



**Ministry of Education and Child Care  
Resource Management Division**

**2022/23 K-12 Enrolment Audit**

**AUDIT REPORT**

**SCHOOL DISTRICT No. 60 (Peace River North)**

## **2022/23 K-12 ENROLMENT AUDIT REPORT SCHOOL DISTRICT No. 60 (Peace River North)**

### **Background**

The Ministry of Education and Child Care 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 and Child Care annually conducts Kindergarten to Grade 12 (K-12) 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 2022/23 school year, boards of education reported a total of 560,346.9379 FTEs in Kindergarten through Grade 12. School District No. 60 (Peace River North) reported a total of 6,113.3750 FTEs or 6,373 students, including 545 students for English Language Learners (ELL) and 1,267 students for Indigenous Education.

### **Purpose**

The purpose of the K-12 Enrolment audit is to provide assurance to the Ministry of Education and Child Care 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 Enrolment audit was conducted in School District No. 60 (Peace River North) during the week of March 6, 2023. The schools audited were:

- North Peace Secondary School
- Energetic Learning Centre

The total enrolment reported by these schools on September 29, 2022, was 1,295.5000 FTEs, of which 497 student files were reviewed. The review was extended to include all reported students for analysis when the school-wide issues were identified by the audit team.

For each of the schools audited, a segment of the students reported in the 2022/23 school year were selected for review.

An entry meeting was held on March 6, 2023 with the Superintendent, Principal of both facilities, District Principal, Indigenous Education-District Principal, Vice-Principal of Energetic Learning, two Vice-Principals of North Peace Secondary, Director of Instruction, District Principal-Careers, and District Principal-Inclusive Education to review the purpose of the audit and the criteria for funding as outlined in the Form 1701 Instructions.

The audit team worked out of North Peace Secondary to review student files from both facilities, interview staff, and conclude on their observations. The audit team followed a process which gave district/school 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.

An exit meeting was held on March 10, 2023 with the Superintendent, the Principal of both facilities, District Principal, Indigenous Education-District Principal, Vice-Principal of Energetic Learning, Vice-Principal of North Peace Secondary, Director of Instruction, District Principal-Careers, Secretary-Treasurer, and District Principal-Inclusive Education. At the exit meeting the auditors presented their preliminary results and clarified any outstanding issues.

The audit included the enrolment reported in the 2022/23 school year. The areas audited were:

- Verification teachers were certified with the Teacher Regulation Branch (TRB) as at Fall Collection date.
- September 29, 2022, enrolment and attendance verification
- Ordinarily Resident
- School-Age Grade 10 to 12 Course Claims
- Special Education Supplemental Claims
- English Language Learning Supplemental Claims
- Indigenous Education Supplemental Claims
- Post-Secondary Transition Programs with Post Secondary Institutions and Industry Association partners

Prior to the audit visit, the auditors undertook a verification of the school-assigned teachers' status with the Teacher Regulation Branch. Two teachers were verified to not be certified by the TRB.

## **Observations**

The auditors found that:

- While there was no evidence of a School Board Policy standardizing B.C. residency procedures amongst the District schools, there is a process available on their website. The website informs parents/guardians about what documents are required by the District when enrolling. The registration form used by the schools indicates the residency evidence provided.
- The District currently does not have a withdrawal policy. As per the [Provincial Letter Grades Order](#) assigning a 'W' (withdrawal) is to be undertaken *according to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.*

