2019/20 K-12 Regular 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)				
To be eligible for provincial funding, Boards of Education must ensure that students are: • *under the supervision of, assessed and evaluated by an employee of the Board of Education who is certified by the Teacher Regulation Branch* (TRB*)* (Ref: K-12 Funding General Policy)	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 *Teaching Profession Act.*	Whether teaching staff are currently certified by the TRB.	**Key Documents:** • *School Act* Section 17 to 20 • BC Regulation 265/89, Sec.4-Duties of a teacher • K-12 Funding-General Policy • TRB Website **Audit Steps** 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				
To be eligible for provincial funding, Boards of Education must ensure that students are: • *ordinarily resident in BC* (and where applicable) *with their parent/legal guardian* • *enrolled in the district* (Ref: K-12 Funding General Policy) Non-resident Out-of-Province/ International students are not eligible for funding. Per the *School Act* and Form 1701 Instructions (P.2)	Confirmation that there is a District wide process to ensure funded students are ordinarily resident in BC.	That students reported for funding are ordinarily resident in BC and therefore eligible for provincial funding.	**Key Documents:** As above **Audit Steps:** 1. Determine the school process for ensuring that students and parents/guardians (of school-age students) are ordinarily resident in BC. 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.	
Student Reporting				
School age students reported for funding are: (Ref: Form 1701 Instructions, P.2) • *Born between July 1, 2000 and December 31, 2014* ***Exclude:*** *Grade 8 and 9 students who are cross enrolled to a school other than their*	Assurance of accuracy and appropriateness of the student and school data reported to the	Whether or not districts are in compliance with the Ministry's school and student data	**Key Documents**: As above, and • September 2019 Form 1601 and 1701 Instructions • Compliance Audit Policy • Alternate Education Program Policy • School Act, Section 81,106.3,106.4,114, 117(1) (b), 168(2) (t)	

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school of record are not to be reported by the cross enrolling school in the September data collection. Only the school of record should report these students during the September data collection. *Students enrolled in a Provincial Resource Program (PRP) for 3 months or less...longer than 3 months then they should be reported in the PRP facility in which they are enrolled as at September 30, 2019* (Ref: Form 1701 Instructions, P.3) **Adult students** reported for funding are: (Ref: Form 1701 Instructions, P.2) • *Born prior to July 1, 2000* ▪ *taking Ministry-Authorized or Board/ Authority Authorized courses that lead to a graduation diploma* (non-graduated adults)-or-*have met the general requirements for graduation in British Columbia or have completed the requirements for graduation from a secondary school or high school in another jurisdiction* (Graduated adults only eligible for courses listed on the list of Tuition- Free Courses for Graduated Adults)	Ministry of Education by school districts.	collection instructions.	• Eligibility of Students for Operating Grant Funding Policy • Provincial Letter Grades Order M192/94 • Student Progress Report Order M191/94 • School and Student Data Collection Order M152/89 • List of Tuition-Free Courses for Graduated Adults **Audit Steps (age verification):** 1. Determine the school process for ensuring that students meet the age requirements. 2. Document the school process. 3. Select students and check to see that there is a process that verifies birth date. 4. Document any discrepancies on an Observation Sheet and attach supporting evidence. **Audit Steps (graduation status):** 1. Interview appropriate staff to determine the processes used to identify whether students have completed the general requirements for graduation in any jurisdiction from a secondary school, high school, or post-secondary institution. 2. While reviewing registration or other student documents look for indications of the student's prior graduation status. 3. Document any discrepancies on an Observation Sheet and attach supporting evidence.	
Exchange Students				
*An exchange student is school aged and non-graduated involved in a reciprocal and equal educational exchange. This exchange must be one in/one out of the **same board for the same length of time during the funded school year. Boards receive funding for the ordinarily resident student.*** *NOTE: During a one in/one out reciprocal and equal exchange, the non-resident student acts as a placeholder for the funded local student during that student's absence. Claiming funding for a non-resident student after the resident student has graduated does*	Verification that students, involved in a reciprocal exchange, are eligible for funding.	Whether each student is one who is involved in an eligible exchange.	**Key Documents:** As above. **Audit Steps:** 1. Provide district or school staff with the Reciprocal Exchange Compliance Form and request a one-to-one listing of local and district sponsored reciprocal exchange students. 2. Identify the local and non-resident student names and PEN numbers, and note the destination of local student, origin of non-resident student and the respective timelines for each exchange. 3. View supporting documentation such as a Rotary exchange agreement relating to the student exchange.	

