

ENROLMENT AUDIT ALTERNATIVE PROGRAMS

Ministry of Education

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Contents

1. Background
2. Examples of Alternative Programs
3. Alternative Program Audit Findings
4. Assessing Alternative Program Delivery
5. Independent Study
6. Questions

Background

- Many of the school boards within the province have developed alternative programs and alternative program delivery for students at risk within their school board. The structure of many of the programs may not conform to current funding policy.
- The current enrolment audit cycles include review of alternative schools and alternative program delivery within a school.
- Recent audits have identified significant findings and adjustments related to alternative program delivery.
- The ministry is currently reviewing alternative programs and alternative program delivery internally.
- The ministry has established an internal alternative program workgroup.

Examples of Alternative Program Delivery

- Terms within a semester
- One course all day every day
- Modular delivery
- Co-operative education
- Blended learning
- Reduced day
- Multiple alternative programs within a school

Audit findings

Regulation requirements

- Most of the alternative programs visited had an instructional day of less than 300 minutes or 5 hours. Regulation 298 addresses the need for 300 minutes (5 hours) of instruction available for compulsory age students.
- Many of the programs were structured in a manner that did not provide 110 hours for a full credit and/or 55 hours for a ½ credit. Significant adjustments were made to recalculate the FTE of pupils in these programs. The FTE of some students decreased from a full-time equivalency of 1.00 to an FTE of 0.60.
- Pupils with less than an average of 210 minutes of instruction per day were being reported as full-time for funding purposes.
- Students receiving instruction from continuing education teachers were incorrectly recorded on the regular day school register and vice versa.

Audit Findings

Reporting requirements

- Many school boards were incorrectly reporting students that were receiving instruction using a modular/unit based delivery on the regular full-time and part-time day school register. These students should have been reported on the Independent day school register based on the modules completed during the period of September to August
- In most of the alternative schools visited, there were many different alternative programs with varying period lengths. The master bell schedule was recorded in the school boards information system and used to determine the student's full time equivalency on the October and March count dates. However, the ministry policy clearly states that FTE is based on the student's timetable. Since students' timetables often differed from the master bell schedule, significant audit adjustments were made to recalculate the FTE of student's based on their actual program and minutes of instruction.

Audit Findings

Program Structure

- Some of the programs offered the option of completing one course at a time. At the October and March count dates the timetable identified one course only for the entire day and pupils were reported as a full-time FTE.
- Some e-learning programs offered the option of completing one e-learning course at a time. Students could complete the course from the school or from home. At the October and March count dates the timetable identified one e-learning course for their entire day and the students were reported as full-time.

Assessing Alternative Program Delivery

- Do the student timetables match the period lengths on the bell schedule?
- Does the program offer continuous intake?
- Does the program offer terms within a semester?
- Are there multi grades, multi subjects assigned to one teacher within a period?
- Are the teachers at the alternative site grid teachers?
- Are there the required 110 hours for granting a credit? (55 for a 1/2 credit)
- Does the program use LLC materials, Durham or any kind of modular materials? (in any aspect)
- Can students have a modified day?
- Do students stay in one classroom all day?

Assessing Alternative Program Delivery

- Can a student with more than one course choose to work on one course all day?
- Can a student work on the course from home?
- Is the student enrolled for all courses when registered?
- Is one course completed before starting the next course? (one course at a time)?
- Is attendance taken in each period?
- Is the FTE generated from a co-op course based on the credit value to be earned?

Independent Study

- The independent study register is a day school register and generates funding for the board as does the full-time and part-time day school registers.
- The distinguishing factor between the independent study register and the day school register is the number of credits required for a full ADE (6 credits for regular day school and 7.5 credits for independent study).
- Courses included on the independent study register can commence at any time throughout the school year, and can continue into the next year, if required. The independent study day school register is ideal for programs that promote continuous intake throughout the school year.
- The full-time and part-time day school registers generate funding based on a student's enrolment on the October and March count dates and their number of minutes of instruction. The independent study register generates funding from September to June and is based on the number of modules/units completed by the student in each course taken.

Ministry Contact Information

- All questions regarding enrolment and admissions including registers, instructions and any related funding questions should be directed to : enrolment@ontario.ca
- All questions related to OEN and/or ONSIS including data submissions, business rules, batch/sign-off errors and/or reports should be directed to the OEN/OnSIS Help Desk:

Help Desk Hours & Contact Information

Hours: Monday – Friday – 8:30am to 4:30pm (closed Statutory Holidays)

Email: ONSIS_SISON@ontario.ca

Phone: 416-212-6366 or 1-888-275-5934

