

AUDIT Requirements – Type 3 Facility: Alternate Education

School: _____

Date: _____

Type 3 Facility: Alternate Education

*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.*

Criteria	Comments
<div> <div></div> <div>Copy of Birth Certificate (proof student is school aged)</div> </div>	<p>Parents/guardians must provide ONE of the following documents for their child for verification:</p> <ul style="list-style-type: none"> • Birth Certificate • B.C. Drivers Licence/BCID • B.C. Services Card/Care Card • INAC Status Card • Passport/Nexus pass <p>Proof of Canadian Citizenship or Permanent Resident Status Parents/guardians must provide ONE of the following documents for both child and parent for verification:</p> <ul style="list-style-type: none"> • Canadian Birth Certificate • Canadian Passport • Canadian Citizenship Card • Landed Immigrant Documentation <p>Permanent Resident Documentation/card</p>
<div> <div></div> <div>Copy of BC Services Card or evidence of other documents used for proof of BC residency</div> </div>	<p>Proof of BC Residency Every parent/guardian registering a child must prove BC Residency by uploading ONE of the following documents to the Parent Portal*:</p> <ul style="list-style-type: none"> • BC Drivers Licence • BCID • BC Services Card (Care Card)

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<input type="checkbox"/>	Enrolment/registration forms completed through Portal (and signed if physical paper forms)	
<input type="checkbox"/>	Student attendance summary report first day of school until November 1, 20__ (current year)	
<input type="checkbox"/>	Student timetables for the whole year as of 1701 claim date (ie September 29th)	
<input type="checkbox"/>	Documentation of an intake process to facilitate district referrals or self-referral	
<input type="checkbox"/>	<p>An annually reviewed learning plan for each student that includes:</p> <ul style="list-style-type: none"> • Date of review • Plan that clearly defines the objectives for the student, additional services provided, progress made, and any transition plans • An exit strategy to facilitate the student's transition back into the regular school system, continuing education centre, graduation or to work or to post-secondary training and education • Evidence of additional services as required by the student population (ie. youth workers, drug and alcohol counsellors and/or sessions etc.) 	Additional services provided in an alternate program must be in addition to any services provided through Indigenous Education, Inclusive Education, and/or ELL/ALA 1701 claim
<input type="checkbox"/>	Student most current report card	
Indigenous Education		Comments
<input type="checkbox"/>	Evidence of self-identification as Indigenous Ancestry	As indicated on registration completed on Portal or verification form.
<input type="checkbox"/>	Parent/guardian consent for the delivery of Indigenous Programs and/or Services signed by the caregiver by end of September	Consent letter to parents/guardians from Indigenous Education department within file.
<input type="checkbox"/>	Evidence of consultation with caregivers	Consent letter to parents/guardians from Indigenous Education department within file.
<input type="checkbox"/>	Evidence that the Indigenous Education Programs and Services have involved the Indigenous communities in planning and delivery.	Agendas and minutes from Indigenous Education Committee.

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<input type="checkbox"/>	Evidence that the Indigenous Education Program is in addition to any other programs and services to which the student is eligible.	<ul style="list-style-type: none"> • IESW and IEHT schedule. • AIMS data • Cultural calendar
<input type="checkbox"/>	Evidence that the Indigenous Education Programs and Services provide a continuum of substantive learning experiences and/or support services, throughout the school year.	<ul style="list-style-type: none"> • IESW and IEHT schedule. • AIMS data • Cultural calendar • Agendas and minutes from Indigenous Education Committee
Inclusive Education Category		Comments
<input type="checkbox"/>	There must be a category checklist and documentation to support that the student has been appropriately assessed and identified as meeting the criteria of the special education category.	
<input type="checkbox"/>	<p>Current IEP dated after Sept 30 of prior year</p> <ul style="list-style-type: none"> • Goals of IEP must correspond to category in which student is identified • Support services must be outlined in IEP <p>Methods for measuring the student's progress in relation to the IEP goals must be outlined</p>	
<input type="checkbox"/>	Evidence that the caregiver has been offered the opportunity to be consulted about the preparation of the IEP	