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not meet the reporting requirements. (Ref: Form 1701 Instructions, P.2-3) Note: If both students are attending at September 30th, districts are to report only the resident student. If the resident student is absent at the claim date then the non-resident student is reported as the placeholder for the resident student.			4. Ensure the documentation verifies that each visiting (non-resident) student has an eligible reciprocal local (resident) student who has, or will, participate in the exchange and only one student is claimed. 5. Identify discrepancies on an Observation Sheet and attach supporting evidence.	
Alternate Education (non-graduate school-age students only)				
An alternate education program provides its support through differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs. If the programs meet alternate education program requirements and procedures...then Boards of Education receive full 1.0 FTE funding for students enrolled in those programs. Ref. Alternate Education Program Policy				
*Alternate education programs **must** focus on the educational, social and emotional issues for students whose needs are not being met in a traditional school program.* *Each Alternate Education Program **will** have:* *1. An intake process to facilitate district referrals or self-referral.* *2. **An annually** reviewed learning plan for each student, either an official Individual Education Plan (IEP) or a Student Learning Plan that clearly defines the objectives for the student, additional services provided as required, progress made, and any transition plans.* *3. An exit strategy to facilitate the student's transition back into regular school system, continuing education centre, graduation or to work or to post-secondary training and education.* *4. Evidence of additional services as required by the student population (i.e., youth workers, drug and alcohol counsellors and/or sessions, etc.)*	Evidence that the reporting of student claims in an alternate program met the Ministry policy requirements.	Whether the program is operating in accordance with Ministry policy providing required services to the non-graduated school age students claimed for funding allocations specific to a Type 3 Facility.	**Key Documents:** As above, and • Form 1701 ECHO Report 9100 (Student Detail List) **Audit Steps:** 1. Interview appropriate staff to determine, in accordance with the Alternate Education Program Policy, that the school: ✓ has an intake process for non-grad school-age students (document what this process is). ✓ have the required additional services necessary to meet the needs of the student population (document what these services are and who provides – school, outside sources, agencies, etc.) 2. Document contact person and attach notes from the interview(s) on an Observation Sheet. 3. Verify the sampled students: ✓ have undergone an intake process based on the practice identified by school staff. ✓ have an IEP (required for SE designated students) or SLP created by the school which clearly defines a) the objectives for the student, b) what additional services are/will be provided,	

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(Ref. Alternate Education Program Policy) **NOTE:** Supplemental services associated with any of these student claims are separate and must meet the additional criteria for ELL, Indigenous Education and Special Needs.			c) measurement of student progress, and d) any proposed transition plan. ✓ have been provided with a planned approach to exit from the Alternate School into either another educational program, to graduation, to a post-secondary program, or into the workforce. have/will be provided with the required additional services as noted in the IEP or SLP. **NOTE**: Verify when services will be provided and by whom. ✓ there is evidence of differentiated instruction, specialized program delivery and enhanced counselling services based on the individual student's needs not being met in a traditional school program. 4. Identify discrepancies on an Observation Sheet and attach supporting evidence.	
Students are to be reported by the education facility with which they are enrolled and in attendance as at September 30, 2019. (Ref: Form 1701 Instructions, P.2) **Interpretation:** Student attendance is defined as being present at school, on a school sponsored program or field trip, or absent for legitimate health or personal reason documented by parent/guardian or certified by school officials. *…a student in transition from one B.C. school to another B.C. school on September 30, 2019 should be reported at the school last attended in September.* *For a student who arrives in a school during the week of September 30, the principal of the receiving school should contact the school the student has left to ensure the student is removed from the departing school's 1701 file in order to avoid duplicate reporting.* (Ref: Form 1701 Instructions, P.3).	Verification that students reported on Form 1701 were enrolled and in attendance on September 30, 2019.	That the district's count on September 30, 2019 as reported on Form 1701, is accurate.	**Key Documents:** As above, and • Required Areas of Study in an Educational Program Order M295/95 • Form 1701 Enrolment Verification Report as at September 30, 2019 (ECHO Report 9035). **Note:** this document is the final version approved by the District's Form 1701 staff contact. Auditors' ECHO reports are the version the district was funded with. • Attendance Summary from September 3 to November 1. **Audit Steps:** 1. Examine the attendance records for each school-age student to ensure that those students were attending school on September 30. 2. Verify list of students not in attendance at September 30 with the Principal. 3. Identify on an Observation Sheet students not in attendance on September 30 and thereafter and attach supporting evidence.	

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			NOTE: Contact may be required with district/school career coordinator for those students attending/ participating in transition courses (post-secondary institution or career programs) at the start of the school year. **Review of Withdrawals** 1. Examine attendance records of students who have withdrawn during September and October to ensure students were attending on September 30.	

