

2024-2025 AUDIT Requirements - Student Files

Secondary School - Contents of Portal and/or Student File

Criteria	Comments
<input type="checkbox"/> Copy of Birth Certificate (proof student is school aged)	Parents/guardians must provide ONE of the following documents for their child for verification: <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 Proof of Canadian Citizenship or Permanent Resident Status Parents/guardians must provide ONE of the following documents for both child and parent for verification: <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 or evidence of other documents used for proof of BC residency	Ordinarily resident in BC is if there are other indicators of continuity in the community and residence for a “settled purpose” including: <ul style="list-style-type: none"> • Persons who have applied for convention refugee status but not yet received determination Persons who have applied for permanent resident status from within Canada
<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__ (of current year)	
<input type="checkbox"/> Student timetables for the whole year as of Sept __, 20__ (1701 date)	
<input type="checkbox"/> Student course change history from first day of school until November 1, 20__ (add/drop course info)	
<input type="checkbox"/> Written documentation RE: Prior Learning Assessment, Equivalencies, External Credential, Course Challenges, Independent Directed Studies (if applicable)	
<input type="checkbox"/> Student most current report card	

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<input type="checkbox"/>	Student Graduation Plan (Grades 10 – 12)	
<input type="checkbox"/>	Evidence of student graduation status checks – student diploma verification or graduation status update report	

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"/> 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: <ul 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 	

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<input type="checkbox"/> Documentation that ELL/ALA services delivered by 1701 claim date (normally last school day of September)	
<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)	
Support Blocks	Comments
<input type="checkbox"/> Evidence of teacher assigned – student timetable in file (eg; where student reports to during support block for instructional service and attendance for support block)	
<input type="checkbox"/> Evidence on 1701 that only 1 support block is claimed per student, per year, in # course leading to graduation (the combined total number of support blocks + courses leading to graduation cannot exceed 8) <ol style="list-style-type: none"> 1. Each support block is to be considered equivalent to 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. 2. Support blocks are not to be reported for school-aged graduates, adult students, or CE or DL schools. 3. In support of students taking DL courses, students cross enrolled in non-DL schools may claim one funded support block per student per school year, as long as the other requirements noted above are met. 	
WEX (Work Experience)	Comments
<input type="checkbox"/> WEX course(s) in student schedule	
<input type="checkbox"/> School ensured when tracking hours related to the work study program segment of WEX 12A/B that each of these four credit courses were only claimed once regardless of the number of reporting periods the student required to complete the work placement component	
<input type="checkbox"/> Contract B - Work Experience Program Placement Agreement Form – signed (Copy sent to SBO)	
<input type="checkbox"/> WorkSafe BC coverage is in place.	

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<input type="checkbox"/>	Students Work Experience Workbook indicating outline, workplace safety, orientation record, training plan, log, evaluation	
WRK (Youth Work in Trades)		Comments
<input type="checkbox"/>	Verification of an in-school orientation (in addition to what was provided for in Career Life Education) a training plan, student monitoring and assessment of learning outcomes are in place	
<input type="checkbox"/>	School ensured when tracking hours related to the work study program segment of WRK 11A/B and WRK 12A/B that each of these four credit courses were only claimed once regardless of the number of reporting periods the student required to complete the work placement component	
<input type="checkbox"/>	Student has a sponsor recognized by the ITA and there is a current ITA registration form completed by the student, career coordinator and ITA recognized sponsor. Sponsor ID# assigned. (hours submitted to ITA)	
<input type="checkbox"/>	Evidence of a training plan for student and sponsor, created by an educator along with ITA sponsor	
<input type="checkbox"/>	Evidence student was monitored and evaluated by a certified educator who assigned the final percentage.	
<input type="checkbox"/>	WRK program type identified on 1701 (eg; XH, XD)	
<input type="checkbox"/>	WRK courses in student schedule	
TRN (Youth Train in Trades)		Comments
<input type="checkbox"/>	Post-Secondary courses in student schedule (eg; TRNV)	
<input type="checkbox"/>	Student Graduation Plan in file indicating planned course of study	
<input type="checkbox"/>	Student is enrolled in a BC Grad Program (student is school aged)	
<input type="checkbox"/>	Career program type on 1701 (eg; XH, XD)	