- At North Peace Secondary:
  - Overall student attendance was good. There was evidence of students in attendance at the September claim date, and generally remained in attendance.
  - The files were well organized and the North Peace Secondary leadership and support staff were quick to provide evidence and proof of residency.
  - There were a variety of courses offered at North Peace Secondary to encourage student engagement, interest, and success.
  - There were only a few course changes once student timetables were finalized in September, reflecting positively on the efforts of staff in supporting students selecting courses that meet both graduation requirements as well as student interests and needs.
- At Energetic Learning Campus
  - Student attendance was positive.
  - The School has created an array of courses for the students. Of special note is the Aboriginal Culture: Learning from Elders 10.
  - Student reports were well written and included evidence of student voice.
  - Student files were organized and in most instances contained the required evidence.
- 35.6250 school-aged Grade 10 to 12 FTEs claimed for funding were enrolled and attending classes taught by non-certified individuals. It was verified that the instructors were without certification by the Teacher Regulation Branch (TRB) which led to a systemic review of the FTE claims. In accordance with the [School Act](#) Sec19: *“a board must not employ a person as a teacher, principal, vice principal, director of instruction, superintendent of schools or assistant superintendent of schools unless that person (a) holds a certificate of qualification as a teacher, or (b) holds a letter of permission to teach issued under the Teachers Act”* and the [K-12 Funding-General Policy](#): *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”*.
  - Currently the District does not have a stated process and/or procedures to ensure that individuals hired as teachers are in good standing with the TRB nor to have received the required certification.
  - The District does not have a current practice to ensure that an up-to-date criminal records check has been completed prior to employment as a teacher working with children.
  - The District has relied on the new hires to complete the application process with the TRB, to undertake a criminal record check, and to obtain the required documentation.
  - One individual, a recent graduate from another province, was without the required B.C. certification. The District provided the information to the teacher for their application to the TRB. There was no follow up by District staff until November 2022, which consisted of a probing e-mail, with no response, and then another email contact in January 2023. Even though the District was aware that this individual was not certified, there was no other effort made to address the urgency of the requirement for the individual to be certified in the province of British Columbia. While the individual had a previous criminal record check completed in another province in 2021, no effort was made by the District staff to ensure a criminal records check was completed prior to their employment.
  - A second individual, previously employed by the District, had taken an extended leave. During their absence they allowed their certification to lapse. The awareness of this situation came to light during the District staff’s preparation for the audit. There was no

current evidence of the certification for this teacher and/or evidence of the timelines for potential re-certification.

- It was verified by the TRB that this individual's certification was cancelled as at November 1, 2022. In this instance only, given the cancellation was subsequent to the September claim date, the first semester's educational sessions (84 course claims or 10.5000FTE) could be considered eligible and were not recommended for recovery.
- Neither of these individuals had evidence of required certification at the time of the audit nor into the month of April.
- A third individual employed on a Letter of Permission (LOP) was teaching a class outside of their current LOP parameters. After working with the TRB, during the audit process, the Ministry was able to establish permissions for this teacher to have their LOP adjusted to include the position they are currently working in. In this instance only, there were no recommended adjustments. The District must ensure that any teachers hired on a LOP are engaged in teaching activities that fall within the definition/permissions of their LOP.
- 3.1875 school-aged Grade 10 to 12 FTEs were without evidence of attendance as at the Data Collection claim date.
- Six students claimed as receiving supplemental supports for English Language Learning (ELL) had no evidence of ELL services.
  - One student was not in attendance and received no service.
  - Five students had no evidence to demonstrate requirements related to the provision of services were being met as required in the [ELL Policy and Guidelines manual](#), the [K-12 Funding-English Language Learning Policy](#) and the Form 1701 Instructions.
- For the District's provision of ELL supports there is a District Principal, two ELL itinerant teachers providing support, in-service and resources to school-based ELL teachers. Both of the schools audited had ELL teachers on-site with evidence of staff committed to supporting their students in English language acquisition.
  - The District staff have developed a comprehensive common template for the annual instructional plan with student data, assessment information, goals, service schedules, teacher consultation, and ELL support and adaptations. The plan is also designed to demonstrate how students progress in language acquisition from one year to the next.
  - While the annual instructional plans were dated after September 29, 2021, only the year was recorded (2022) and the forms were not signed by the ELL teacher(s).
  - Student progress, in the acquisition of English proficiency, was included with the regular anecdotal comments for each course, as part of the Student Progress Reports. Several ELL comments were cut and pasted into the incorrect student's progress report.
  - At North Peace Secondary, the ELL teacher offers service to students by providing adaptation checklists to classroom teachers, as well as one-on-one pull-out support to students. Students have the option of going to the ELL teacher's room when they need assistance with their work. Students requiring ELL support services are generally timetabled together in English Studies 12 and Composition 11, taught by the ELL teacher, as an extra support for students in addition to the supplemental servicing.
    - The teachers' timetables did not identify a specific schedule of service for individual students. A few students did not receive any service in the first semester resulting in limited evidence the students received continuous ELL support throughout the school year. As indicated in the Form 1701 Instructions: *"For secondary students there*

