Online Learning Workshop

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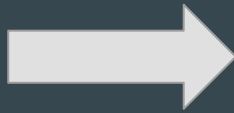Jenn Scharf & Tracy Humphreys

Welcome

Introductions

Land Acknowledgement

Agenda

Part 1 - 1:00-1:45 pm

PRESENTATION

- Background
- Where we are now
- What's next?

All Invited to
join the Zoom

Part 2 - 1:45-2:30 pm

COMMUNITY ENGAGEMENT

- Recording Questions, Concerns & Ideas
  - Learning Options
  - Learning Model
  - Things You Can Do
  - Open Slot

USE THE CHAT!
ROLLING Q&A THROUGHOUT
Feel free to come off mute to ask questions during Part 2

Harvesting & Sharing Out

- Input from this session will be compiled and shared with the MoE
- Our goal is to both inform you AND to gather your voices
- Feel free to take notes and add comments to the chat
- We'll take all that thinking to a collective place of sharing in PART 2

PART 1: Presentation

BACKGROUND

In 2018, the Province appointed an Independent Review Panel to undertake a review of how public education is funded for the first time in almost 30 years. The review involved input and consultation from all 60 school districts and over 350 education stakeholders.

Independent Review Panel -
Report Out On What We Heard From School Districts

"The current model of funding distributed learning (DL) is not working for most school districts. There is an artificial division in the current model between 'bricks-and-mortar' and DL which should not exist, especially in the context of the new curriculum."

"Special education funding was a topic at all meetings. All school districts are committed to meeting the diverse learning needs of students despite a number of concerns expressed about how difficult and expensive it is to diagnose and report them to the Ministry, especially within the parameters of strict funding eligibility policies."

Improving Equity and Accountability | Report of the Funding Model Review Panel

2018
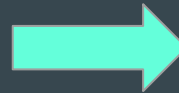
The Path to Legislative Change

RECOMMENDATION 10

With the shift to a per-student-based funding model, the Ministry should develop a new policy and program delivery model for Distributed Learning to ensure consistent access to quality programming for all students in the province.

Improving Equity & Accountability: Report of the Funding Model Review Panel, Dec. 2018

Funding Model Implementation: Online Learning Working Group Report, Oct. 2019

The Working Group suggested that term DL was not well understood, and the current legislative definition was outdated and restrictive. They offered a few alternatives, including e-Learning or online learning. Either term supports their view that DL be considered an integrated part of the continuum of learning, not necessarily a separate "program." For the purpose of this report, we will use the term "e-Learning."

Legislative Changes: Bill 8, Jul 1, 2021

"**Online Learning**" means a method of instruction that relies primarily on communication between students and teachers by means of the internet;

"**Online Learning School**" means a school or francophone school that offers instruction to its students through online learning only;

What else did the Online Learning Working Group Say?

FUNDING MODEL IMPLEMENTATION
Online Learning

WORKING GROUP REPORT
OCTOBER 4, 2019
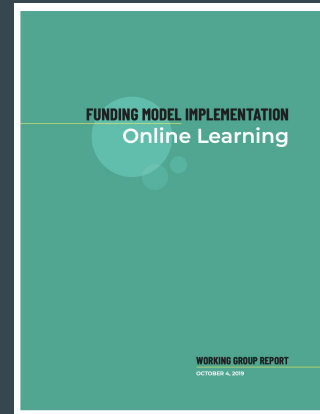
Independent e-Learning

- Independent e-Learning must align with changes in public e-Learning in order to ensure program quality for all learners.

- The Working Group recommended that all students should have a home school district before enrolling for courses outside of their home district. That home district will continue to hold primary responsibility for the student's learning journey.

- How can the Ministry address the loss of revenue due to students attending classes outside of their home districts?
- School districts should be accountable for their students, no matter where those students take some of their program choices.

What else did the Working Group say?
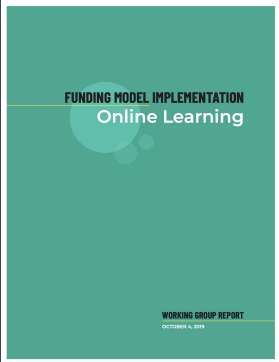
Quality e-Learning, supported by a skilled and engaging teacher, helps BC to achieve its commitment to equity. It means that students are able to access foundational and elective courses whether they live in a rural or urban area, whether they are working through health or social challenges and regardless of their particular learning needs or styles.

A change in the funding approach for students with diverse needs or for all supplemental funding could result in some specialized e-Learning schools closing. This could potentially limit student and family choice.

The Working Group recommended that a final review of changes to both the funding and service delivery models be conducted with the Ministry of Education data analysts, subject matter experts including practicing teachers and school district leaders to consider potential unintended consequences and to recommend mitigation strategies beyond those identified by the Working Group.

