdrawn from before a student can enrol in the same course again.</i></p> <p><i>For Grade 10-12 students (including adults) to be eligible for new funding in the same DL course(s) in the same DL school, the following conditions must be met:</i></p> <ul style="list-style-type: none"> • <i>The student must have been previously reported as failed (through course completion), or as course completed and wanting to improve their mark, or withdrawn from that course.</i> • <i>withdrawn from a course or did not complete a course, there must be a record of student inactivity for two DL enrolment counts, with a corresponding record of attempts made by the DL school to contact the student for that course.</i> • <i>All required areas of study in a course (contained in the corresponding Integrated Resource Package) must be provided to the student in all re-claimed course instances.</i> 			<p>to be reported by the student's school of record; and, only to be reported by a different board of education.</p> <p>Audit Steps - Grades 10–12</p> <ol style="list-style-type: none"> 1. Determine if any of the sampled students re-enrolled in the same course(s) in consecutive funding periods. <p>Definition: determination of re-enrolment refers to DL courses only and does not apply to students withdrawing from a course in a traditional school and then re-enrolling for the same course in a DL school. (see Re-Claimed Courses criteria)</p> <ol style="list-style-type: none"> 2. Determine that FTEs reported on ECHO9100 represent only new course claims. Schools cannot report for new funding in the same course unless following are met: <ul style="list-style-type: none"> • Eligible course re-claim a) previous course claimed was completed and either failed or improved mark required, and b) assessment of past work cannot be used to evaluate re-claimed course. • Withdrawn or incomplete re-claims are ineligible unless there is a) a record of student inactivity for two DL reporting periods; b) corresponding records of attempts to re-engage student in the course; and, c) assessment of past work cannot be used to evaluate re-claimed course. • For all eligible re-claims, all areas of study consistent with IRP requirements for course must be provided to student. 3. Check all selected non-graduated adults and verify that they are being claimed in accordance with DL Active and Adult Funding policy requirements (non-grads must be taking eligible courses that lead to graduation). 4. Check all selected graduated adults to verify that the course(s) are eligible as listed on on the list of Tuition-Free Courses for Graduated Adults and meet the DL Active and Adult Funding policy requirements. 5. Document discrepancies on an Observation Sheet and attach supporting evidence. 	

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<ul style="list-style-type: none"> Assessment of the student's past work must not be used to evaluate re-claimed course progress. (Ref. DL Funding Policy) 				

Program and Course Claim Eligibility (Number of Eligible Courses Reported)

'COURSE' Clarifications:

Course Definition: A course is defined by the [Student Credentials Ministerial Order M164/96](#)... One credit represents the value attached to the knowledge, skills and aptitudes that most students can acquire in approximately 30 hours of instruction...sufficient hours of instruction to enable a student to earn credits based on the complexity and amount of work required in the course (Ref: Form 1701 Instructions, P.12), P.57 and P.79 of the [Handbook of Procedures for the Graduation Program](#) and the [Recognition of Post-Secondary Transition Programs for Funding Purposes Policy](#).

Courses 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) **NOTE:** There is to be evidence of a qualified teacher's instructional component to meet the requirements of Section 17 of the *School Act* and [BC Reg 265/89](#), Section 4 (Duties of a Teacher)

Not fundable through Form 1701: (Ref: Form 1701 Instructions, P.12) credit awarded through equivalency, prior learning assessments, credit recognition, credit granted, tutorial time and teacher consultation, GED prep courses, and courses completed via challenge and external credential courses. **NOTE:** Partial credit courses are Ministry approved and must have assigned Ministry course code (verify through online [Course Registry](#)).

Advanced Placement – Schools may claim an AP course as a separate course...only if it meets the definition of a course, is a separate and distinct instructional session of approximately 120 hours (for a four credit course) on the student's timetable, the course is being taught by a certified teacher and is in accordance with the *Student Credentials Ministerial Order M164/96*. (Ref: Form 1701 Instructions P.13)

Support Blocks: (Ref: Form 1701 Instructions, P.14) Support block are not to be reported for school-aged graduates, adult students or by Continuing Education (CE) or Distributed Learning (DL) schools.