<table>
<tr><td colspan="5" align="center">Adult Attendance</td></tr>
<tr><td colspan="5"><i>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 (10/10 Rule) - OR - 2) meets the Grade 10-12 'active' requirements as outlined in the DL Active policy… choose either the 10/10 criteria OR the active policy as a definition of "attendance". Ref: Adult Funding Policy's definition of attendance</i></td></tr>
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Eligible courses (detailed in the Adult Funding Policy [BAA & Ministry Authorized only]*) will be funded if they are documented on a Course Enrolment Form and the student meets the attendance definition written in the Adult Funding Policy and the student meets the funding eligibility requirements set out in the K-12 Funding Policy.*(Ref. September Form 1701 P.2) **NOTE:** IDS courses are not BAA or Ministry Authorized and do not count for credit in the Adult Graduation Program Course Selection/Enrolment Form *(definition from Adult Funding Policy) – A document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment.* **Interpretation – Instruction in a Classroom:** direct communication between teachers and students who are enrolled and participating in an educational program that is supervised and assessed by the teacher. (Per Governance & Legislation Branch Sept.2008)	Evidence that students are attending each eligible course claimed for funding in accordance with the definition of attendance as stated in the Adult Funding policy.	That the district has reported for funding only students who were in attendance, taking eligible courses in accordance with the Adult Funding policy.	**Key Documents:** As above, and • Form 1701 ECHO Report 9100. • Adult Funding Policy **Audit Steps (10/10 Attendance):** 1. Determine that the adult students attended (per 10/10 rule) **each eligible course** [BAA & Ministry Authorized only] claimed for funding. Evidence to support the students' attendance includes: • September 30th timetables • Classroom attendance sheets • Electronic data (system logins/outs) (i.e., Attendance Summary by Period from September 3 to November 1, Student Daily Activity form September 3 to November 1 – the add/drop information) • Information gathered through interviews with school staff • Record of work performed (progress) 2. Verify there is a current Course Enrolment Form that meets Adult Funding Policy's definition. 3. Identify discrepancies on an Observation Sheet and attach supporting evidence.	

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Definitions: **Active Date** – for a student in a course is defined as being the submission date as listed in the Form 1701 Instructions supportable with evidence, which satisfies the Active policy criteria for funding. **Submission Date** – September 30, 2019 (Per September Form 1701 Instructions, P.1) ***Active participation...is equivalent to attendance in a school and is a requirement under the School Act. Boards of education must have evidence of active participation to be funded by the Ministry*** To be considered active in a course for adult funding purposes: *On or before the date listed in the 1701 form instructions, school files for...all students in grades 10-12 students (including all adult students)* **must contain the following** (Ref. DL Active Policy) • *A clear course plan must be on file for each course...must link to the course's learning standards, required resources and assessment strategies.* • *A current course selection or enrolment form must list* the courses *reported for funding* • *Substantive student course activity or activities must be submitted by the student to the teacher. The activity or activities must represent a minimum of five percent of the course's learning activities. The activity or activities must be clearly linked to the learning standards of the course. The activity or activities must have been evaluated by the teacher, entered in the teacher's records, and* ***dated on or before the date the student became active****.	Evidence that the students claimed on Form 1701 have met the active requirements outlined in the DL Active Policy, per the attendance requirements stated in the Adult Funding policy.	Whether the students claimed for funding meet the appropriate active requirements specified in the DL Active policy in accordance with the Adult Funding policy's definition of attendance.	**Key Documents:** As above, and • DL Active Policy **Audit Steps ('Active' Attendance):** To determine that the adult students were active in **each course** claimed for funding **by the activation date**: 1. Verify there is a course plan (that meets the Active Policy's description) for each course in which the student is claimed. 2. Verify there is a current course selection/ enrolment form (that meets the Active Policy's definition) documenting the eligible courses by the Active date. • **for non-graduated adults** – the course(s) listed meet the graduation requirements • **for graduated adults** – the courses are only those contained on the list of Tuition-Free Courses for Graduated Adults 3. Verify there is evidence of substantive student course activity or activities (that meets the Active Policy's description), for each eligible course, submitted to the teacher by the student prior to claim date. 4. Identify discrepancies on an Observation Sheet and attach supporting evidence. ***Course Selection/Enrolment Form****: Active Policy requires form to be **dated and signed** by the student or parent or both...forms must be on site or documentation must be readily available to verify that the school of record maintains the course selection or enrolment form.	