What else did the Working Group say?

FUNDING MODEL IMPLEMENTATION
Online Learning

WORKING GROUP REPORT
OCTOBER 4, 2019

Approved Provincial e-Learning Service Providers	**Positive** • Will ensure quality assurance as service providers will be viewed as the centre for expertise • Will allow for consistency e.g. onboarding, delivery, experience • Maintains choice for students where the local district cannot fully meet their needs **Challenge** • Creation of a predictable funding flow to support the e-Learning service delivery • May not fully address the diverse needs of all students

Possible significant impact on disabled learners currently attending IDL/DL programs with "Special Education" departments.

WHERE ARE WE NOW? Interim Year: 2021-2022

On the surface: No visible changes to current programing

Under the surface:
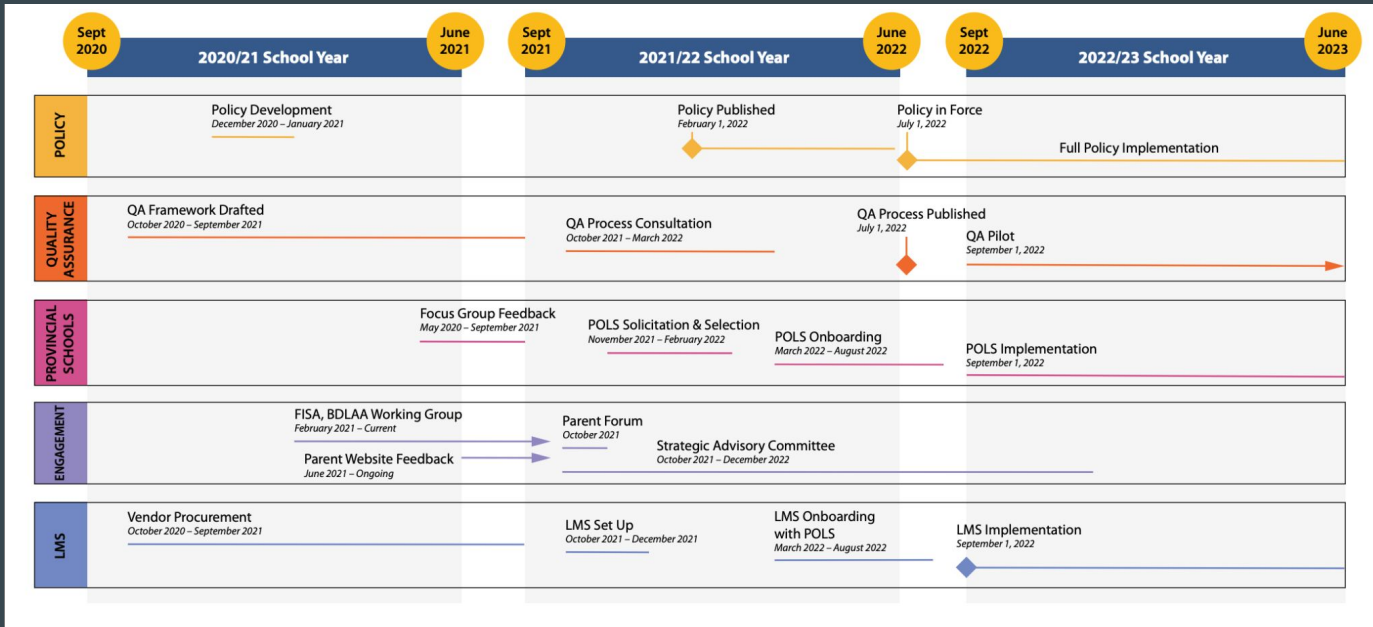
WHAT'S NEXT? July 1, 2022 ➡

New Online Learning Policy Comes into Effect

EQUAL ACCESS

Equal access for students, including personal connections with educators

High quality, flexible education options for students

Regardless of whether they're in the classroom or learning remotely, students can:

- Access curriculum and choose from standard or specialized courses from anywhere in the province
- Have opportunities to form personal connections with educators
- Use flexible timetable and course options to meet their individual needs
- Learn in a way that best meets their needs

FLEXIBILITY

Flexibility for all students that helps meet their personal learning needs

Schools will deliver quality programs using one set of requirements, tools and services

- Students will be able to take courses available province-wide, regardless of their school, district, authority or location
- Educators and students will be able to access one interactive and student-centered provincial learning management system
- A quality assurance process will help ensure that online learning programs are consistently high quality
- School boards and independent school authorities can only offer online learning to students in their district or authority. A special agreement with the minister is required to cross-enroll students from another district or authority

QUALITY

Quality learning experiences and outcomes

Provincial online learning schools will be centres of shared expertise for online learning

Provincial online learning schools will offer quality online learning courses or programs to students who are enrolled in other schools, districts or authorities, as well as their local students.

