

Page 001 of 152 to/à Page 035 of 152

Withheld pursuant to/removed as

NR

FW: DMO Approved | Provincial Online School Application Timeline

From: Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
To: Godin, Keith EDUC:EX <Keith.Godin@gov.bc.ca>
Sent: October 12, 2021 11:30:03 AM PDT
Attachments: 250451 DBN-DM_Provincial Online Learning Schools - Independent School Onboarding Timeline - FINAL.pdf

Good news (you may already know)...DM has approved deferring the provincial online learning procurement for indy schools until next school year – allow us to engage further with the sector and develop a model that meets the Ministry's expectations while also addressing some of the unique considerations on the indy side.

Marnie

From: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>
Sent: October 12, 2021 10:54 AM
To: Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
Cc: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>; Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>
Subject: FW: DMO Approved | Provincial Online School Application Timeline
This is good news but We need to discuss how we are going to communicate this.. and timing...
e

From: Tjituka, Prescilla EDUC:EX <Prescilla.Tjituka@gov.bc.ca>
Sent: October 12, 2021 10:33 AM
To: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>
Cc: Baines, Susan A EDUC:EX <Susan.Baines@gov.bc.ca>; Cameron, Sandra EDUC:EX <Sandra.Cameron@gov.bc.ca>
Subject: DMO Approved | Provincial Online School Application Timeline
Good Morning,
DM has approved, as recommended.
Attached is a signed copy for your office's records.
Thank you
Prescilla Tjituka | a/ Documents Coordinator
Deputy Minister's Office | Ministry of Education
E: prescilla.tjituka@gov.bc.ca

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: October 6, 2021
CLIFF: 250451

PREPARED FOR: D. Scott MacDonald, Deputy Minister – **FOR DECISION**

SUBJECT: Provincial Online Learning Schools - Independent School Onboarding Timeline

PURPOSE: Approval for phased approach for implementation of Provincial Online Schools

BACKGROUND:

- It is proposed that Provincial Online Learning Schools (POLS) will provide online learning to any student in the Province and will be the only schools authorized under the *School Act* to cross-enroll students through an agreement with the Minister.
- The application process to become a POLS is under development and will be issued to only the 53 public and 16 independent Online Learning (OL) schools holding a current agreement with the Minister.
- The majority of independent OL enrolments are located at a significant distance from their iOL school and, therefore, would be included within the intention of Bill 8's limitations on cross-enrolment. Due to the lack of a defined enrolment catchment for independent schools, however, without regulatory or policy amendments, Bill 8 will have a disproportionate impact on school districts as compared to the independent school sector, and school districts will operate under more cross-enrolment restrictions than independent schools. In some instances, the lack of defined enrolment catchments for independent OL schools is justified by the nature of educational programming options provided; for example, faith-based programming or programming geared towards the proportionately higher number of students with disabilities/diverse abilities who have chosen to enroll with one of these schools.
- iOL serves a significant number of online learners with diverse learning needs. Of the 12K iOL students, approx. 3,000 (or 25 percent) have disabilities/diverse learner designations. By comparison, of the 22K public OL students, approx. 1600 (or 7 percent) have disabilities/diverse learner designations. s.13
- A new online learning Policy and Procedures Guide is under development and is slated to be published in the spring of 2022 and in effect as of July 1, 2022. An accompanying Ministerial Order or Regulation may also be required and is under review with the Legislation branch.
- Over the last six months, external Online Learning Policy working groups comprised of members from both BCDLAA and FISA have provided input on the POLS and catchments. As well, a POLS focus group of the main education sector stakeholders has provided input on the proposed timeline and risks.

DISCUSSION:

s.13

s.14

s.14

s.13

s.13

s.13

s.13

FINANCIAL IMPLICATIONS:

There is little immediate impact to funding of online learning schools as no new Online Learning Schools are expected to open in 2021/22 or thereafter. The POLS funding model has not been finalized as scenario planning is underway, and a separate decision note is under development.

s.13

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

Technical implications for IT systems changes to create the POLS and manage cross enrolment funding is under review.

GBA+ ANALYSIS

s.13

RECOMMENDATION:

Option: _1_____



Approved / Not Approved
D. Scott MacDonald

October 12, 2021

Date Signed

Deputy Minister of Education

Program ADM/Branch: Eleanor Liddy (Online Learning); Keith Godin (Independent Schools)

Program Contact (for content): Erin Kelly/Marnie Mayhew

Drafter: Erin Kelly

Date: September 20, 2021

RE: 2021-03-02 EPT Form_OnlineLearningPolicy_Draft_2021_10_08.docx

From: Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
To: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>
Cc: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>, Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>
Sent: October 12, 2021 8:52:26 PM PDT
Attachments: 2021-03-02 EPT Form_OnlineLearningPolicy_Draft_2021_10_08 - with mm edits.docx

Here you go...I have now reviewed and made a number of additional edits pertaining to the independent school sector.

Please let us know if you have any questions.

Marnie

From: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>
Sent: October 12, 2021 5:26 PM
To: Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
Cc: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>; Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>
Subject: 2021-03-02 EPT Form_OnlineLearningPolicy_Draft_2021_10_08.docx

Hi Marnie,

Please find attached my suggested revisions to the EPT cover sheet.

I had told Eleanor that I would provide it to her this afternoon.

Eleanor, I apologize. It has taken me longer to review than I anticipated. I'm sending to Marnie for her review prior to returning to you and the OL team, as my revisions were substantive in the independent sections.

Grant.

Page 042 of 152 to/à Page 048 of 152

Withheld pursuant to/removed as

s.13

FW: Please review by Thursday - DRAFT OL Admin Webinar - Oct 18

From: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>
To: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>
Cc: McClintick, Teresa EDUC:EX <Teresa.McClintick@gov.bc.ca>, Malczewska, Sophia EDUC:EX <Sophia.Malczewska@gov.bc.ca>, Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
Sent: October 13, 2021 4:48:26 PM PDT
Attachments: Draft October 18 OL Webinar Admin Deck 2021 10 12.pptx

Hi Erin,
SM and I have been through the deck and make suggestions for revisions below in this email.
Thanks,
Grant.

From: Malczewska, Sophia EDUC:EX <Sophia.Malczewska@gov.bc.ca>
Sent: October 13, 2021 11:36 AM
To: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>
Subject: FW: Please review by Thursday - DRAFT OL Admin Webinar - Oct 18
Hi, Grant
I've reviewed the PPT. here are my suggestions.
SM.

s.13

From: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>

Sent: October 13, 2021 10:37 AM

To: Malczewska, Sophia EDUC:EX <Sophia.Malczewska@gov.bc.ca>

Subject: FW: Please review by Thursday - DRAFT OL Admin Webinar - Oct 18

Can you figure out where we'd need to add indie specific modifications or new slides.

Please don't yet add new material or develop new material – as I'm finding out if any indies attending.
G.

From: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>

Sent: October 12, 2021 9:47 PM

To: Dun, Linda EDUC:EX <Linda.Dun@gov.bc.ca>; Armstrong, Joanne L EDUC:EX <Joanne.Armstrong@gov.bc.ca>; Foster, Christie I EDUC:EX <Christie.Foster@gov.bc.ca>; Marr, Shaun EDUC:EX <Shaun.Marr@gov.bc.ca>; Miniaci, Mario EDUC:EX <Mario.Miniaci@gov.bc.ca>; Poeschek, Nick EDUC:EX <Nick.Poeschek@gov.bc.ca>; Gardner, Nicole EDUC:EX <Nicole.Gardner@gov.bc.ca>; Hazleden, Roger EDUC:EX <Roger.Hazleden@gov.bc.ca>; Hodges, Nell EDUC:EX <Nell.Hodges@gov.bc.ca>; Jah, Tim EDUC:EX <Tim.Jah@gov.bc.ca>; Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>; Malczewska, Sophia EDUC:EX <Sophia.Malczewska@gov.bc.ca>; Lervold, Christine EDUC:EX <Christine.Lervold@gov.bc.ca>; Lebrun, Michael EDUC:EX <Michael.Lebrun@gov.bc.ca>; Malczewska, Sophia EDUC:EX <Sophia.Malczewska@gov.bc.ca>; Halbert, Jennifer EDUC:EX <Jennifer.Halbert@gov.bc.ca>

Cc: Premji, Zamiha EDUC:EX <Zamiha.Premji@gov.bc.ca>; McClintick, Teresa EDUC:EX <Teresa.McClintick@gov.bc.ca>; Jones, Maureen EDUC:EX <Maureen.Jones@gov.bc.ca>; Monk, Sonia EDUC:EX

<Sonia.Monk@gov.bc.ca>

Subject: Please review by Thursday - DRAFT OL Admin Webinar - Oct 18

Please find attached our latest draft of the OL Administrator Webinar. One third of the OL Admin are brand new and the goal is to provide an overview of our OL policy and procedures. If you have any new inclusions, edits, concerns, please email me and cc Sonia and Teresa by end of day Thursday Oct 14. I will be sharing with ADM on Friday.