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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 understanding, knowledge, skills and competencies that most students can acquire in approximately 30 hours of instruction* (Ref: Form 1701 Instructions, P.13), P.31 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 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.13) **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)

NOTE: Students are not allowed to take the same course at the same time whether indifferent schools or the same school (Ref: Form 1701 Instructions, P.13)

Not fundable through Form 1701: (Ref: Form 1701 Instructions, P.13) credit awarded through equivalency, prior learning assessments, credit recognition, credit granted, tutorial time, teacher consultation 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.15) *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 all 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**==*. Each support block is to be considered equivalent to the 120 hours of instruction of a regular 4-credit course, instructional service is provided and documented by a teacher, regular attendance is expected, and does not include independent study time, drop-in sessions, voluntary study halls, tutorial sessions or* ***time spent on courses at another school***. *Support block are not to be reported for school-aged graduates, adult students or by Continuing Education (CE) or Distributed Learning (DL) schools.*

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 towards 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.35)**==.
Use the auditors IDS checklist as a guide to verify eligibility of IDS claims.

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
FTE Claim Eligibility				
Students are not allowed to take the same course at the same time during the funded school year whether in different schools or the same school (Ref. Form 1701 P.13)				
...for all secondary students enrolled in Grades 8-12, SU and GA report the total number of eligible courses. 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, 2019.* **NOTE:** school age student timetables may not list all reported courses related career programs if provided by a post-secondary partner or for courses taken at another school (through shared funding agreement between schools) – all course claims should be found on the annual plan of courses leading to graduation (the grad plan). To obtain funding for **adult students**, boards of education must meet the following criteria: • *a Course Enrolment Form on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment* • *report the courses in which the student was enrolled and in attendance as at September 30, 2019.* • follow the directives of the Adult Graduation Program Policy and Adult Funding Policy when completing the 1701 form (Ref: Form 1701 Instructions, P.14)	Verification of the FTEs claimed for funding by the School District.	Whether the FTEs claimed for funding are accurate.	**Key Documents:** As above, and • Graduation Program Order M302/04 • Course Registry website • BC Adult Graduation Requirements Order M320/04 • Adult Graduation Program Policy • Auditors' Standardized Support Block Questions • September 30th timetable, Student Daily Activity form – September 3 to November 1, and BC Student Information Verification Form [short version] **NOTE: Prior to audit, lead auditor will ensure district/school documentation, verifying sampled FTE claims, are in a format enabling auditors to undertake their review process** to: *ensure the accuracy and eligibility of the student enrolment and other school data reported to the Ministry of Education by school districts and the extent to which policies are followed.* (Ref. Compliance Audit Policy) **Audit Steps:** 1. Using the student sample verify: • that the student and parent/legal guardian (where applicable) is/are ordinarily resident in BC. • the total FTE, for each student, confirming the status, actual credit value, etc., of each course through the online Course Registry. • the eligibility of each student's course claim, enrolment, and attendance/active on September 30. 2. Identify discrepancies on an Observation Sheet and attach supporting evidence.	

CAREER/SKILLS TRAINING/DUAL CREDIT TRANSITION PROGRAM OF COURSES

*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 focus their efforts on **getting the specific training and skills required for their career choice**. (*Ref. Career and Skills Training website*)*

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

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.

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.

Career Preparation - *prepares students for entry into the workplace, or continued studies at the post-secondary level in a* ==**specific**== *career sector.*

Cooperative Education – *provide students with opportunities to explore one or more career possibilities.*
(Ref. Form 1701 P.11)

Youth WORK in Trades/Secondary School Apprenticeship-WRK (school age only) courses *provide students with opportunities to begin apprenticeship training while in secondary school* (Ref. Form 1701 Instructions, P.12) and meet the requirements as outlined in the current Youth Work In Trades Guide.

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.14 – for WEX and WRK).

Audit Steps: use the auditor's Career Program checklist for WRK based on the following Ministry directives to verify WRK course(s).

NOTE: also refer to WRK Timelines (Appendix D of the WRK Guide) to assist with verifying attendance/active status of each WRK course claim.

WRK 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 but OK to fulfill 30 hours of career explorations for Career-Life Connections). Program consists of WRK11A/B and WRK12A/B – each 4-credit course claims. Requirements in accordance with Program Guide for Secondary School Apprenticeship:

- Students must have an in-school orientation
- Students must have sponsors recognized by the ITA
- Students in WRK programs complete an ITA registration form with the school district coordinator, and ITA recognized sponsor
- School district coordinator registers WRK program students as **youth apprentices*** with the ITA, retains 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'])
- WRK students is/are **monitored and evaluated by educators with valid teaching certificates** who assign final percentages.

