

2025-2026 AUDIT Requirements - Student Files

Elementary School - Contents of Student File

Criteria	Comments
<input type="checkbox"/> Copy of Birth Certificate (Proof student is school aged)	<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 • Permanent Resident Documentation/card
<input type="checkbox"/> Copy of BC Services Card/Care Card or evidence of other documents used for proof of BC residency	<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)
<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 most current report card	
Indigenous Education	Comments

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<input type="checkbox"/>	Evidence of self-identification as Indigenous Ancestry (Enrolment registration/verification documentation)	As indicated on registration completed on Portal or verification form.
<input type="checkbox"/>	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 (eg; letters, telephone logs, records of communication)	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.
<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"/>	Current IEP dated after Sept 30 of prior year <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 • Methods for measuring the student's progress in relation to the IEP goals must be outlined 	
<input type="checkbox"/>	Evidence that the caregiver has been offered the opportunity to be consulted about the preparation of the IEP	
<input type="checkbox"/>	Evidence that the student is being offered learning activities in accordance with the IEP	
<input type="checkbox"/>	For students in categories A, B, C, D, E, F, G, H: the student must be receiving additional special education services on a regular basis, other than: <ol style="list-style-type: none"> Speech/Language Pathology Counselling Physiotherapy Occupational Therapy Psychology Hospital/Homebound Instruction 	
ELL/ALA Category		Comments

<input type="checkbox"/> ELL proficiency assessment with results that demonstrate identification as eligible for ELL/ALA services (dated after 1701 claim date of the previous year ie September 29 th)	
<input type="checkbox"/> Documentation of a current annual plan for ELL/ALA services (dated after 1701 claim date of the year prior ie September 29 th): <ul style="list-style-type: none"> • Documentation that ELL specialist teacher is involved in the development of the annual instructional plan • That has been designed to meet the needs of the student identified by the English proficiency assessment. • Evidence that the additional services provided include: <ul style="list-style-type: none"> ○ Direct instruction pull-out services ○ ELL specialist support to a classroom teacher or teachers' assistant ○ And/or additional services provided in a regular classroom • <i>note:</i> Speech Language Pathology services and other non-ELL/ALA specific services are not considered to be additional services. • <i>note:</i> reduction of class size by itself is not sufficient services to meet the definition of ESL services • <i>note:</i> Support blocks are not to be used as the sole method for ELL support services • Board Authority/Authorized (BAA) courses are not considered an additional service • <i>note:</i> for adaptations within mainstream classrooms, there must be documentation that these adaptations specifically address the ELL/ALA needs identified in the student English Language proficiency assessment and the AIP 	
<input type="checkbox"/> Documentation that ELL/ALA services delivered by 1701 claim date (normally last school day of September)	

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<input type="checkbox"/> Documentation of the specialized services being provided to each student, in a list or schedule	
<input type="checkbox"/> Evidence that the student's progress in the acquisition of English proficiency is reported regularly to parents in regular reporting periods (ie report card)	