Joanne, Tim, Michael and Christie

Some of these slides are from 2015. Please review them and the notes in each and provide any updates.

With thanks,

Erin

-----Original Appointment-----

From: McClintick, Teresa EDUC:EX <Teresa.McClintick@gov.bc.ca>

Sent: September 29, 2021 9:52 AM

To: McClintick, Teresa EDUC:EX; Kelly, Erin EDUC:EX; Monk, Sonia EDUC:EX; Jones, Maureen EDUC:EX; Dun, Linda EDUC:EX; Armstrong, Joanne L EDUC:EX; Foster, Christie I EDUC:EX; Marr, Shaun EDUC:EX; Miniaci, Mario EDUC:EX; Poeschek, Nick EDUC:EX; Gardner, Nicole EDUC:EX; Hazleden, Roger EDUC:EX; Hodges, Nell EDUC:EX; Jah, Tim EDUC:EX; Sheppard, Grant EDUC:EX; Malczewska, Sophia EDUC:EX; Lervold, Christine EDUC:EX

Subject: HOLD - OL Admin Webinar

When: October 18, 2021 11:00 AM-12:30 PM (UTC-08:00) Pacific Time (US & Canada).

Where: ZOOM link to be provided closer to the date.

Hi All.

A placeholder at the moment. Invite list will be revised accordingly to the final Agenda/Deck.

As a reminder, please be sure to submit any feedback, thoughts, suggestions to me by Oct 8th.

Thank you all for your ongoing support with Online Learning. 😊

Please let me know if you have any questions.

t




Online Learning (OL) for Administrators 101

October 18, 2021



BRITISH
COLUMBIA

Ministry of
Education

BRITISH COLUMBIA | Ministry of Education

Agenda

- Welcome and introductions
- Boot Camp Overview
- Current State
- Future State
- Funding & Compliance
- Data Collections
- Q&A

2

Welcome

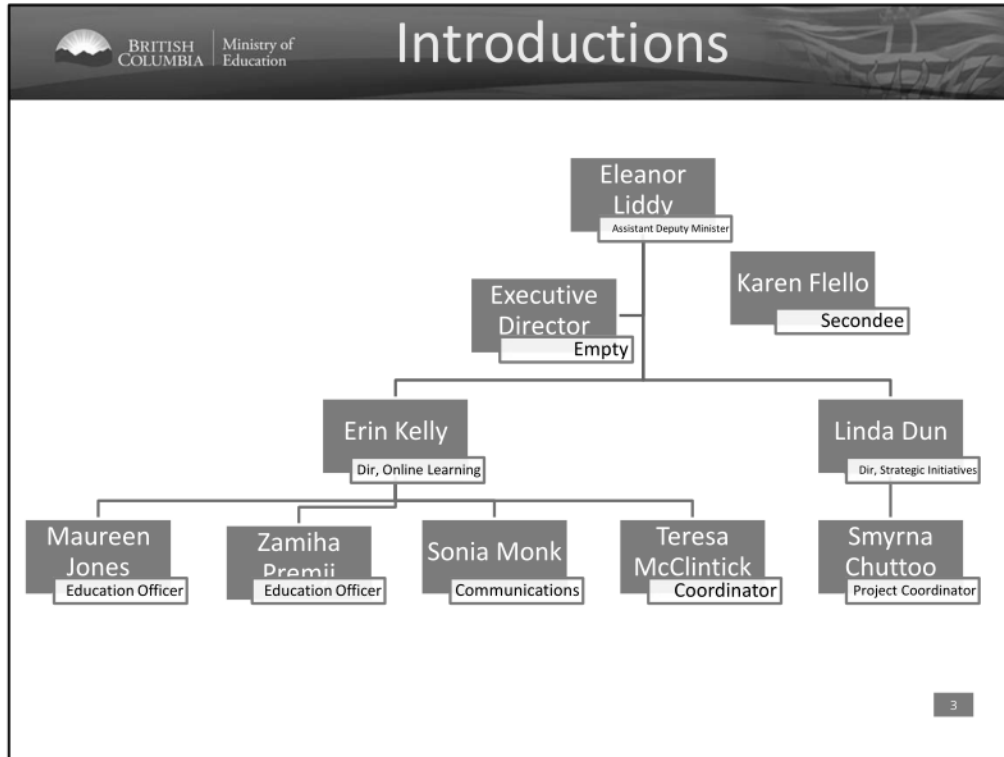
- Territorial acknowledgement
- Origins of boot camp (2015 and earlier variations, feedback from joint BCDLAA and FISA admin quarterly meetings)

Boot Camp Overview

- Welcome to the 18 new administrators
- Welcome to Independent school authority administrators
- Bimonthly how it works, what you need to know, what is coming up for administrators

Current state

- 7 Interim Policies in force
 - General
 - Funding
 - Special Needs
 - Independent Schools
- Interim Agreements with the Minister
- BC K-12 Standards
- 2021/22 Reporting, Funding and Compliance Requirements



Welcome

- Territorial acknowledgement
- Origins of boot camp (2015 and earlier variations, feedback from joint BCDLAA and FISA admin quarterly meetings)
- Our team's roles and responsibilities

Interim OL Policies

Current Public OL Policies (6)

- General
- Active
- Funding
- Students with Special Needs
- BC Residency
- Homeschoolers

Current Independent OL Policy (1)

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/online-learning-policy-general#:~:text=Rationale%20or%20purpose%20of%20policy&text=The%202021%2F2022%20school%20year,online%20learning%20in%20the%20Province.&text=Online%20learning%20provides%20the%20flexibility,served%20through%20conventional%20school%20programs.>

BRITISH COLUMBIA Ministry of Education

Minister Agreements

Interim Online Learning Agreements:

- Agreements with Minister
- Outline the requirements and expectations for delivering the OL program in BC

ONLINE LEARNING AGREEMENT

THIS AGREEMENT is made this _____ day of _____, 2021.

BETWEEN:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, represented by the Minister of Education

(the "Ministry")

OF THE FIRST PART

AND:

THE BOARD OF EDUCATION of School District No. _____

(the "Board")

OF THE SECOND PART

WHEREAS:

A. Pursuant to section 75(1)(1) of the School Act, and the orders of the minister, a board may deliver all or part of an educational program through online learning.

B. Pursuant to s. 75(1.1), a board may deliver an educational program, or part of an educational program, through online learning in the following circumstances and if the board has agreed to provide the educational program under an agreement with the minister:

(i) a student as defined in the Independent School Act;

(ii) a student who is enrolled in an educational program provided by another board, or a francophone student;

(iii) a student who is not enrolled in the board's school district;

(iv) a child who is registered under section 17 with a school operated by another board, or a francophone school or an independent school.

C. The Board wishes to enter a BC student or resident in the district, except children in Grade 10-12 classes who are registered in homeschools with another board of education or independent school authority, or class room students to provide an educational program by means of Online Learning as described in section B above in the school year 2021-22, and

D. This Agreement constitutes the Minister of Education's agreement for the Board to provide an educational program by means of online learning during the term of this Agreement as per the as described in section B above.

SAMPLE

Independent Schools Interim Online Learning Agreement

THIS AGREEMENT is made as of the 30th day of June 2021

BETWEEN:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, represented by the Minister of Education

(the "Province")

OF THE FIRST PART

AND:

Independent School Authority, a society incorporated under the Society Act under Certificate of Incorporation No. XXX, and having an office at ADDRESS

(the "Authority")

OF THE SECOND PART

Background

A. Pursuant to section 8.1(1) and (2) of the Independent School Act, as of July 1, 2021,

8.1(1) Subject to subsection (2) and the regulations, an authority may deliver all or part of an educational program through online learning.

8.1(2) An authority of an independent school may deliver an educational program, or part of an educational program, through online learning to the following persons with if the authority has agreed to provide the educational program under an agreement with the minister:

(i) a student who is enrolled in an educational program provided by another independent school;

(ii) a student (enrolled with a board of education) or francophone student (enrolled with a francophone education authority) as defined in the School Act;

(iii) a child who is registered under section 17 of the School Act with a school or a francophone school, as defined in that Act, or another independent school.

B. The Authority wishes to provide online learning in accordance with section 8.1(1) and (2) of the Independent School Act during the 2021-22 school year.

