

## 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)	<p>Parents/guardians must provide <b>ONE</b> of the following documents for their child for verification:</p> <ul style="list-style-type: none"> <li>• Birth Certificate</li> <li>• B.C. Drivers Licence/BCID</li> <li>• B.C. Services Card/Care Card</li> <li>• INAC Status Card</li> <li>• Passport/Nexus pass</li> </ul> <p>Proof of Canadian Citizenship or Permanent Resident Status</p> <p>Parents/guardians must provide <b>ONE</b> of the following documents for both child and parent for verification:</p> <ul style="list-style-type: none"> <li>• Canadian Birth Certificate</li> <li>• Canadian Passport</li> <li>• Canadian Citizenship Card</li> <li>• Landed Immigrant Documentation</li> </ul> <p>Permanent Resident Documentation/card</p>
<input type="checkbox"/> Copy of BC Services Card or evidence of other documents used for proof of BC residency	<p>Ordinarily resident in BC is if there are other indicators of continuity in the community and residence for a "settled purpose" including:</p> <ul style="list-style-type: none"> <li>• Persons who have applied for convention refugee status but not yet received determination</li> </ul> <p>Persons who have applied for permanent resident status from within Canada</p>
<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	

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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"> <li>• IESW and IEHT schedule.</li> <li>• AIMS data</li> </ul> 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"> <li>• IESW and IEHT schedule.</li> <li>• AIMS data</li> <li>• Cultural calendar</li> </ul> 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"> <li>• Goals of IEP must correspond to category in which student is identified</li> <li>• Support services must be outlined in IEP</li> <li>• Methods for measuring the student's progress in relation to the IEP goals must be outlined</li> </ul>	
<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	

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<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"> <li>• Speech/Language Pathology</li> <li>• Counselling</li> <li>• Physiotherapy</li> <li>• Occupational Therapy</li> <li>• Psychology</li> <li>• Hospital/Homebound Instruction</li> </ul>	
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 <sup>th</sup> )	
<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 <sup>th</sup> ): <ul style="list-style-type: none"> <li>• Documentation that ELL specialist teacher is involved in the development of the annual instructional plan</li> <li>• That has been designed to meet the needs of the student identified by the English proficiency assessment.</li> <li>• Evidence that the additional services provided include: <ul style="list-style-type: none"> <li>○ Direct instruction pull-out services</li> <li>○ ELL specialist support to a classroom teacher or teachers' assistant</li> <li>○ And/or additional services provided in a regular classroom</li> </ul> </li> <li>• <i>note:</i> Speech Language Pathology services and other non-ELL/ALA specific services are not considered to be additional services.</li> <li>• <i>note:</i> reduction of class size by itself is not sufficient services to meet the definition of ESL services</li> <li>• <i>note:</i> Support blocks are not to be used as the sole method for ELL support services</li> <li>• Board Authority/Authorized (BAA) courses are not considered an additional service</li> <li>• <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</li> </ul>	

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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)	
<b>Support Blocks</b>		<b>Comments</b>
<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"/>	<p>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)</p> <ol style="list-style-type: none"> <li>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.</li> <li>Support blocks are not to be reported for school-aged graduates, adult students, or CE or DL schools.</li> <li>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.</li> </ol>	
<b>WEX (Work Experience)</b>		<b>Comments</b>
<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"/>	<b>Contract B - Work Experience Program Placement Agreement Form</b> – signed (Copy sent to SBO)	
<input type="checkbox"/>	<b>WorkSafe BC</b> coverage is in place.	

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<input type="checkbox"/>	Students <b>Work Experience Workbook</b> indicating outline, workplace safety, orientation record, training plan, log, evaluation	
<b>WRK (Youth Work in Trades)</b>		<b>Comments</b>
<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	
<b>TRN (Youth Train in Trades)</b>		<b>Comments</b>
<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)	