*WRK youth apprentices are funding eligible for WRK/SSA until June 30th of the school year in which students turn 19.

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.14)

Definition: "*standard work site*" 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)

Audit Steps: use the auditor's Career Program checklist for WEX. **NOTE:** also refer to WEX Timelines to assist with verifying active status of each WEX course claim. (WEX hours are not to overlap with WRK11A/B or 12A/B but OK to fulfill 30 hours of career explorations for Career-Life Connections)

Before undertaking work study program portion of WEX course:
- 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

During/after work study program portion of WEX course:
- 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

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 but **is not eligible for funding** unless all the work experience standards and learning outcomes are undertaken.

NOTE: While not funding eligible, **"**A board may recognize a student's current or past paid employment as Work Experience, provided that the student satisfies the board that the employment provides or provided for coverage for student under the *Workers Compensation Act* as confirmed in writing by the student's employer" (Ref. Work Experience Order)

Youth Train in Trades-TRN (school-age only) is an industry training program for high school students. Through a TRN 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 2019/20 school year (Ref. current [ITA Train in Trades Program Guide](#)). (TRN hours are not to overlap with WEX, WRK11A/B or 12A/B nor to fulfill 30 hours of career explorations for Career-Life Connections)

Audit Step: Obtain a copy of the Commitment Form for the 2019/20 school year and follow audit procedures using auditor's Career Program checklist for TRN and also use auditor' PSI checklist for Post-Secondary Transition Programs (educational option through a third-party provider).

TRN 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. Students could be enrolled in TRN, WRK and WEX. S*tudents must be registered in a technical training program funded by the Industry Training Authority in order to report students in Youth TRAIN in Trades Programs.* (Ref: Form 1701 Instructions, P.12)

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 to help students make smooth transitions **to further education or training***. (Ref. Recognition of Post-Secondary Transition Programs for Funding Purposes policy).

NOTE: All school age students may be eligible for this elective option if *the course is taken for credit towards grade 12 graduation*. (Ref. K-12 Funding-General Policy).

Audit Steps: use the detailed PSI audit steps document – criteria is based on Ministry directives verifying Post-Secondary Transition Program course claims:

• Students begin taking the post-secondary courses that are **part of their transition program during their Grade 11 or Grade 12 year**;

• 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 annually updates and signs a planned program of courses, **listing the transition program course**(s) including when and where student takes the post-secondary course(s); and

• 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.*

English Language Learning-ELL (Apprentissage de la langue anglaise-ALA)				
Criteria	**We are looking for:**	**What the analysis will allow us to say:**	**Audit Program**	**Auditors' Initials**
• *For a school district to receive ELL Supplemental Funding from the Ministry for an ELL student in a particular school year, all of the following must be met and documented. (Ref: ELL Policy and Guidelines P.7).* • ***A plan for the delivery** of ELL/ALA support services must be in evidence at the time of the September 30, 2019 claim. Service that is deferred entirely to a later time (i.e., there is no support or planning in evidence at September 30) will not be funded.* • *Speech Language Pathology services and other non-ELL/ALA specific services are not considered to be additional services.* (Ref: Form 1701 Instructions, P.8-9)	Assurance that students claimed for ELL/ALA supplemental funding receive additional services in accordance with Ministry policies and Form 1701 Instructions.	Whether student claims for ELL/ALA supplementary funding meet the requirements.	**Key Documents:** As Above, and • ELL Policy and Guidelines (P.7, 12, 15 and 21) • K-12 Funding – English Language Learning Policy • Auditor's ELL Info Sheet **Audit Steps:** Interview the appropriate staff to determine the process for identification and placement of ELL/ALA students according to their English language proficiency and document this process. Using Ministry generated sample of students reported as receiving ELL/ALA supplemental funding, perform the following audit procedures:	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
THERE MUST BE EVIDENCE OF CONTINUOUS SUPPORT THROUGHOUT THE SCHOOL YEAR. (Ref. ELL Policy and Guidelines P.15) **A plan for delivery of ELL/ALA support services must be in evidence at the time of the September 30, 2019 claim. Service that is deferred entirely to a later time (i.e., there is no support or planning in evidence at September 30) will not be funded (Ref. Form 1701 P.9)**				
1. Evidence of documentation of a current annual English language proficiency assessment, dated after September 29, 2018.	Confirmation that: There is documentation of a current annual English language proficiency assessment, dated after September 28, 2018 – and - Each student is identified as requiring specialized language services to develop intellectually and to achieve the expected learning outcomes of the provincial curriculum.	Whether there has been a language proficiency assessment for the students. Whether students have a current assessment in place.	**Audit Steps:** For ELL/ALA students: 1. Examine their English language proficiency assessment and ensure that it is dated after September 28, 2018. **NOTE:** If there is no date on the assessment, interview the appropriate staff. If the assessment is not current, or this cannot be determined, then document on an Observation Sheet. 2. Determine whether the assessment process is in place. 3. Determine if there is evidence that the student's ELL/ALA program is based on this assessment. **NOTE**: It is not the role of the auditor to evaluate the assessment, the assessment results, or the program provided. 4. Identify discrepancies on an Observation Sheet and attach supporting evidence. **REMINDER:** students with more than five years of supplemental service are reported but not funded.	
2. Evidence that a current annual instructional plan (AIP) is in place, dated after September 28, 2018.	An instructional plan that is designed to meet the needs of the student as identified by the English language proficiency assessment.	Whether a current AIP is in place for the students. Whether the AIP meets the English language development needs of the student.	**Audit Steps:** 1. Obtain the ELL/ALA student's AIP. Ensure that it: a) is for the current year (2019.20); b) is dated after September 28, 2018; and, c) is designed to meet the identified needs of the student. Verification could be determined from interviews with staff, documentation on file, the assessment process, etc. If unable to determine, ensure that the plan is reasonable. 2. Identify discrepancies on an Observation Sheet and attach supporting evidence.	