DE Agreement
c:\School\Planets - School\IT\edDisplay


Page 1

Public Agreement template

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/online-learning/2021-22_interim_online_learning_agreement_for_school_districts.pdf

Independent Agreement template

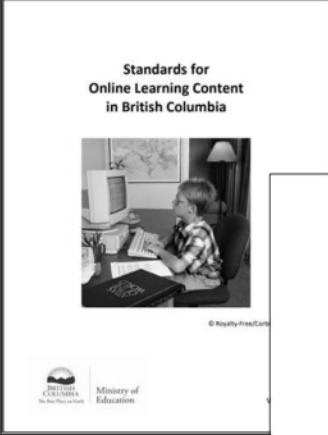

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/online-learning/2021-22_interim_online_learning_agreement_for_independent_schools.pdf



OL Standards

Requirement to follow the **Standards for Delivery of K-12 School Online Learning** in British Columbia

- ✓ Ensure OL is a credible option
- ✓ Clarify roles and responsibilities
- ✓ Identify the elements of quality programs
- ✓ Provide a framework for accountability and continuous improvement
- ✓ Set out how to develop course materials suitable for distributed learning
- ✓ Guide development of new content, and the evaluation of existing content

Public

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/online-learning/ol_standards_content.pdf

Independent

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/online-learning/ol_standards_for_delivery_of_k-12_independent_school_online_learning.pdf

Interim online learning standards 2021 / 2022 will be replaced through the new Quality Assurance framework



BRITISH
COLUMBIA

Ministry of
Education

New Legislation – Bill 8

Changes to the School Act (Bill 8)

Passed March 2020

- Name Change from Distributed to Online Learning
- Boards and authorities may offer OL without an agreement to their local students within catchment (dual enrolment)
- Students may only cross enroll (out of district) with Ministry authorized Provincial OL Schools

To be enacted

- July 1, 2022
- Interim Agreements and Policies



New Leg Bill 8
Need to add Independent



New Definitions

New Definitions

Effective July 1, 2021

Online learning – a method of instruction that relies primarily on communication between students and teachers by means of the internet.

Online learning school – a school that offers instruction to its students through online learning only. (See definition of ‘online learning’ above)

Online learning independent school - an independent school that offers instruction to its students through online learning only. (See definition of ‘online learning’ above)

Provincial Online Learning Schools - an online school established as a centre of excellence for online learning under an agreement with the Minister and administrated by a Board or Authority.

Additional Definitions

Effective July 1, 2022

Cross enrolment - simultaneous enrolment in more than one Board or Authority.

Dual enrolment - enrolment of students in Grades 10-12 solely with one Board or Authority in educational programs in more than one of its schools (for example, a standard school and an online learning school administered by the same Board).

Out of district enrolment - enrolment solely by one Board of a student who resides in another Board’s school district.



Future State

	Current State 2021/22	Future State 22/2023/24 SY
Policy	7 Interim Online Learning Policies	One Online Learning Policy and Procedures Guide
Options for Students	In-person or flexible learning options <ul style="list-style-type: none"> Local Brick and Mortar Schools 68 Online Learning schools located throughout B.C. 	High quality flexible learning options enhanced by in person support services <ul style="list-style-type: none"> Local B&M schools Local public or independent OL programs Public and Independent Provincial Online Learning Schools (POLS)
Quality Assurance	Standards for Online Learning documents <ul style="list-style-type: none"> Standards for K-12 Standards for OL Content 	New Quality Assurance Framework and Process <ul style="list-style-type: none"> Clear quality standards for online learning programs Higher accountability Measurable outcomes Continuous improvement
Provincial Infrastructure	Inequity of OL resources and expertise <ul style="list-style-type: none"> Variety of LMS used by schools Variable levels of access to OL resources and expertise 	Equitable access to high quality OL tools, resources, training <ul style="list-style-type: none"> Provincial LMS High quality OL courses resources Online learning training for teachers and administrators Provincial Online Learning Schools

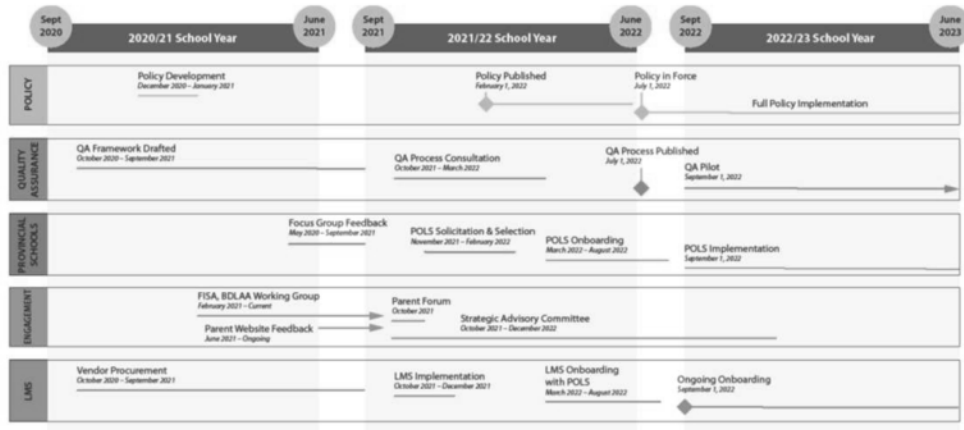


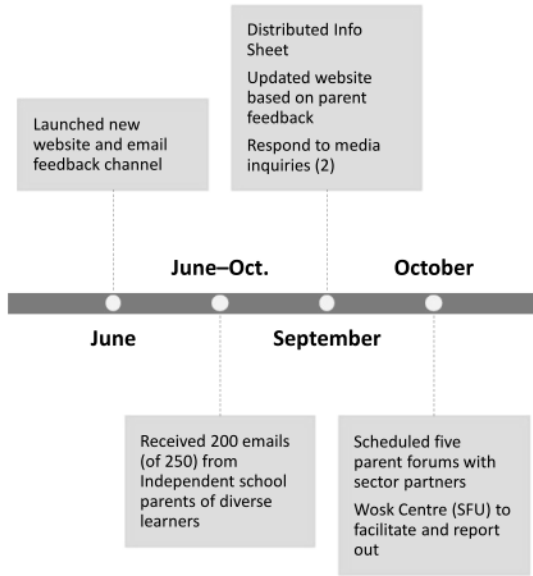
Future State

	Current State 2021/22	Future State 22/2023/24 SY
Learning Management System	Various LMS providers in use by 60+ schools	One provincial LMS provider available to all schools and authorities
Provincial Infrastructure	Inequity of OL resources and expertise <ul style="list-style-type: none">• Variety of LMS used by schools• Variable levels of access to OL resources and expertise	Equitable access to high quality OL tools, resources, training <ul style="list-style-type: none">• Provincial LMS• High quality OL courses / resources• Online learning training for teachers and administrators• Provincial Online Learning Schools



Timeline & Key Milestones





Interim year (2021/22 School Year):

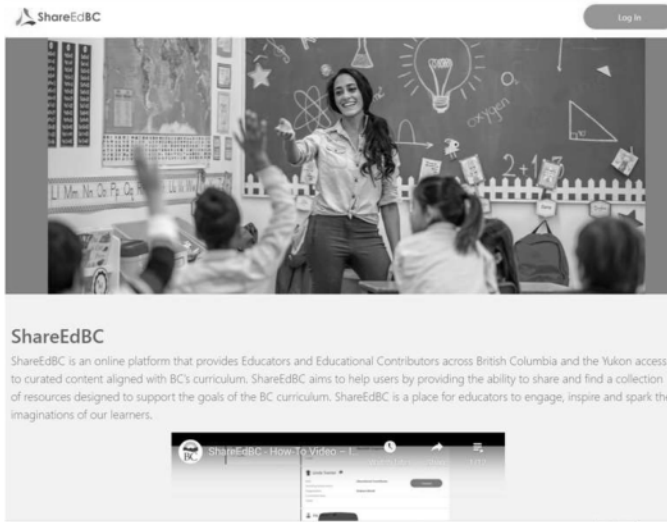
Establish provincial infrastructure including

- ☐ Online Learning Policy & Procedures
- ☐ Provincial Online Learning Schools
- ☐ Learning Management System
- ☐ Courses and Resource Repository
- ☐ Quality Assurance Process

Continue engagement with the sector and Rightsholders

- ☐ Sector Advisory Committee
- ☐ Parent Forums
- ☐ Working Groups
- ☐ OL Administrator Webinar Series (Bimonthly)

- Educator Resources support



Next Steps



Sector Engagement

Bimonthly
Education Sector Meetings
(Oct 2021 – Dec 2022)



Parent Engagement

Five Parent Forums
(Oct 2021)

Parent Forum Report (SFU)
(Nov 2021)



Provincial Online Learning Schools

Application and **Agreements with Minister**
(Nov 2021 – Feb 2022)



Funding Rates

		Standard Schools ("Bricks & Mortar")	Online Learning Schools* 2020/21	Online Learning Schools* 2021/22
FTE	Public	s.13; s.17		
	Independent			
Course-based (Gr 10-12)	Public			
	Independent			

*Online Learning schools also receive full allocation for students with designations