Planning 10: Planning 10 is a four-credit Grade 10 course designed for delivery within the school timetable at Grade 10. Planning 10 is ineligible for partial credit. **NOTE: Planning 12** is a course that will allow non-graduated adult students to take Planning 10 as a Grade 12 elective for the Adult Dogwood Program **(if Planning 10 was not completed in secondary school). If undertaken in secondary school, adults in the Adult Dogwood program receive Grade 12 credit recognition based on the previous completion of Planning 10 – not a duplicate funding claim.**

Graduation Transitions is only to be reported once for a student taking a graduation program leading to a BC Certificate of Graduation – Dogwood during their K-12 education and are to be reported when the student is enrolled in grade 12. (Ref: Form 1701 Instructions, P.13)

Independent Directed Studies (IDS): related to or is an extension of one or more of the learning outcomes established in Ministry Authorized or a Board Authorized course...an area of study in an educational program undertaken by a student that is undertaken pursuant to a plan developed by a teacher and a student and approved by a principal, vice principal or director of instruction, and carried out by the student under the general supervision of a teacher..... **The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal.** (Ref: [Graduation Program Order M302/04](#)).

NOTE: IDS courses do not count for credit in the Adult Graduation Program (are not BAA or Ministry Authorized). These are ineligible claims for those students undertaking the Adult Graduation Program (Ref. Handbook of Procedures for the Graduation Program P.57). Use the auditors IDS checklist as a guide to verify eligibility of IDS claims.

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CAREER PROGRAMS				
NOTE: DL Course claims must meet 'active' requirement in addition to career directives				
CAREER/SKILLS TRAINING/DUAL CREDIT TRANSITION PROGRAM OF COURSES				
<p><i>Career programs offer the opportunity to get first-hand work experience in a career setting. This career exploration process can help students with the transition to the workplace by giving them the confidence they need to make focus their efforts on getting the specific training and skills required for their career choice.</i> (Ref. Career and Skills Training website)</p>				
<p>NOTE: Schools and Boards of Education may also create career program courses as approved BAA educational options. Schools must use Ministry course codes identified through the Course Registry</p>				
<p>Audit Steps: Prior to audit, request a list of all students in career/skills training and PSI transition courses, as well as the name of the district/schools' Career Program Coordinator. It should be that this district staff member will have all the documentation for each funded student claim.</p>				
<p>NOTE: If associated with a post-secondary partner see related audit process below. If a BAA course option, audit in accordance with standard course eligibility verification above.</p>				
<p>Career Preparation - prepares students for entry into the workplace, or continued studies at the post-secondary level in a specific career sector.</p>				
<p>Cooperative Education – provide students with opportunities to explore one or more career possibilities. (Ref. Form 1701 P.11)</p>				
<p>Youth WORK in Trades/Secondary School Apprenticeship-WORK/SSA (school age only) courses provide students with opportunities to begin apprenticeship training while in secondary school (Ref. Form 1701 Instructions, P.11) and meet the requirements as outlined in the Program Guide for Secondary School Apprenticeship</p>				
<p>NOTE: each of these four credit courses are only claimed once regardless of the number of reporting periods the student requires to complete the work place component (Ref Form 1701 P.13 – for WEX and SSA).</p>				
<p>Audit Steps: use the auditor's Career Program checklist for WORK/SSA based on the following Ministry directives to verify WORK/SSA course(s).</p>				
<p>NOTE: also refer to WORK/SSA Summary of Attendance Indicators to assist with verifying attendance/active status of each WORK/SSA course claim.</p>				
<p>WORK/SSA allows secondary students to earn graduation requirements while transitioning into the work force with a total of 480 hours of work experience (not to overlap with WEX12A/12B). Program consists of SSA11A, SSA11B, SSA12A, and SSA12B – each 4-credit course claims.</p>				
<p>Requirements in accordance with Program Guide for Secondary School Apprenticeship:</p>				
<ul style="list-style-type: none"> • Students must have an in-school orientation • Students must have sponsors recognized by the ITA • Students in WORK/SSA programs complete an ITA registration form with the school district coordinator, and ITA recognized sponsor • School district coordinator registers SSA program students as youth apprentices* with the ITA, keeps copies of all forms required for registrations, and retains the ITA ID number for the duration of the apprenticeship and verifies worksite WorkSafe BC coverage • Educators must, in conjunction with employers/sponsors, establish a training plan for students and sponsors once students are registered with ITA • Work-based training hours are accrued only after application for registration as youth apprentices* has been done with ITA (see auditor's checklist for information regarding Recognition of Prior Work [aka – 'Hidden Apprenticeship']) • SSA students is/are monitored and evaluated by educators with valid teaching certificates who assign final percentages. 				
<p>*WORK/SSA youth apprentices are funding eligible for WORK/SSA until June 30th of the school year in which they turn 19.</p>				