They may also:

- Lead the design, development and delivery of innovative online or blended learning programs to learners
- Create a consistent approach to onboarding students, delivery of courses and the student learning experience
- Deliver professional learning for educators
- Develop and share learning resources through the provincial learning management system and ShareEdBC

WHAT'S NEXT? Learning Options 2022/23

- Kindergarten to Grade 7 Students
  - Grade 8 & 9 Students
- Grade 10 to 12 and adult students

Kindergarten to Grade 7 Students

Kindergarten to Grade 7 students

Kindergarten to Grade 7 online learning is done entirely from home (full-time)

In the 2022/23 school year, students can:

- Enrol full-time with a public or independent provincial online learning school
- Enrol full-time with an online learning school in their local school district or independent school authority

**Note:** Some online learning schools also offer in-person learning opportunities and support.
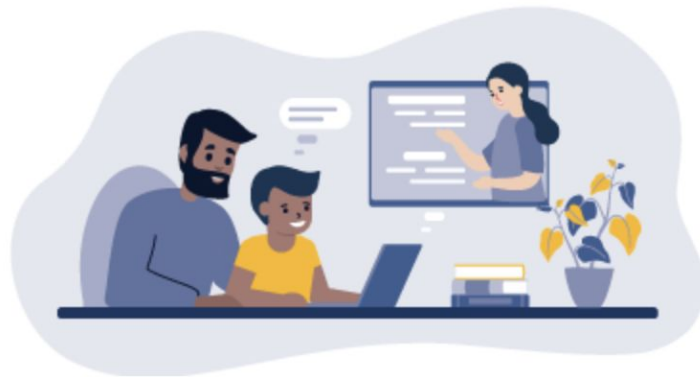
GRADE 8 and 9 STUDENTS

Grade 8 and 9 students

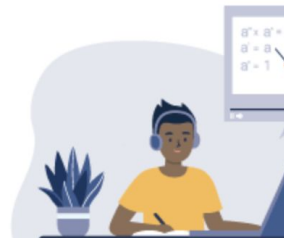In the 2022/23 school year, Grade 8 and 9 students can:

Learn from home entirely (full-time)

- Enrol full-time with a public or independent provincial online learning school
- Enrol full-time with an online learning school in their local school district or independent school authority
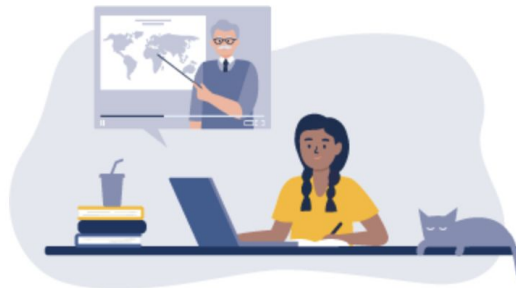
Learn from home most days (part-time online)

- Enrol with a bricks and mortar (standard) school and take additional courses through a public or independent provincial online learning school
- Attend some classes at home and some in-person at school

Grade 10 to 12 and adult students

Grade 10 to 12 and adult students

In the 2022/23 school year, Grade 10 to 12 students can:

Learn from home entirely (full-time)

- Enrol full-time with a public or independent provincial online learning school
- Enrol full-time with an online learning school in their local school district or independent school authority

Learn at school and take a few courses online

- Enrol with a bricks and mortar (standard) school and take additional courses through:
  - A public or independent provincial online learning school
  - Their local public or independent online learning school (dual enrolment)

WHAT'S NEXT?

What's next

Continue collaboration with others

- Work closely with parents, educators and others to shape the future of online learning
- Co-develop policies, procedures and other requirements with Indigenous partners, rightsholders and stakeholders, focusing on student needs and outcomes

Work on administrative updates

- Develop a new online learning policy and procedures guide
- Finalize the quality assurance process
- Set up a learning management service, including a course and resource repository
- Select and approve schools that have applied to become provincial online learning service providers

Still many unknown and unanswered questions here!
Parent forums taking place this October.

Resource Links

Presentation Slides PDF (with all links below embedded) LINK

❏ Online Learning Website LINK
❏ Independent Review Panel – Report Out on What We Heard From School Districts LINK
❏ Improving Equity & Accountability: Report of the Funding Model Review Panel LINK
❏ Funding Model Implementation: Online Learning Working Group Report LINK
❏ K-12 Public Education Funding Model Implementation Website LINK

PART 2: Community Questions, Concerns & Ideas

JOIN THE CALL!

Link to join the Zoom call live - optional but highly encouraged!

CLICK HERE

Volunteers will monitor the general chat and send notes to me as we go.

LET'S GO! See you there!