Jennifer



Full Program Grades K-9 Funding

2021/2022: FTE base is \$.17

September

100% FTE

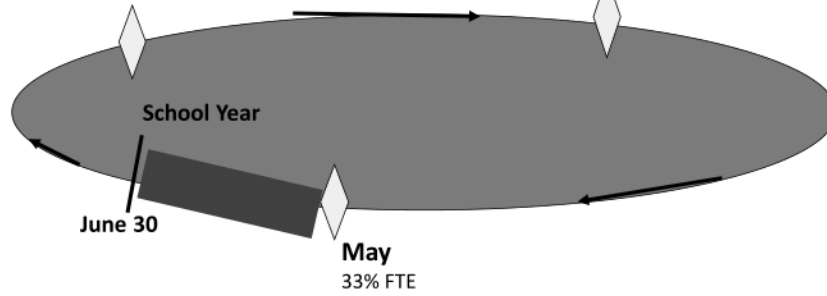
Aboriginal - 100%

ESL - 100%

Supplements – rural, teacher salary, etc

February

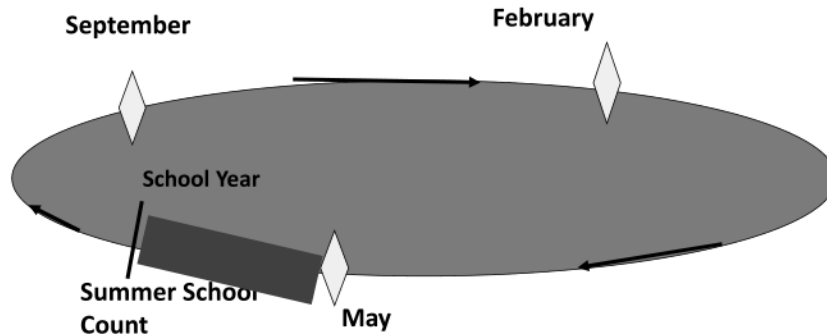
50% FTE





Cross-Enrolled Grades K-9 Funding

2021/2022 FTE base is \$17



*Grade 8 and 9 students can be claimed for \$17 per cross-enrolled course

*Students must cross-enrol enrol with another Board or Authority.

19

Include exact amounts



Grades 10 - 12

2021 / 2022 FTE base is s.17

September

1/8 FTE/course

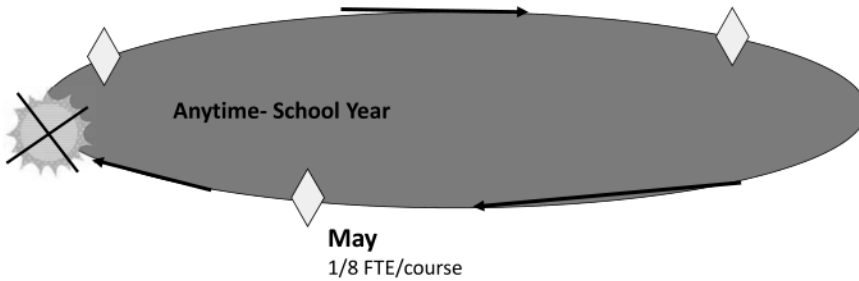
Aboriginal – 100%

ESL – 100%

Supplements - rural, teacher salary, etc

February

1/8 FTE/course






BRITISH
COLUMBIA

Ministry of
Education

Grade 10-12 Re-enrolment Funding

s.13; s.17

What are we doing with this ? Erin?

BRITISH
COLUMBIA

Ministry of
Education

Grade 10-12 Re-enrolment Funding

s.13; s.17

What are we doing with this ? Erin?



- Disabilities and Diverse Abilities
- Indigenous Education
- English Language Learning (ELL)
 - Must meet criteria and guidelines.
 - Only to one school
 - Based on September count
 - February Growth for Disabilities and Diverse Abilities



Non-Graduated Adults

- _____ per course
- Meet Active participation
- Education Guarantee
 - Graduated adults may take tuition-free foundation courses
 - Boards may charge tuition fees for graduated adults

24

Before

Adults in DL funded two ways

s.17 **in 1701-funded DL**
Included in Adult Enrolment Cap

s.17 **in Continuous Entry**
Excluded from Adult Enrolment Cap

Adults in other public schools funded at s.17
Based on higher of September or May counts
Subject to Adult Enrolment Cap

After

Adults in all schools funded at s.17
DL schools will report adults at each snapshot
Adult Enrolment Cap adjusted to accommodate DL pressure
Other

Complete modifications to BCeSIS to support DL and Continuing Education schools that serve adults
DL Unit to work with Initiatives Department on strategic plan for adults



Active Participation

Before you can claim a student for funding:



Planning



Parent
Commitment



Evidence of
Learning

K-9



8-12



5%

Examples of engagement: student work, marks, field trips
Update pictures brochure and OL Website

Data Collections

Data collections

- Four collections per year
- Master OL Contact List

21/22 Reporting (1701 continuous entry)
 Christie Foster, Shaun Marr

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/data-collections>



General Policy & Procedures

- EDUC.OnlineLearning@gov.bc.ca

Independent Schools Online Learning

- EDUC.IndependentSchoolsOffice@gov.bc.ca

Data Collections

- Data.Management@gov.bc.ca

Funding & Compliance

- EDUC.Compliance@gov.bc.ca



Next Webinars dates to be selected:

- Mid December
- Late January
- Mid March
- Early May
- Late June
- August

EPT Documents - Online Learning Policy - Oct 19

From: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>
To: Reusing, Meghan EDUC:EX <Meghan.Reusing@gov.bc.ca>
Cc: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>, Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>, Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>, Jones, Maureen EDUC:EX <Maureen.Jones@gov.bc.ca>, Baines, Susan A EDUC:EX <Susan.Baines@gov.bc.ca>
Sent: October 15, 2021 4:24:20 AM PDT
Attachments: EPT Form_OnlineLearningPolicy_Briefing_FINAL 2021_10_15.docx, OLPolicy_PUBLICONLY_Draft 2021 10 15.docx, OLPolicy_ALL_Draft 2021 10 15.docx

Hi Meghan

Please find our documents for Tuesday's briefing including:

1. EPT form updated
2. Draft OL Policy – Public & Independent
3. Draft OL Policy – Public only

Erin Kelly

Project Director, Online Learning

Ministry of Education

250-812-0272

I gratefully acknowledge that I am on the territory of the Coast Salish Peoples, including the territories of the Songhees and Esquimalt Nations.

Page 081 of 152 to/à Page 101 of 152

Withheld pursuant to/removed as

s.13

FW: Follow up letter from Oct. 21st Meeting with Minister Whiteside

From: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>
To: Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
Cc: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>
Sent: October 28, 2021 5:07:12 PM PDT
Attachments: image010.png, image012.png, Community Input MoE.pdf, image013.png, image014.png, image011.png, image008.png, image009.png, Online Learning Autism Community Impact.pdf, Follow up letter from Oct. 21st Meeting with Minister Whiteside.pdf

Hi Marnie,

FYI – I was Cc'd after the fact on a letter / package to the Minister from Autism BC.

I wanted to loop you in as the package is interesting and as the letter indicates that the Minister appears to have informed Autism BC that "that postponing new policy implementation with independent schools may be the best way forward."

I suspect this letter has already been cliffed by MO as sent to Minister with Cc to Eleanor.

Thanks,

Grant.

From: Brock Sheppard <bsheppard@autismbc.ca>

Sent: October 28, 2021 4:47 PM

To: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>

Subject: RE: Follow up letter from Oct. 21st Meeting with Minister Whiteside

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hello Grant,

Our board president, Kaye Banez, has asked me to cc you on this letter.

Dear Minister Whiteside,

Attached is a copy of our follow up communication from the Oct 21st meeting with AutismBC. Also attached, as discussed, is the community input report and feedback from our survey; plus the online learning community impact presentation from last week.

Thank you for your time, consideration, and consultation with the AutismBC team.

Sincerely,

Brock Sheppard

To: Honourable Jennifer Whiteside, Minister of Education

Victoria, BC

EDUC.Minister@gov.bc.ca & Jennifer.Whiteside.MLA@leg.bc.ca

Subject: Changes to BC Online Schools

Dear Honourable Jennifer Whiteside,

Thank you for meeting with our team on Thursday to discuss the upcoming changes to BC's Online School, which will impact BC's autism community. We appreciated being able to share our concerns and those of our 7,000+ members.