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3. Specialized ELL/ALA services are provided for each student documented in a list or schedule.	A schedule which details the service.	Whether an ELL program and service component is delivered to the student.	**Audit Steps:** See Audit Criteria 6, Steps 2 and 3 (below), details this audit procedure.	
4. Progress in the acquisition of English is reported to parents in regular reporting periods, and evidence of reports is documented.	Evidence the student's progress in the acquisition of English proficiency is reported regularly to parents.	Whether there is documentation of the student's progress in the acquisition of English proficiency provided to the parents in regular reporting periods.	**Audit Steps:** 1. Review the students' progress reports. The reports, or ELL/ALA inserts, must contain specific information, relayed to the parents, on the student's progress in ELL/ALA such as: • Descriptions of what the student can do; • Areas in which further attention or development is required; • Ways of supporting the student learning; or • Comments on the student achievement in the area of ELL/ALA. 2. Identify discrepancies on an Observation Sheet and attach supporting evidence.	
5. An ELL/ALA specialist teacher is involved in planning and delivering services. **NOTE:** *Districts need to employ ELL specialists to be involved in language assessment/review, planning and delivery of programs/services, and reporting of progress and services for ELL students. In addition to fluency in English (or French in the CSF), training in ELL methodology is essential for ELL specialists.* (see P.14 of the ELL/ALA Policy/Guidelines for specific post-secondary academic preparation).	Evidence of ELL specialist teacher involvement in development of annual instructional plan (AIP).	Whether an ELL specialist is involved in the development and review of the student AIP.	**Audit Steps:** 1. Verify that an ELL/ALA specialist teacher was involved in the development of the ELL/ALA AIP and participated in the review of the plan during the school year. **NOTE:** This verification may include a review of the AIP for evidence of the specialist participation in the development and review, an interview with appropriate staff, or other documentation on file. i.e., specialist's signature or initials on the AIP or noted name of the specialist teacher(s) involved in developing program or specialist verifies that he/she is involved. 2. Identify discrepancies on an Observation Sheet and attach supporting evidence.	
6. Evidence that additional services are being provided. **NOTE:** Reduction of class size by itself is not a sufficient service to meet the definition of ESL services. (Ref: Form 1701 Instructions, P.9)	Evidence that additional services are provided include: • direct instruction	Whether the students are receiving additional services in accordance with	**Audit Steps:** 1. Verify that the ELL/ALA services are being provided by interviewing staff and examining documents such as timetables, day books, course outlines and attendance records. 2. Determine that a plan for delivering each	

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NOTE: Support blocks are not to be used as the sole method for ELL support services. (Ref: Form 1701 Instructions, P.15) **NOTE:** Board Authority/Authorized (BAA) courses are part of a student's regular curriculum and are not considered an additional service. **NOTE:** For adaptations within mainstream classrooms, there must be documentation that these adaptations specifically address the ELL/ALA needs identified in the student's English Language proficiency assessment and the AIP.	• pull-out services • ELL specialist support to a classroom teacher or teachers' assistant, • and/or additional services provided in a regular classroom environment.	Ministry requirements. Whether the plan for service was in place by September 30, 2019. Whether there are adaptations to the programs which support the goals in the AIPs of the students.	student's services are in evidence at the time of the September 30, 2019 claim by: • Examining the schedule detailing the nature of service provided. • Examining specialized services being provided to the student by reviewing teacher logs, timetables, etc. 3. Ensure that if students receive adaptations within classrooms, these specifically address the needs in the student's English Language proficiency assessment and the AIP goals and objectives. This can be verified by interviewing staff involved and by reviewing file documentation. 4. Verify how the adaptations in the regular program meet the students' ELL/ALA needs. 5. Identify discrepancies on an Observation Sheet and attach supporting evidence.	