*must be some evidence of support services in September although it may be appropriate to increase the level of service in the second semester based on schedule of the student's courses or course load. Service that is deferred entirely to a later time (i.e., there is no support or planning in evidence at September 29) will not be funded."*

- The secondary school did not have schedules for delivery of service for each student that outlined the frequency of ELL services and capturing the specificity of the type of services or skills to be developed or to be provided.
- The secondary school did not have a stated process as to how they facilitated collaboration between the ELL teacher and classroom teachers to support English language skill development.
- At the Energetic Learning Campus, the ELL teacher provides in-class support to students as well as scheduling students for small group instruction and/or one-on-one support. Classroom adaptations were also identified. There was a schedule that outlined the type of ELL support each student received to support English language acquisition.
- The District offers students a wide variety of career options including Work Experience (WEX), Youth Train in Trades (TRN), Youth Work in Trades (WRK), Trades Sampler and dual credit courses. There is a strong affiliation with Northern Lights College and the Ft. St. John campus has many programs available to the District's students.
  - Due to the volume of clarifications required for the career files audited it was not possible to complete the sample.
  - The majority of the forms in the career files did not identify the district, the school, the course or the information it was gathering. Nor did these forms include dates or signatures. There was no consistency with the forms throughout the District.
  - Transition Plans in student TRN and WRK files were mostly complete. As per the [Recognition of Post-Secondary Transition Programs for Funding Purposes policy](#), students in post-secondary transition programs must annually update and sign a planned program of courses. This program plan is to list their transition program courses, including when and where they will be taking their post-secondary courses ensuring all requirements meet the obligations for the Grades 10 through 12 programs toward graduation.
- 25,000 school-aged Grade 10 to 12 FTEs were claimed for WEX12B with no verifiable evidence aligned with the required directives of the [Elective Work Experience Courses and Workplace Safety Policy](#), the [Work Experience Order M237/11](#), or the [Work Experience Program Guide](#). There was no evidence WEX12B were in process nor would be undertaken and the evidence for the WEX12B claims did not meet the Ministry requirements, including the Elective Work Experience policy says: *In order to be reported as a Ministry-authorized work experience course, the work experience must be supported and monitored by the school and consist of authentic workplace experiences.*
  - Grade 10 students at Energetic Learning Campus were enrolled in WEX12A and 12B. Almost all of these course claims were found to have been scheduled on or just before the September claim date as verified by the Course ADD/DROP forms available in the student files. Very few of these Grade 10 students had engaged in their WEX program or pursued an authentic work placement.

- Students are routinely enrolled in both WEX12A and 12B at the same time. Typically these options are year-long courses. The majority of students were verified to have attempted WEX12A, rarely continuing with WEX12B.
- It was verified that most students enrolled in WEX12A often completed a set of activities referenced by the District as ‘Pre-Placement’ and had not yet pursued an authentic work placement after significant time into the school year (March 2023).
- The District’s Career Education program utilizes various Training Plans integrated with a Work Placement Agreement.
- There was no evidence in the WEX12B course materials of a separate and distinct training plan. The only evidence provided was a multi-paragraph description for what students would do after WEX12A. Currently students are required to complete a series of administrative tasks, not specific to a future authentic work placement that aligns with potential goals/job-related skills.
- A sample of supplemental Indigenous Education claims were reviewed at both sites. During that review the following was identified:
  - Elders are involved on an ad-hoc basis, with each school operating independently. It was shared during the audit that the District is working on a protocol to provide a standard process for inviting Elders into the schools.
  - Support workers provide direct assistance to students and liaise with staff. Their duties include the offering of culture and language when it is approved by the Nation(s).
  - The Schools have developed a process to provide support to Indigenous students who are at risk and are currently expanding this to include non-Indigenous students. Students are supported with resources like Monisha’s Learning Journey and the Response To Intervention (RTI) Mitigation Plan.
  - The Schools provide support to Indigenous students by involving families and the community in the student’s education program. This was demonstrated through the various supports and processes that are in place at the schools.
  - It was indicated during the audit that the District is open to looking at best practices and other ideas that are put forward by staff, the communities, and the students. Eight representatives were sent to the recent conference in Winnipeg which resulted in the implementation of a group program for girls.
  - It was shared during the audit that the District is pursuing ways to include the three local Nations, the general community, Métis representatives, the staff, students, and parents in support programs. This includes consideration of how local culture can be incorporated into the curriculum.
  - Annual meetings are held at Camp Cameron and are used to develop the plans for the school year as well as providing strategies for the Indigenous support team. This is to be expanded to include administrative and school teams.
  - As part of the targeted funding, a transition coach has been added to support Indigenous students with issues encountered when entering the middle and high school.
  - Administrative functions, such as paperwork and staff contacts are noted in the Student Detailed Report. Currently the Indigenous Care Workers (ICW) do not formally record their direct student contact due to time constraints.
  - While presentations are made to various classes and recorded as student supplemental services, attendance is not taken and there were instances where students were absent on those dates.