As discussed during our meeting, our staff receives nearly 10,000 requests for autism information, resources, and support per year. Our website receives almost 90,000 visits from

community members seeking knowledge and learning. The upcoming changes to the education system undoubtedly impact our work supporting our community's information needs as they represent more than 11% of the IDL student population. We remain eager to stay informed to support our members, the autism community and all families through this transition. We hope that your Ministry will consider and treat AutismBC as a community partner that can assist in policy growth, community consultation and smooth policy transitions. As you stated it the meeting more consultation is needed before rolling out changes to independent schools. We appreciate, will support and engage in opportunities to create a clear path for questions and continued community engagement. We aim to assist in supporting all families understand new policies and process'. As we stated in our meeting and supported with our survey of over 300 members there is great concern about the timeline of new policy implementation, specifically for independent schools and students in designated special education categories' like L2G – Autism. We recognize these are difficult decisions to make and appreciate your commitment to improving access to quality services for all BC families. We appreciate your acknowledgment in our meeting that postponing new policy implementation with independent schools may be the best way forward. While the upcoming changes bring stress and anxiety, they also bring hope that families will be better served, and children will have better opportunities to thrive. Thank you again for the opportunity to discuss our interest in opening the channels of communication and receiving timely information to support and inform the Online School transition. We look forward to your future communications on this matter. Sincerely,

Amanda Flentjar

Amanda Flentjar Kaye Banez
Regional Coordinator, AutismBC Board President, AutismBC



AutismBC



Brock Sheppard (he / him)
PROGRAM MANAGER

604.434.0880 x. 107
1.888.437.0880 x. 107
bsheppard@autismbc.ca

www.autismbc.ca

Check out our website and search for [resource blogs](#)

With gratitude, I recognise with respect that I live, work, play and adventure on the traditional uncestral, unceded territories of the Coast Salish Peoples of the Musqueam, Squamish and Tsleil-Waututh First Nations



COMMUNITY INPUT

For Ministry of Education

www.autismbc.ca

Table of Contents

<i>Independent Schools Composition in BC</i>	<i>Pg. 2</i>
<i>AutismBC Survey Data</i>	<i>Pg. 3</i>
<i>Survey Participant Composition</i>	<i>Pg. 3</i>
<i>Special Education - Individual Education Plan (IEP)</i>	<i>Pg. 4</i>
<i>AutismBC Survey Comments for the Ministry of Education</i>	<i>Pg. 5</i>
<i>Letter for the Ministry of Education</i>	<i>Pg. 21</i>



Education Changes in BC

SEP 27TH, 2021

f FACEBOOK

🐦 TWITTER

in LINKEDIN

Immediate Attention & Action Needed Regarding Education Changes in BC

Did you know about the changes happening with schooling in BC?

AutismBC is committed to inclusion and supporting our community. Our members have been asking us for information about the changes happening with schooling in BC. We strive to empower and support, so in an effort to help provide accurate information we reached out to the Ministry of Education and all Members of Legislative Assembly (MLA) in BC.

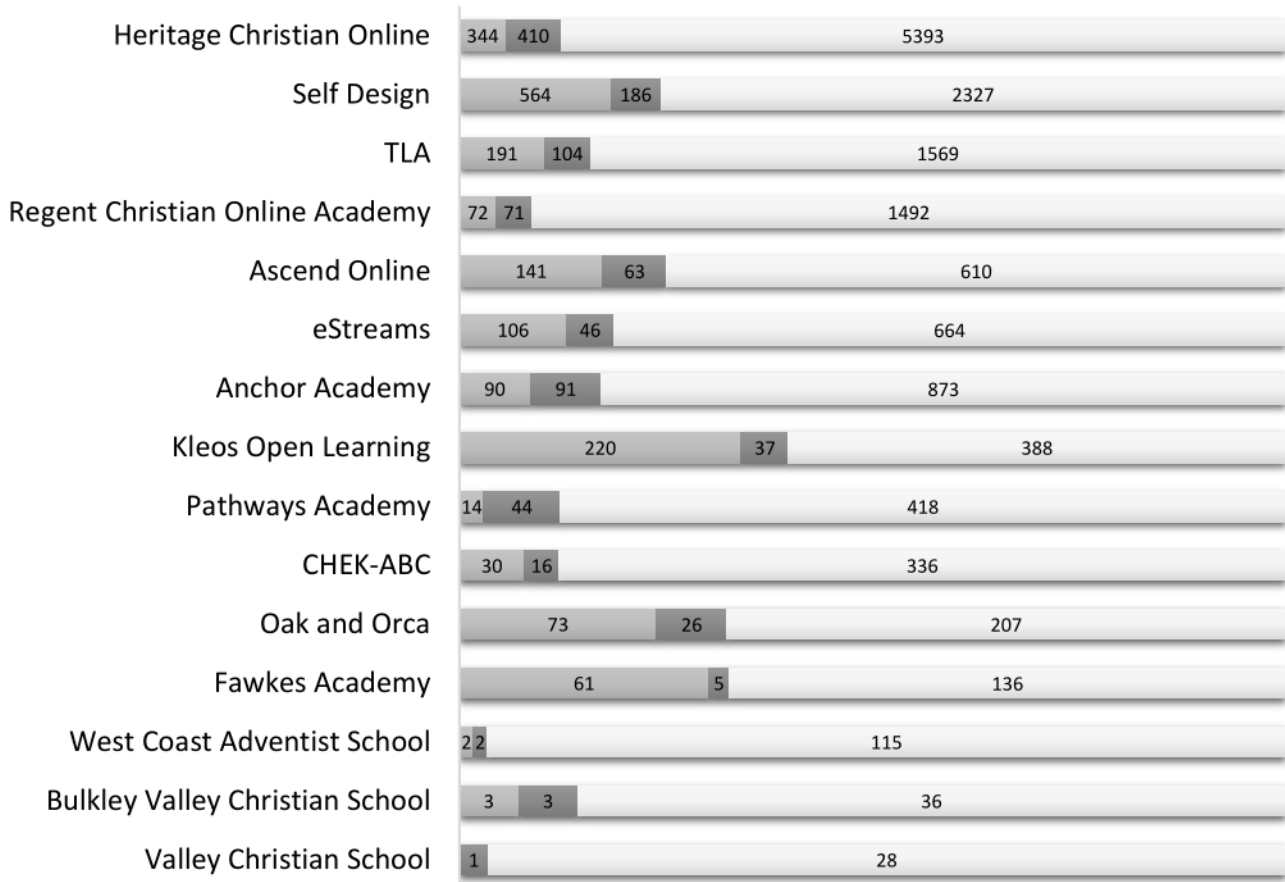


autismbc.ca | hello@autismbc.ca
3688 Cessna Drive, Richmond, BC V7B 1C7 | 604.434.0880

Independant School Composition



■ L2G - Autism ■ Designated SE ■ Enrolled Students



Over 14,592 students are currently enrolled/registered with independent schools in BC. Within that student population 1,105 have designated categories in special education with an additional 1,911 under the L2G – Autism category.

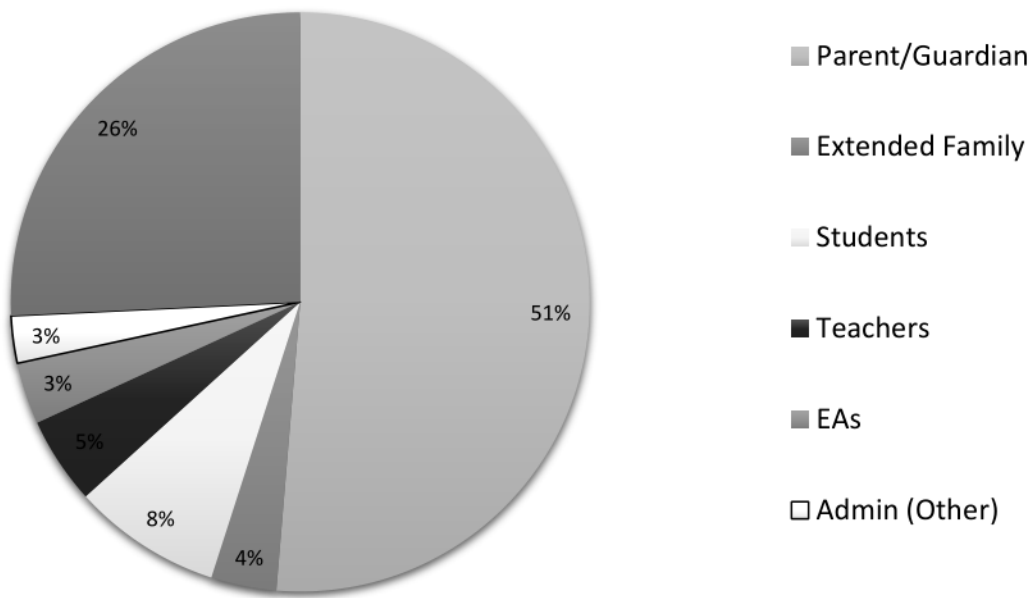
The distributed learning programs in BC provide educational access and opportunities not otherwise available to families, many supporting students with diverse needs in vulnerable communities. With options and choice of program diverse as the learners they serve, Independent distributed learning (online learning) is an integral part of inclusive and accessible education in BC.