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	<p>Work Experience 12A and 12B claims must meet the directives of the Elective Work Experience Courses and Workplace Safety Policy, MO237/11 Work Experience Order, and in accordance with the Program Guide for Ministry-Authorized Work Experience Courses...when tracking hours related to the work study program segment of WEX12, each of these four credit courses are only claimed once regardless of the number of reporting periods the student requires to complete the work placement component. (Ref. Form 1701 Instructions P.13)</p> <p>Definition: “<i>standard work site</i>” means a location, other than a work site created specifically for work experience by a school or board,(a) at which a worker performs the tasks and responsibilities related to an occupation or career under the general supervision of an Employer, or (b) at which a self-employed person performs the tasks and responsibilities related to that person’s self-employment (Ref. Work Experience Order)</p> <p>Audit Steps: use the auditor’s Career Program checklist for WEX. NOTE: also refer to WEX Summary of Attendance Indicators to assist with verifying active status of each WEX course claim.</p> <p>Before undertaking work study program portion of WEX course:</p> <ul style="list-style-type: none"> • Boards must establish guidelines regarding conduct, supervision, evaluation and participation of students in all school-arranged work placements • Students must have an in-school orientation • There must be a duly signed Work Experience Agreement Form • Evidence students are at sites where WorkSafeBC coverage is provided <p>During/after work study program portion of WEX course:</p> <ul style="list-style-type: none"> • School personnel have monitored students in accordance with Board guidelines • An educator with valid teaching certificate must evaluate the performance of all students in work experience courses and assign final percentages <p>NOTE: Students on the Adult Graduation Program are eligible for both WEX 12A and 12B. Recognition of current or past work for these students can be used for credit recognition through a prior learning assessment (PLA fee for adults is eligible) but is not eligible for funding unless all the work experience standards and learning outcomes are undertaken. NOTE: A board may recognize a student’s current or past paid employment as Work Experience, provided that as part of Graduation Transitions (Standard Dogwood), if the student satisfies the board that the employment provides or provided for coverage for student under the <i>Workers Compensation Act</i> as confirmed in writing by the student’s employer (Ref. Work Experience Order)</p>			
	<p>Youth Train in Trades-TRAIN/ACE IT (school-age only) is an industry training program for high school students. Through an ACE IT program, students take courses that will provide both high school graduation credits that are equivalent to the first level of apprenticeship technical training. NOTE: All Districts/Board Authorities are required to submit an up-to-date Commitment Form for the 2017/18 school year (Ref. ITA Train in Trades Program Guide-September 2017)</p> <p>Audit Step: Obtain a copy of the district’s Commitment Form for the 2017/18 school year and follow audit procedures using auditor’s Career Program checklist for ACE IT and also use auditor’ PSI checklist for Post-Secondary Transition Programs (educational option through a third-party provider). ACE IT programs are developed and offered as partnerships between school districts and post-secondary institutions, and classes are often taught at colleges (or ITA approved training centres) through agreements with school districts. Districts claim for student funding with a funding transfer to the college. Work experience (WEX12A and 12B) placements are usually part of this program, or students could be enrolled in both ACE IT and a Secondary School Apprenticeship program. <i>Students must be registered in a technical training program funded by the Industry Training Authority in order to report students in ACE-IT Programs.</i> (Ref: Form 1701 Instructions, P.11)</p>			
	<p>Post-Secondary Transition Programs (school-age only) Post-secondary transition programs are educational programs that combine secondary and post-secondary courses , and that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. (Ref. Recognition of Post-Secondary Transition</p>			