- Three students reported as receiving a supplemental Indigenous Education program and/or service were verified not to have received any services and/or support in accordance with the [Form 1701 Data Collection Instructions](#) and the [K-12 Funding-Indigenous Education policy](#).
- **BAA Choice 10, 11 and 12** were all verified to have the same goals, descriptions, outcomes, and evaluation. These full year sessions are scheduled for one hour a week (a maximum of 40 hours) for each level of the course, plus an online sign-up/task. Many of the ‘choices’ offered to students include remedial work, completion of assignments, projects, and general support. All students are required to be enrolled (not an option) and are assigned to the Vice Principal who ‘manages’ a class of 991 students. This BAA outline was submitted to the Ministry’s Curriculum Branch for evaluation and was verified not to be a BAA option. The content of the course, the educational approach and the method of classroom assessment and reporting do not align with the requirements for a BAA course. Offering this course in the future is as a Locally Developed (LD) option and only if it aligns with the LD directives of the [Graduation Handbook of Procedures](#): *“Locally Developed (LD) courses **are non-credit courses that have been created or modified by a Board/Authority as part of a local program.** LD courses may include preparatory, replacement curriculum, or replacement learning standards. Reporting Locally Developed Courses to the Ministry Core course codes that cover a wide range of subjects commonly reported by districts **for students completing a School Completion Certificate Program** are available in the online Course Registry. **Reminder Boards of Education and Independent School Authorities must have an approval process in place for using locally developed course codes. Generic course titles/descriptions should be customized to reflect meaningfully the actual course content...These customized titles will be printed on the student’s transcript, providing a meaningful record of student work...Boards/Authorities should approve and report to the Ministry all non-credit Locally Developed (LD) courses. Where grades or percentages have been assigned, students will be issued transcripts showing all credit and non-credit courses”***
  - In this instance only, there are no recommended adjustments as eligible students can take LD courses and districts funded for them but as non-credit LD courses, not BAA courses.
  - While reviewing the District’s BAA courses it became evident that there were issues with several options, including those with significant overlap of the provincial curriculum content or hybrids of two or more Ministry courses. In addition, several courses were no longer current or used in the District.
- A total of 40 special education supplemental claims were reviewed. There were no recommendations for reclassification in the Physically Dependent (Code A), Moderate to Profound Intellectual Disabilities (Code C), Visual Impairment (Code E) and Requiring Intensive Behaviour Intervention or with Serious Mental Illness (Code H) categories.
  - Of the 17 student claims reviewed in the Physical Disability or Chronic Health Impairment category (Code D):
    - one student claim was recommended for reclassification to Code H, and
    - one student claim was recommended for declassification from any special education category.
  - Of the five student claims reviewed in the Deaf or Hard of Hearing category (Code F):
    - one student claim was recommended for declassification from any special education category.
  - Of the seven student claims reviewed in the Autism Spectrum Disorder (Code G):