AUTISMBBC SURVEY DATA

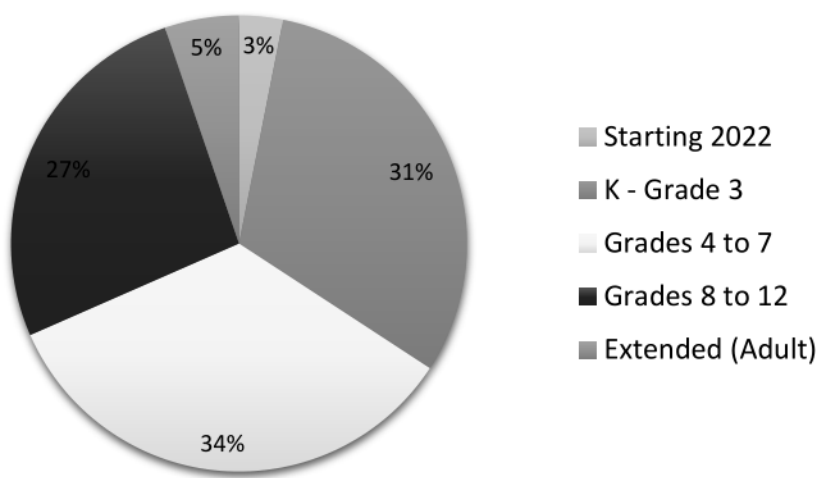
In a public survey of over 300 BC families concerned about policy changes in education 67% were currently enrolled or registered with an independent learning program and the remaining 33% with a public school.

Survey Composition



More than 75% of those surveyed were parents, caregivers, or extended family members of BC students. A total of 66% represented students in intermediate, high school or extended education programs.

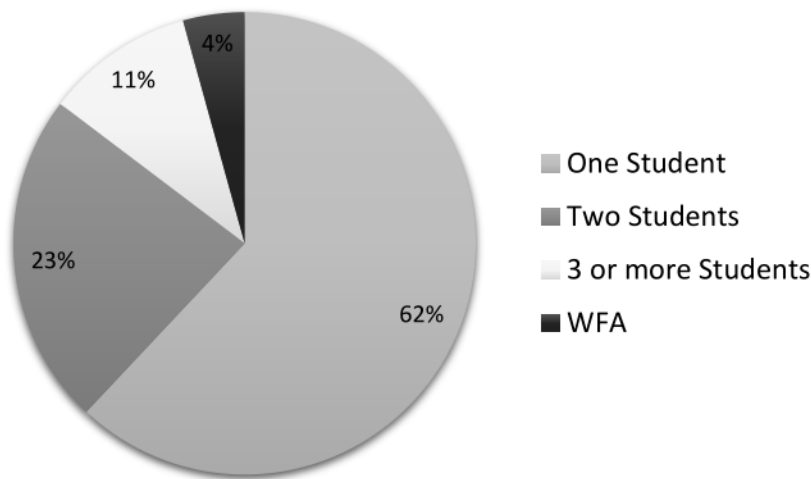
Student Grade Level



SPECIAL EDUCATION

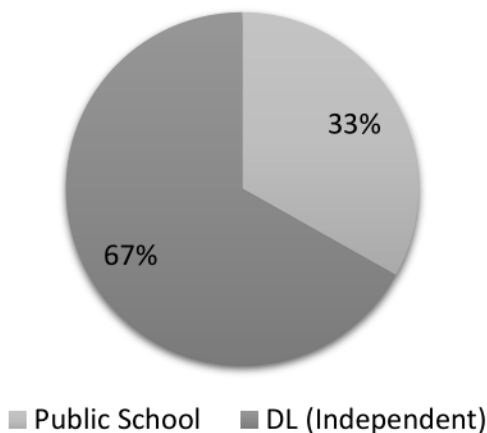
An overwhelming 90% of those surveyed had one or more students within the household in a designated category within special education (with an IEP), and 4% were waiting for assessment or starting an IEP this school year.

Students with IEP (Designation)



67% of all designated students represented were currently enrolled/registered with an independent distributed learning program (online learning). The flexibility, accessibility and specialized programs offered by independent schools in BC is an integral piece of inclusive education with decades of knowledge in distance and alternative learning.

IEP School Composition



13% of students in BC independent schools have an autism diagnosis.

AUTISMBBC SURVEY COMMENTS FOR THE MINISTRY OF EDUCATION

"We need to save our DL schools, it's the only way some of our kids can get an education and the supportive therapies they need to be able to thrive."

"This is our 8th year homeschooling. We chose our distance learning school based on their values and the excellent help our daughters receive based on their assessments and diagnosis. Our daughters wouldn't be as successful as they are if they'd continued in our local district public school system, in any format."

"It's appalling enough that the BC government made huge funding cuts to DL Schools last year, and EA cuts."

"It is not ok to keep us in the dark about the changes coming and not include our community in decisions about changes."

"We need to add ADHD to the list because we need more support and help for our children who have ADHD as well. Often, they are not being diagnosed with ASD due to bias and stigma. It creates more conflict because they don't receive any help. Left out with no support with high depression rates. We need to help these young people and we will see a huge decrease in the amount of mental health crisis and drug addictions. Let's help them now, this is not a wish, this is a NEED."

"I am concerned the BC Government is going to take away mine and other parents' ability to teach their children in a way that is flexible and impactful by forcing parents to use programs that do not work for all children. If I wanted a cookie cutter education, I would have stayed in public school. They did not allow freedom to learn at one's own pace and many gaps in education became evident quickly. This is not working for many students and families."

"Let us continue to urge the Ministry to ensure that our children are not harmed by their hasty actions."

"Everyone that is diagnosed should have a designated Educational Assistant (EA)"



"The Ministry of Education needs to demonstrate leadership when it comes to inclusion for children with special needs - end stop. There should be zero tolerance and the Ministry of Education needs to demonstrate their unbiased by including parents and community partners equally to that of educational counterparts, otherwise it's just education professionals militantly suppressing public need for access to fair and equitable education. I 100% disagree with any educational professional that would tout a lack of funding and resources while still accepting a pay increase."

"I have three autistic children who rely on the support given by Self Design in order to access a BC approved education, as well as the speech and occupational therapy they need to thrive. My youngest is non-verbal and has speech therapy twice a week. Because of Self Design's support, my eighth-grade son is working towards a Dogwood-track program. If we were forced back into the Vancouver School district program (a notoriously inflexible option) we would leave the school system entirely and he would not have this opportunity. It is 2021. We should be aiming for more diversity. Instead, BC wants to move towards greater standardization, one-size-fits-all, and forcing children with special needs back into the system that was unable to meet their needs before."

"I am a teacher with the PIE program and have seen so many positive changes in the lives of my students with designations who had previously been struggling in their brick & mortar schools and required the flexibility, connection and support that PIE offered them."

"We left our home district due to lack of supports (autism designation). We are with PIE now and they are super supportive. We have access to funding for teachers, art, drama; if we have to enroll in our catchment, I know the fight for supports will continue."

"Generally, when the government has gotten involved in DL's they have made it WORSE. They make it harder to get funding & to allocate it."

"These changes could directly impact my child's equitable access to education, and I am deeply concerned."



"Ministry DL programs are not as adaptable and supportive. If this option was not available, our son would have quit school outright.

Limiting the number of DLs available and the types that are available will only leave parents with less options, and cause school refusal or outright dropout to increase. Independent DLs fill a massive gap in our education system that the province does not provide services for. Properly trained EAs and teachers are vital to inclusion. Without proper support, some kids cannot attend school at all or at the very least receive such a suboptimal standard of education, that they may as well not be in the system at all. This is an added burden not only on families but also on the community as a whole when these kids eventually grow into adults that carry trauma and lack the skills to attain the level of independence that many may have been capable of. All children deserve to be educated in a safe and nurturing environment. Currently, there is nothing to account for how our Autism funding dollars are being utilized in the school system (for over 6 yrs. of age). We as parents deserve a bit more transparency for how this funding is being put to work towards the inclusion of our kids who are on the Autism Spectrum."

"I have two children with designations, one of whom is beginning her second year with PIE (public online school). In-person school was not a good fit for her. The flexibility and support she has received from PIE has significantly improved her life (her stress is much lower; she is excited about learning and able to work at her level). When she was in her brick-and-mortar school she was not given access to the supports she required, such as seeing a speech & language pathologist. Now that she is with PIE, she has one-on-one support from an EA that she is comfortable with two days a week to help her with her executive functioning, which has been amazing for her."

"For the last three years the Ministry of Education has hidden behind the "cooperative government" module while school boards and districts have excluded children with special needs from public education, all because of money. If a child without special needs has a right to access an education, then a child with special needs has a right to access an education - equally. End stop. No exceptions."