Indigenous Education Programs

Students may be claimed for funding under one or more of the three categories of Indigenous Education Programs and Services. A plan for the delivery of these Indigenous Education Programs and/or Services must be in evidence at the time of the September 30, 2019 claim.
Audit Steps: Obtain copy of the school's delivery plan and use as a reference in accordance with the following criteria and audit steps. An Enhancement Agreement (EA) is not the plan. There needs to be an overall plan for service delivery separate from an EA. Service delivery is not date specific but the plan is to include a variety of learning support/cultural services that are spaced throughout the year, connected directly with the plan and dependent on the student's needs. **NOTE:** Cultural events may form part of an Indigenous Education program but do not constitute a program in and of themselves. (Ref. P.10 Form 1701 Instructions)

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
(Ref: K-12 Funding - Indigenous Education Policy) *The Ministry of Education **provides enhanced funding to school age students** of Indigenous ancestry.* *Targeted Indigenous Education funding requires the collaboration of Boards of Education and local Indigenous communities to develop and deliver Indigenous Education programs and services that integrate **academic achievement** and Indigenous culture and/or language.*	Evidence which describes how the programs will achieve the goals of: • Improved student academic performance • Increased student retention, attendance and graduation rates	Is there a plan to address the student achievement of the Ministry goals to develop and deliver Indigenous Education programs and services that integrate student academic achievement and Indigenous culture	**Key Documents:** • K-12 Funding – Indigenous Education Policy • Districts' Enhancement Agreements **Audit Steps:** To obtain an understanding of the program and to have context, perform the following steps: 1. Interview the appropriate staff (take notes) and review relevant evidence, including an enhancement agreement where one exists to gain an understanding of: • The program(s). • How the program(s) is delivered to each funded student.	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
*School age **students of Indigenous ancestry participating in Indigenous education programs and services** offered by public schools **are eligible for Indigenous education funding**.* **NOTE:** the allocation of the supplemental funding is based on individual student's participation not the funding of a program.		and/or language.	• How the program(s) was planned. • The consultative process with parents and community. • How the records of services for individual students participating in the program/service are maintained. 2. Interview the appropriate staff (take notes) to determine the process for program development and implementation for Indigenous students.	
For a student to be reported as receiving an Indigenous Education Program and/or Services, all of the following must be met. (Ref: Form 1701 Instructions, P.10). *The delivery and outcomes of Indigenous programs and services must be documented (Ref. K-12 Funding – Indigenous Education Policy)*			**Audit Steps:** Using Ministry generated sample of students reported as receiving Indigenous Education supplemental funding, perform the following audit procedures:	
1. *Evidence that the student has self-identified as being of Indigenous Ancestry (First Nations, status and non status; Métis; and Inuit);* *Indigenous Ancestry is determined on a voluntary basis through self-identification.* (Ref: K-12 Funding - Indigenous Education Policy and Form 1701 Instructions, P.5) **Interpretation:** Only the student, parent, or guardian can "self-identify", not bands or district staff. The school must be able to support that self-identification has taken place.	Confirmation that students claimed for funding have self-identified. Confirmation that students and/or parent/guardian have the opportunity to amend their declaration of Indigenous Ancestry upon request.	Whether students have self-identified as being of Indigenous Ancestry.	1. Examine school records for evidence of student self-identification of Indigenous Ancestry. The evidence must show that self-identification of Indigenous ancestry has been made by the student or parent/guardian on the student's behalf. Examples of self-identification are: • a letter, telephone conversation records, indication on the student registration or permanent record cards including electronic data, facsimile confirmations, email confirmations. **Note:** While self-identification can be changed at any time, if a District reports the student as being of Indigenous ancestry (one of the requirements for the supplemental funding) on Form 1701, then there must be evidence to substantiate self-identification at the time of the Form 1701 claim. 2. Interview the staff to determine the change process for a student's Indigenous ancestry designation. 3. Identify discrepancies on an Observation Sheet and attach supporting evidence.	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
2. *Evidence that the parent or guardian of the student has been consulted;* **Interpretation:** Consultation - represents communications between the **school** and **parent/guardian**. Parental consultation should be **confirmed yearly** by the school to ensure eligibility before reporting student claims.	Documented communication between the school and the parent/guardian.	Whether there is communication between the school and the parent/guardian.	**Audit Steps:** 1. Interview appropriate staff to determine the process used to consult with the parents or guardians of each student. 2. Obtain evidence that the process is being followed such as: • Letter to parents. • Telephone logs. • Record of communication between parent and staff. 3. Identify discrepancies on an Observation Sheet and attach supporting evidence.	
3. *Evidence that the Indigenous Education Programs and Services have involved the Indigenous communities in planning and delivery, either through direct involvement or through a process of informed consent;* **Note: Informed consent** means that information has been given (in writing or verbally) to the local Indigenous communities and they were given the opportunity to respond. *Initial lack of consensus with the local Indigenous Communities does not preclude the responsibility of the board of education to deliver programs and services for Indigenous students.*	Confirmation that the Indigenous communities have been given the opportunity for ongoing participation in the planning and delivery of the Indigenous Education Program.	Whether the Indigenous communities have ongoing involvement in the planning and delivery of Indigenous Education Program.	**Audit Steps:** 1. Interview appropriate staff to determine how the local communities (on and off reserve) have been involved in the planning and delivery of the Indigenous programs. 2. Obtain evidence supporting direct involvement or informed consent. Some examples of direct involvement include: meeting minutes, agreements, memorandums of understanding, etc. **Note:** Conclude that Audit Criteria Item 3 has been met if there is a Ministry recognized enhancement agreement in place and there is evidence of ongoing community involvement. 3. Identify discrepancies on an Observation Sheet and attach supporting evidence.	
4. *Evidence that the Indigenous Education Program is in addition to any other programs and services to which the student is eligible.*	Evidence of the additional Indigenous Educational Program services provided for each student claimed.	Whether the program/service is *additional to any other programs and services to which an Indigenous student is eligible*	**Audit Steps:** 1. For each of the students, interview staff to: • develop an understanding of the nature of the program/services, and • identify whether the student is receiving a Language and Culture program and/or support services program.	