- one student claim was recommended for declassification from any special education category.
- Overall the files were well organized providing easy access to the required evidence. The Inclusive Education staff responded quickly to the requests for clarification or additional information. Each clarification was thorough, handled with integrity and returned quickly. It was evident that the staff knew the students well.
- Many of the files did not have transition goals for students in Grade 12.
- Many of the IEPs did not have measurable criteria for the objectives nor evidence of assessment of goal achievement.
- In some instances, in Code D and Code G, the diagnosis indicated that the student was mildly affected and noted in the documentation that the student could improve. Aligned with the current eligibility directives, a diagnosis does not necessarily result in a designation. If designated, the effect of the condition on functioning and learning as well as the amount of support needed could change as independence increases.
- There were instances where there was no evidence, initially presented, of coordinated, across-agency and community (integrated case management/wrap around) for Code H claims.
- One Code D student withdrew on January 3, 2023. As a result of the withdrawal, the student's IEPs from 2021 and the Fall of 2022 were not available. There was evidence of the IEP planning meeting held on October 5, 2022 by District staff. The minutes from that meeting indicated what goals and strategies would make up the IEP. The audit team used this evidence along with the report card to verify an IEP was in place at the claim date.
- One Code D claim had no evidence to confirm that the student's functioning and education was significantly impacted by the chronic health condition. There was no evidence to support the extent and impact of the medical condition was such that there was a need for significant support services. There was evidence meeting the criteria for Code H based on the Instructional Support Planning Process and the support of an outside agency.
- One student claim in Code D was without evidence of significant support services to meet the needs of a chronic health impairment. There was no evidence of an IEP for the last two years and the student withdrew from the District at the end of October 2022. Without evidence to meet the category designation nor of service provision to support the criteria for any special education supplemental servicing, the claim was recommended for declassification.
- One student was claimed in Code F due to a unilateral hearing loss as a result of a neuromuscular disability. It was verified that the hearing loss was in the mild to moderate range. To qualify for a Code F designation, the unilateral hearing loss must be moderate to profound and there must be an annual assessment of hearing. There was evidence of an assessment dated June 2020 only and no IEP was written for the current school year. Without evidence of service provision to support the criteria for any special education supplemental servicing, the claim was recommended for declassification.
- One Code G claim was for a Grade 12 student diagnosed with mild Autism Spectrum Disorder in June of 2022 and withdrew in the Fall of 2022. Without evidence of service provision to support the criteria for any special education supplemental servicing, the claim was recommended for declassification

## Recommendations

The auditors recommend that:

- The District staff implement a policy and/or procedures for all schools to follow regarding verification of B.C. residency.
- The District staff create a withdrawal policy consistent with the requirements of the Provincial Letter Grades Order.
- The District staff 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).
- The District staff create a process to track and verify that all staff teaching the Kindergarten to Grade 12 students hold a certificate of qualification as a teacher, or a letter of permission to teach aligned with the *Teaching Profession Act* and the *School Act*.
- The District staff ensure that any teachers hired on a Letter of Permission (LOP) are engaged in teaching activities that fall within the definition/permissions of their LOP.
- The District staff ensure that all employees have a current Criminal Records check as per the [Criminal Records Review Act \(CRRRA\)](#). The purpose of the *Act* is to help prevent the physical and sexual abuse of children. Persons who work with, or potentially have unsupervised access to children are required to have a criminal record check. The District staff must develop a process/policy to ensure criminal record checks are undertaken prior to any staff being assigned to work with children.
- Schools claim only those students who are enrolled and attending as at the Data Collection claim date.
- The District cease offering the BAA courses: Choice 10 YMIS—0C (2 Credits), Choice 11 YMIS—1C (2 Credits) and Choice 12 YMIS—2C (2 Credits). This curriculum was verified **not** to be a BAA option. If the district wishes to offer this course in the future it will need to do so as a Locally Developed option but only if it aligns with the LD directives found in the Graduation Handbook of Program Procedures: [www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook\\_of\\_procedures.pdf](http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf).
- The District undertake a review process of their BAA courses currently being offered to ensure the criteria of the [BAA Requirements and Procedures Guidebook \(2019\)](#) are met including the current BAA course YCOT- 2A-001 *Introduction to Secondary School Apprenticeship* as it has significant and, in some segments, identical overlap to existing Ministry courses undertaken by students enrolled in trades programs.
  - The [Board Authorized Course Order M285/04](#) says: “A board may not offer a Board Authorized Course to students as meeting the Minister’s requirements for graduation until the superintendent for the school district and the board have approved the Board Authorized Course in the manner and form required by the Minister. No Board Authorized Course shall be offered for use in a school as meeting the Minister’s requirements for graduation until the board (a) on receipt of a request of the superintendent for that school district, approves the Board Authorized Course, (b) has submitted the required information in the manner and form required by the Minister”...and
  - ensure curriculum is in accordance with the [BAA Requirements and Procedures Guidelines](#): *BAA courses are not: Courses with significant overlap with provincial*