"We also need more services provided for afterschool care. Currently special needs aides are being paid less than workers at McDonalds. Parents need to be able to put their children into afterschool programs so they can go to work to support their families. What is available currently is ridiculous. I cannot quit my job to watch my children because afterschool programs refuse to pay fair wages and hire extra staff. Cutting off our 1 (in- person) teacher day a week while some kids are getting 5 teacher days a week is discrimination. Cut programming from kids/families who are getting more if you must. This is unacceptable."

"We do distributed learning. We do this as we can choose the best school that suits the needs of our children. This choice may be taken away from us. I am unable to plan the immediate future of our educational needs for our children because I don't know when we will be informed of these changes, and if we will be required to change schools. By the time we find out this information, it will likely be too late for us to look into new schools and retain our spot. Worried about the future of disturbed learning."

"I live in a very small low-income town with barely enough teachers to support the community, let alone aids/supports to assist special needs children. My son is currently in part-time Preschool and as recently as last week was not able to attend his class because there wasn't enough staff to help support him, even though he is supposed to have a designated one on one support that was designated to him last school year 2020-2021. We also don't have the basic resources to help these children, not enough experienced support staff. It has become quite frustrating; my son is supposed to start kindergarten in the school year 2022/2023. He has only been able to successfully attend school for one hour twice a week. Unlock the basic necessary resources to help these children progress. I am not capable of relocating to a place that is better equipped to work with us."

"Our eldest son would not be successful with working towards graduation without the Independent DL we are using. He will be completing grade 14 this year with an Adult Dogwood."



"I've written a letter to my MLA who also happens to be the Minister of Education. I have not heard a word back. I feel like this could be a conflict of interest and I feel like I have no one to represent my concerns related to my child. My child's independent online learning school is incredibly unique as it is a school that is committed to special education and has been for the last 10 years. This school's special education students make up nearly 70% of the school's enrolled students. They are a leader in special education and my son is about to lose access to this school where he has been thriving. This school cannot be replaced. I believe that special education students should still be allowed to enroll in the most suitable IOL school available in BC, not just the one in their district. My son's school is already servicing student's province wide and should be allowed to continue. These changes are extremely stressful and worrisome to parents of SE students"

"I have 2 neurotypical children who are in a DL after seeing how the public system has failed to meet their needs. I am also a professional with clients who are autistic, who have chosen to move away from brick and mortar to a DL, after being either abused in the public system, being traumatized, not being provided with the support they require, having teachers with no experience, and being put into a classroom to be babysat instead of being taught. Not from lack of desire but lack of funding and overall training and ability to properly educate my clients. Families don't choose the harder path because they want to—they choose to go the DL route because the system that is meant to be easier and support them, has failed them."

"We've been battling the school system for 6 years (5 different schools) and have finally landed in a good place with Kleos/Pivot Point and now have to worry about THAT stability being lost! The stress and lack of resources in public schools (my son was drawing or playing LEGO all day - or at least the first couple of hours before I was called to come and pick him up) along with the constant changes of having to adapt is a struggle that adds to everyone's anxieties."

"This is shortsighted lunacy on the part of a government determined to ruin the lives of disabled people."



"For many kids with developmental disabilities, online learning doesn't work. They are learning at home because learning is wholistic and can be incorporated into learning life skills and managing anxiety. The big advantage of learning at home is it is very flexible. I am concerned that these changes will impact flexibility. Parents who are managing the learning would be stressed by a whole load of new demands for record keeping etc. I think the system could be improved, but not sure these proposed changes are improvement. Would like clarification."

"How can a district (SD52) with a 3MIL+ deficit be able to successfully roll out an online learning program when they can't meet the needs of students in-person. What about barriers like highspeed internet for families that are low income? How will an online learning program not be used to push students with designations out of the school system, as that is exactly what happened to us in SD68? We were told the school did not have the capacity to meet our son's needs, and sent to DL"

"I have a child who cannot focus on learning while in a crowd. She needs to move and talk to learn which mean she can be disruptive for others. She is a bright learner who learns deep in the areas of her interest. She needs lots of support and one-on-one or in small group of students who accept her for who she is and have patience with her. While learning at home, we can tailor education to her. It is not easy as we have to learn what works better for her but our IDL has been so resourceful and supportive. We are in tears that we might have the last year of this option. Please leave IDLs stay!"

"After 3 years of brick and mortar my daughter was left with no skills to read, write, do math and was continually excluded from social and academic situations. Happy to say with the help of her mother, teacher, and supports such as language, OT, and counselling our daughter now has the beginning foundational skills of reading, writing and other academic areas. On top of that she is also supported more emotionally and able to grow as a person and academically."

"Very concerned as the supports needed for my child were not being met for in-person learning and are finally being supported remotely. Also access to necessary funding to support SLP and tutoring."



"I am highly concerned for my child who is on the autism spectrum and has failed in public school. It took us two tries with different IDL's before we landed on Kleos. They have been able to uniquely manage my son's IEP so that his learning is tailored to his strengths. He is starting to flourish academically, and it's because of this school. I love Kleos because it is a smaller IDL that gets the time to know their students and families. My son would never be able to attend a cookie cutter online school. I'm so concerned because it's taken him this long to get to a good place academically/intellectually, and it seems just as the wheels are gaining motion, there is potential for a drastic shift that could throw him off track. There has been much past anxiety and trauma for my child and our family, trying to fit in and find a school that understands him. I can't imagine in these times, during a pandemic no less, how these potential changes could negatively impact special needs students."

"If this change to send all DL students back into the school system happens, my son will not receive a proper education with the supports he needs. Not all choose to leave the public school system, it happens due to bullying, lack of proper training in staff, lack of understanding of diverse needs. The public school system is not set up for all kids. They do not have experienced enough staff. My youngest child fares well but please do not take what works away from the kids that needs it most. Please allow children to learn the best way for them and sometimes that is just not in a brick-and-mortar school. Consider the fact these children will not get what they need, their needs will not be met being sent home. Make this much more widespread knowledge and consult your community, I had no idea this was even on the table."

"We are a diverse group. If one size fit all, my kids would be in public school already. My kids don't learn online, can't take courses online. We do hands-on learning. Taking away our options will likely destroy my youngest son's chances of ever succeeding. Taking my elder child's options is just going to cost you money in looking after him more when he is 19."

"I am deeply concerned by the proposed changes in Bill 8 to independent DL schools and our child's future education choices."



"I have been homeschooling my son since he started school. I am not surprised the government is making changes that will negatively impact our kids in school. They are taking our rights away year after year. My hope is that we as Canadians can rise above and fight a good fight for our kids."

"Our son attended the local brick and mortar school K-3 and was grossly overlooked. Inclusion does not exist. Teachers are not equipped to help children with special needs and EAs are stretched amongst several kids. EAs are moved around with no consistency. Anxiety, depression, bullying, and physical assault were experienced by my child. He is happy in his IDL and I would never put him back in the local school. We have spent countless hours and tears finding him this safe and nurturing educational stream."

"I am an autistic parent of 4 ND children, two of which have IEPs (Cat G) and are part of independent DL/OLs. We live on Salt Spring Island, and one of my ND children attends a blended program offered by an OL/DL from outside our school district. These programs are all essential to my neuro-divergent children. Living in a remote community, we do not have many options for supports for our ND children. Removing the existing programs and supports would be devastating for our family. We have worked really hard to find educational assistants who can support my children at home and in the community, so they can continue to participate in activities and educational opportunities. We are really concerned about the lack of information from the government about how this will affect our children in the coming year."

"This is our 8th year enrolled with our IDL. My son received his autism diagnosis after being enrolled in IDL. Our local district told me we didn't have an active MCFD file and were not a high-risk family, so my sons didn't qualify for any assessments. The pediatrician said he was autistic, and the superintendent of the SD said she knows more about behavioral disorders based on her 30 years as a teacher and my sons didn't fall under the need for assessments."

"As a neurodivergent family affected by this change, we would prefer to continue with our distributed online learning provider."



"My kids have SN and they are not being served well by our public school system. We chose DL last year and both kids came up 2/3 levels in math alone. B&M do not teach our unique kids, they babysit for the most part. Neither teachers or EA's are properly trained to educate our kids, they are unable to adapt or modify educational materials and there's not enough staff with the actual skills to encourage our unique learners."

"DL/Online learning has been crucial in our ability to access adequate educational supports for our autistic child. Without access to flexible learning models, and the ability to take an active role in our sons learning, we won't be able to properly advocate for the educational needs of our son. Being forced to change schools simply to satisfy restrictive and discriminatory legislation would adversely harm our son's education."

"There are currently no online/DL supports or programs for French Immersion. This was made perfectly clear over the past year. Even with public districts giving online options. With the gradual entry they dropped the ball. My autistic son was left with no option but to return to class. We couldn't get French online, and after a few months they took away his 30 minutes a week with a French EA attached to his school, and created more disconnect, while wanting him to return."