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<p>Programs for Funding Purposes policy.</p> <p>NOTE: All school age students may be eligible for this educational option if the courses are/were part of the student’s planned program leading to graduation. (Ref. Form 1701 P.12).</p> <p>Audit Steps: use the detailed PSI audit steps document – criteria is based on Ministry directives verifying Post-Secondary Transition Program course claims:</p> <ul style="list-style-type: none"> • Post-secondary courses lead to a post-secondary credential from a district partnered post-secondary institution, which is a member of the BC Transfer System • District has a current agreement with the post-secondary institution(s) • Course(s) is/are part of a school district program that is an educational option for school-age students and aligns with planning for student’s specific occupation • School district pays tuition costs for post-secondary courses reported for funding • Student’s annual plan of courses is signed [by student], current, and listing the transition program course(s) including when and where student takes the post-secondary course(s) • There is evidence the purchased educational services are under the general supervision of an employee of the board who is a certificate holder per Sec.86 School Act 				
<p>THIRD PARTY EDUCATIONAL SERVICES (Contracting Out)</p>				
<p><i>If the board of education uses a third party to provide educational services or learning support, materials, or resources to learners, the board must do the following:</i></p> <ul style="list-style-type: none"> • <i>ensure that the educational services, materials, and resources are part of the educational program supervised by a board employee who is certified by the Teacher Regulation Branch</i> • <i>pay only the third party directly and not the parent, learner, or any other person</i> • <i>ensure that parents and third party service providers clearly understand their roles and responsibilities for student safety and security</i> • <i>clearly describe its responsibility to provide the program outlined in a student’s learning plan or Individual Education Plan separately from additional services the student may receive from the service provider.</i> 	<p>District contracted educational services are associated with the DL school and supervised by the school’s teacher.</p> <p>Confirmation that these agreements meet the Ministry directives.</p> <p>Verification that services are provided in accordance with the Distributed Learning - General Policy.</p>	<p>Whether the district has contracted any educational services.</p> <p>Whether these contracted services are in accordance with the <i>School Act</i> and DL General Policy.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> • School Act Section 86 (a.1) - Agreements • DL General Policy <p>Audit Steps:</p> <ol style="list-style-type: none"> 1. Check the DL school’s website for references to third party services. 2. Determine whether the District has contracted any educational services and assess whether the contract is in accordance with the DL–General Policy and Section 86 of the <i>School Act</i>. Section 86 (a.1) describes the areas that districts can contract out. <p>Note: The onus is on the District to give evidence that their TRB staff member create or approve educational plans/IEPs, coordinate learning activities with service providers, direct academic communication with students, evaluate student work and assess student performance related to the contracted program.</p> <ol style="list-style-type: none"> 3. Interview appropriate staff to determine the School or District policy on financial reimbursement to parents. Obtain a copy of the policy or document process as relayed by program staff. 4. Determine if the parents have had the policy 	

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<ul style="list-style-type: none"> Pay up to a maximum of \$600 per FTE in grades K-12 for reimbursements to third party resources and service providers...does not apply to: supporting students with special needs [low and high incidence] in achieving the goals in their Individual Education Plans; career technical centre program courses; post secondary transition program courses, and a portion of the family's internet connection costs.. Connection means cost of the household connection to the internet. It does not include monthly access or ongoing maintenance(Ref: DL –General Policy) 			<p>segment concerning third party service providers communicated to them. Obtain a copy of the communication to parents or document process as relayed by program staff.</p> <ol style="list-style-type: none"> Sample three family files to determine the financial reimbursement process. Determine if third party services, materials, resources or supplies are linked to the student's educational program. Obtain a copy of third party services agreements specific to career programs (ACE-IT, PSI, etc.) Document any discrepancies on an Observation Sheet and attach supporting evidence. 	
SUPPLEMENTAL FUNDING				
<p>Supplemental funding claims for Aboriginal Education and English Language Learning-ELL (also includes English as a Second Dialect-ESD)/Apprentissage de la langue anglaise-ALA.</p> <p>ELL/ALA Supplemental Funding: School-age students reported as ELL/ALA on the Form 1701 and who meet all of the requirements as specified on the Form 1701 Instructions may qualify for ELL/ALA funding.</p> <p>Aboriginal Education Supplemental Funding: Funds provided for school-age students to Boards of Education for Aboriginal Education programs are targeted and must be spent on the provision of these programs and services. The delivery and outcomes of aboriginal programs and services must be in accordance with Form 1701 Instructions.</p>	<p>Confirmation that the ELL program is meeting the criteria specified in the Form 1701 Instructions and the K-12 Regular Enrolment audit program.</p> <p>Confirmation that the Aboriginal Education Program is meeting the criteria specified in the Form 1701 Instructions and the K-12 Regular Enrolment audit program.</p>	<p>Whether students who are being claimed for ELL or Aboriginal Education supplemental funding meet all the criteria specified in the Form 1701 Instructions as outlined in the K-12 Regular Enrolment audit program.</p>	<p>Key Documents: As above, and</p> <ul style="list-style-type: none"> K-12 Funding – Aboriginal Education Policy K-12 Funding – English Language Learning Policy 2017/18 K-12 Regular Enrolment Audit Program Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy <p>Audit Steps: For ELL and Aboriginal Education services - Review student files to verify there is evidence that the appropriate services are being provided by the DL School in accordance with Ministry requirements.</p> <ol style="list-style-type: none"> Follow the audit steps using the relevant segments in the K-12 Regular Enrolment Audit Program. Document discrepancies on an Observation Sheet and attach supporting evidence. <p>Special Needs Student Claims (compliance is in accordance with Distributed Learning-Requirements and Guidelines for Students with Special Needs Policy and the Special Needs Policy, Procedures and Guidelines Manual). Students reported with special needs classification, confirm that a current IEP is in place.</p>	