*curriculum content: This includes adapted courses, partial versions of Ministry courses, and hybrids of two or more Ministry courses. Remedial courses or those preparatory in nature: For example, a math course designed to help students who have completed Foundations of Mathematics and Pre-calculus 10 that provides review and remediation before they enrol in Foundations of Mathematics 11; or a writing course designed to help students develop the skills needed to meet the learning standards of Creative Writing 10. A modified course: For example, a social studies course designed for Grade 10 students with intellectual disabilities with significantly different learning standards from Ministry Social Studies 10. An adapted course: Adaptations are teaching and assessment strategies specifically designed to accommodate a student's needs so they can demonstrate that they are meeting the learning standards of the curriculum. A student working to meet learning standards of any Grade or course level may be supported through use of adaptation. Further, ensure the approval guidelines are also met: "Approval Process for Board/Authority Authorized Courses – Schools must have the approval of their Superintendent and Board...prior to offering a BAA course".*

- *Board/Authority BAA Approval Process Schools must have the approval of their Boards of Education or Independent School Authorities prior to offering a BAA course, regardless of whether the course has already been approved in another jurisdiction.*
  - *Step 1: Submit the completed BAA Course Framework along with the BAA Course Form to the Superintendent for approval/signature.*
  - *Step 2: Superintendent submits the approved BAA Course Framework along with the BAA Course Form to the Board for approval/signature.*
  - *Step 3: Board retains a copy of the framework for the Ministry upon request.*
  - *Step 4: Boards send an electronic copy of the BAA Course Form to the Ministry at [EDUC.GradStandards@gov.bc.ca](mailto:EDUC.GradStandards@gov.bc.ca).*
  - *Step 5: Boards ensure that schools are reporting the course with the same course title (as approved by the board) and with the same four or five letter course code (i.e. YVPA), as indicated on the BAA Course Form.*
  - *Step 6: Boards are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Board.*
- If the secondary schools intend to have students of varying grade levels (Grades 10 through 12) enrolled in WEX12, the District staff need to create a formal tracking system for students to ensure they are not claimed for WEX12 that has been previously reported. Additionally, all staff tasked with the provision of WEX12 must be knowledgeable of and adhering to the Ministry directives found in the [Elective Work Experience Courses and Workplace Safety Policy](#), the [Work Experience Order M237/11](#), and the [Work Experience Program Guide](#)
- Currently the District utilizes a variety of training plan formats which do not capture all criteria for the WEX12 training plans or the requirements for the WEX12 Work Placement Agreement. These forms are to be standardized for use throughout the District and be used consistently at all sites. All information on the forms are to meet current Ministry guidelines and directives. All forms are to be signed and dated as required, and consideration be given to developing WEX12 training plans (for each WEX12 claim describing the student's work place responsibilities) that are separate from the Work Placement Agreement. A WEX 12B training plan must describe new/discrete responsibilities from those in WEX12A.