Criteria	We are looking for:	What the analysis will allow us to say:	Audit Program	Auditors' Initials
Note: *Indigenous Education funds must not replace Special Education funding and must not be used for the delivery of BC First nations Studies 12, English 12 First Peoples or the delivery of any other course leading to graduation* (Ref: Form 1701 Instructions, P.10) **Note:** Support blocks are not to be used as the sole method for Indigenous Education services. (Ref: Form 1701 Instructions, P.15) *Funds provided to Boards of Education for Indigenous education programs are targeted and must be spent on the provision of these programs and services.* (Ref: K-12 Funding – Indigenous Education)		*(Ref. K-12 Funding-Indigenous Education Policy).*	2. Verify whether the student's program/services is in addition to any other funded program or service. The following may be used as evidence: program schedules, student timetables, logs, program outlines, daybooks, attendance, etc. ***Note:*** *Many programs designed for Indigenous students may be inclusive of all students and/or may be designed to increase cultural awareness. As such, the presence of non-Indigenous students in such programs may be appropriate under the policy.* ***Cultural events may form part of an Indigenous Education program but do not constitute a program in and of themselves.*** *(Ref. P.10 Form 1701 Instructions)* 3. Identify discrepancies on an Observation Sheet and attach supporting documentation.	
5. Evidence that the Indigenous Education programs and services provide a continuum of substantive learning experiences and/or support services throughout the school year. **Examples of services include:** Elder, peer or community counselling; Indigenous tutorial assistance; other services identified through the implementation of an enhancement agreement. **Note:** This is not intended to be an evaluation of the program itself.	Verification that there is a planned continuum of learning experiences and/or support services provided to the student throughout the year.	Whether the Indigenous Education Program provides a range of substantive learning experiences and/or support services to each student throughout the school year.	**Audit Steps:** 1. Determine whether the programs/services provide a variety of relevant learning experiences/support throughout the school year for each student claimed. **Indigenous Support Services-Questions to Consider:** • Are the support services planned and developed to assist the success of Indigenous students in the school? • Does the student's program provide purposeful support services throughout the school year? • Are the Indigenous support workers or services available to the students throughout the year? • Are the services provided, to each student, by personnel who are familiar with and sensitive to the values, beliefs and needs of the Indigenous communities? 2. Identify discrepancies on an Observation Sheet and attach supporting evidence.	