- The District staff ensure that there is evidence of a student training plan in place for use by student and employer articulating the skills and areas of knowledge to be developed during the work placement for each WEX 12A and WEX12B course. Each student training plan must be signed before reporting students for ministry course funding and before student starts the on-site placement.(Ref. [WEX Program Guide](#)) and there is evidence the students are covered by WorkSafe BC.
- The District staff ensure that, in accordance with the WEX Program Guide and the WEX Policy, all students have had an in-school orientation specific to the performance of tasks and responsibilities related to work placements in addition to any Career Life orientation.
- The District staff ensure that only eligible student FTEs are claimed for WEX12 and that the students are receiving an educational program and instructional component in accordance with all Ministry directives related to WEX12 including evidence to verify those claims. Should the District staff choose not to follow the Ministry Authorized WEX12 directives, at the discretion of educators, students could be awarded credit in accordance with school determinates, but these educational options are not eligible for funding.
- The District and the career assigned staff ensure all post-secondary institution transition claims for funding align with the directives of the [Recognition of Post-Secondary Transition Programs for Funding Purposes Policy](#). For eligible post-secondary institution claims, the result is dual credit: credit is recognised towards the student’s planned program to graduation and post-secondary credit is achieved for the unique curricular requirements for the specific occupation or career pathway identified by the student in their transition plan.
- The District’s career staff ensure all reporting of four credit courses for the TRN programs are claimed correctly including the number of courses reported for funding. As stated in the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy: *For the reporting of modular courses (i.e., 12A thru 12J) representing a dual-credit transition program through the 1701 data collection process, consider each four credit course as approximately 120 hours.*
- The District’s career staff update the current transition plan to incorporate all the required information including location of the TRN program, start/finish dates, and specific occupation in accordance with the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy: *Students in post-secondary transition programs annually update and sign a planned program of courses. This program plan lists their transition program courses, including when and where they will be taking their post-secondary courses.*
- Moving forward the District staff tasked with TRN and WRK programs ensure all information is properly dated and the hours are in alignment between all documents. Additionally, that the dual credit options be re-examined to ensure accurate data is reported and Ministry requirements are met.
- The District ensure that only those students provided with the Indigenous Education support programs and/or services reported for supplemental funding are in accordance with Ministry directives.
- Schools will need to develop a procedure to ensure the provision of Indigenous support services to each student claimed, including those participating in the “off-campus” programs.
- The District staff ensure that appropriate staff connect with Indigenous students and that those supports/services/contacts be accurately recorded in the Student Detailed Report and not rely on administrative details as evidence of personal contact with the students.

- The District staff develop a mechanism for Indigenous Care Workers (ICW) to accurately record information about the provision of the supplemental service for each student.
- The District schools ensure that when Indigenous presentations are made in relation to the Indigenous supplemental funding that accurate student attendance is recorded.
- The District schools ensure that the requirements for supplementary ELL funding, as set out in the Form 1701 Instructions, the [K-12 Funding–English Language Learning Policy](#) and [ELL Policy and Guidelines](#), are met before each student is reported for this supplemental funding.
- The District schools ensure that the ELL annual instructional plans are appropriately dated (day/month/year) and that these forms are duly signed by the ELL teacher(s).
- The District schools ensure students receive continuous ELL support throughout the school year.
- The District schools ensure that schedules for delivery of ELL services, for each student, are developed outlining the frequency of ELL services and capturing the specificity of the type of services, or skills to be developed, or to be provided.
- The District schools establish a process to facilitate collaboration between the ELL teacher and classroom teachers to support English language skill development.
- In accordance with the ELL Policy and Guidelines, the Form 1701 Instructions and the K-12 Funding–English Language Learning Policy, the District ensure that accurate progress reports in the acquisition of English are reported to parents in regular reporting periods and contain specific information on the students’ progress in ELL (i.e., descriptions of what the student can do, areas in which further attention or development is required, ways of supporting the student learning, and general comments on the student achievement in ELL).
- The District’s Inclusive Education staff ensure that IEPs have transition goals when appropriate and that all objectives have a method of measurement and regular reporting on goal/objective achievement.
- The District’s Inclusive Education staff consider a review system for students claimed in Code D, Code G and Code H to determine if the designation criteria continues to be met before a supplemental classification is reported.
- The District’s Inclusive Education staff ensure that all IEPs and supporting document for Form 1701 claims are available and in evidence for the year the student is claimed.
- The District’s Inclusive Education staff ensure that all students claimed in Code D have evidence that the student’s functioning and education is significantly affected by their physical disability or chronic health impairment, and that the extent and impact of the medical condition is such that there is a need for significant support services.
- The District’s Inclusive Education staff ensure that planning across agency and community (integrated case management/wraparound service) is in evidence for each student claimed in Code H.
- The District’s Inclusive Education staff ensure that all Code F student claims have evidence to fully meet the criteria as set out in the [Special Education Manual of Policies, Procedures and Guidelines](#).
- The District’s Inclusive Education staff ensure that all students with a Code G designation are receiving special educational services to address the needs identified in the assessment documentation that are beyond those offered to the general school population and are proportionate to need.

- A return audit be scheduled to ensure the recommendations in accordance with Ministry directives are put into practice, in particular the eligibility issues with career claims, BAA courses and Teacher Certification.

### **Auditors' Comments**

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