"My children both have funded designations. One child in particular is likely to be profoundly impacted by the proposed changes. As a student with hearing loss "accessible" education has specific requirements. Standardized resources and loss of specialized team would be detrimental."

"Students with special needs shouldn't be pushed into mainstream in-person learning. They need more support and alternatives such as online learning at the elementary level, tutoring resources and/or learning pods. My heart breaks every day for students whose needs are not being met by the current educational system."

"My three children are only able to receive an education because of the support provided by their online learning school and we are terrified that we may lose that option."



"My 6-year-old son is Autistic. He has ADHD, SPD, anxiety, and cognitive delays. Both he and I are immune compromised. When covid came I decided not to send him to public school. In looking into supports and services for my son, I realized very quickly public school is not going to work for my son and his needs. I researched DL's as they were able to provide funding for therapies and supports. Changes to DL schools will affect my son in a negative way. He will not attend brick and mortar school and as a single mom with mental health issues it makes it so difficult on me to be able to provide my son with what he needs. Please keep DL schools and the funding."

"My child had initially started Kindergarten in our catchment school and although his teacher was sweet and good, the school support system before starting Grade 1 completely failed him. He was masking a lot at school but suffering a lot of anxiety, needed to be academically challenged and to receive a social emotional support that the school was not able or willing to offer in an adapted way for his emotional and academic diverse needs. We were forced out of the traditional school system to make life changes that accommodate his needs for the sake of his wellbeing. Development is so important for any kid this age, even more with an autism, anxiety, and gifted designation. Since we made the change, he is able to access therapies and services he needs that are tremendously making a positive impact on him and our family which otherwise would not be happening."

"I am very invested in making sure that my son learns all that he needs to learn. We chose to homeschool him so that I can help him. He has difficulty staying focused so having a one-on-one session with me in learning his lessons would really help him. Children learn differently and the set up that we have right now with DL and supervised by a BC teacher is perfect. I believe the changes that the ministry is planning would directly impact families like ours in an unfavorable way."

"My daughter is thriving in her independent OL school. She won't fit in our district school. We need a learning environment that works for her."



"The only local public distance learning in my district told us that it rarely held students for longer than a year and was basically a steppingstone between brick and mortar and home learning. They were absolutely correct. Not only was the program completely out of date (pre internet), but the format was very strict. My child cannot deal with demands, and thus the only thing that works is to provide opportunities and resources to direct and explore his own interest."

"My autistic child does not do well with change and transition. Even with the most amazing support, he was still very anxious at school. When the staff changed and no longer had the support, it was traumatic for all involved. As a parent I can spend my time advocating to staff and administration who cannot support my child effectively enough so that he can feel safe enough to learn, or I can put my energy into teaching him myself in an environment where he is welcome to be himself and thrive."

"I'm concerned if our IDL is not approved at how little time we would have to move and what curriculum options would be available. A new school would not know my daughters needs and that is such a big and quick change for students like my daughter that need more structured transitions. I'm also concerned our District OL doesn't have a special needs department so I'm unsure about funding. I'm also concerned by the term online learning given my daughter does a mostly hands on curriculum and would not do well learning online. Lastly, I would like to know how students that did not do well on the standard curriculum would be served by these changes. My daughter progressed more in 1 year with an IDL than 4 years with the standard curriculum and full time EA support."

"I represent 25 students and their families as a learning consultant and "online" teacher. We are still distributed learning despite the name change and would like to stay current as my families are very stressed, very scared, and anxious. I have many concerns about my students and my personal employment."

"I am very concerned about the changes. My kids are thriving now at their DL school and with their teachers."



"Changing the distance learning to online learning and trying to force diverse kids to follow a curriculum meant for NT kids is a recipe for disaster, a violation of human rights and discrimination against a person with a disability. The public school want the money our kids bring to the public system plain and simple. We will not be letting a public school system try to force our son in a box he'll never fit in."

"My child went through exclusion in school. He is excelling through Distributed Learning now having access to what he needs to learn. To take his school and therapies away would cause huge issues for him and myself."

"Children with disabilities need easy access to education that suits their needs. For some, this is in person, but for others this needs to be via DL. Families need to be able to access DL services in person (tutoring, OT, SLP, Physio etc.) and online. Parents need choice so that they can determine which schooling options best suit their children."

"We have a child with special needs that will be evaluated for autism, but I am not sure yet if he is on the spectrum. I am highly concerned with the proposed changes. My son is thriving in online school with a public school outside our district. The one in our district was not a good fit for our two kindergarten children, especially my son with special needs. We can't go with in district online learning school next year. They cannot support my son's needs. EBUS, our current out of district school has been fantastic."

"I am the founder of a preschool, school and DL program for autistic students and those with other developmental disorders. If the public system had been committed to this population, they would have done something years ago. It is critical that these students have their own "district" or DL school that is committed to their unique needs and not driven by typical education practices."

"This new change means our students have nowhere to go, they can't go to the public school and online learning does NOT work for them. They need the 1:1 support that Fawkes Academy Richmond is able to provide."



"My child has not had access to the curriculum while registered with and attending a brick-and-mortar school. The only time he has had the same access as his NT peers has been online with a temporary program put in place last year by our district and with our chosen DL provider which is outside of our district. Our district does have a DL program, but it offers no supports for diverse learners and offloads all of the responsibility onto the parents. It essentially offers less than the classroom while keeping all of the funding."

"I am both a service provider for autistic children who have been neglected and abused, educational needs not been met in the public system AND a parent of a gifted child, whose needs were repeatedly not met in the public system. Our children left the public system at the start of the pandemic and will not be returning after seeing our child thrive in the right educational environment with supports that meet his needs. We are tired of fighting a system that continues to reject all best practices for gifted children as well as for autistic children. The DL/OL system has provided us with the best learning environment for our children and for my clients and it's terrifying to know this may be taken away. The public system has proven through the pandemic how they do not know how to do DL well, and DL should be left to those who have worked tirelessly for decades to learn how to do this well in an effort to help children who are being left behind in the public system."

"These changes will negatively affect many of the students and families enrolled and those who would potentially enroll in the future. Please listen to everyone who has concerns and really take them seriously. They know their child(ren's) and their needs better than anyone. More access and more fixing to specialized online schooling are needed, not less. We were fortunate to find a school that works the best for our son and his unique learning style. Changing access to that would greatly impact his education."

"My child attends cross district special school, has IEP and is unable to learn online. This is the only school that was able to take us. Bill-8 is harming my son. He needs to attend in person not online."



"The communication about these changes has been very slow to roll out to parents. While my child who receives inclusive education services is not identified on the autism spectrum, over 100 students at his public online school are. 92% of the students in our school are from out of district. And restriction on choosing a school of record - public or independent - stands to negatively impact many, many families. We need to retain the option to choose the school that best matches our learners needs, and to cross enroll in courses or programs that support their ongoing learning and development. Anything else's is contrary to the intentions of the BC Education Plan."

"I am concerned that this bill does not consider the varying individuals that our online independent schools can offer to people all over the province. Everyone deserves a right to education and some students are unable to learn in "classic" environments."

"It's wrong what the Ministry is trying to do. People that do not have children with Special Needs have no idea what we as parents or children go through in the Public School System. Will the Ministry pay for damages done to our children re: PTSD, emotional challenges, learning disabilities, etc.?"

"My son loves his school. He wants to finish all the way to grade 12. He is currently in grade 9. The small group setting is great for all the kids there. They learn a lot of life skills as well as their education. He has no desire to go back to public school and would not be able to handle the large class sizes and the noise. If we didn't have Claro, then he would have to be Homeschooled and would not get all the social interaction that he needs."

"Bill 8 may impact our Learning Centre as we work in partnership with Kleos Open Learning in Kelowna and may have to find a new online school if Bill 8 makes it so we can only work with schools in our area. This would mean we may have to raise fees for our families, many of whom are financially strapped."

"The upcoming changes are very concerning for families of all IOL students, but the largest concern our family has is for my autistic child."



"My son excels in the independent online program he's under and could not under the public online offerings. His learning differences mean he needs to input and output in the ways that work for him. He can learn at an exceptional rate, but if forced to a public online learning platform we would have to homeschool for him to learn."

"My child cannot handle the sensory input of a brick-and-mortar school. There have been no accommodations that have worked to help her. We have chosen a DL school, so I no longer have to pick her up on the side of the Trans-Canada highway when she gets overwhelmed and leaves school property, she is 9!"

"You are ripping an autistic child away from an education format that he thrives in. How are you going to absorb these kids, especially those with IEPs into your cookie cutter mega school system?"

"Both my children were in an IDL during the 2020/2021 school year on IEPs. This school year I placed my youngest back into public school. He has an IEP but has very low support needs. My oldest child has high support needs and with great work is remaining on grade level where the public school was not going to allow him to enter the school full time. I use his funding from the IDL to pay for therapy and supports that optimize the way he learns and ensure he stays on track. This flexibility has no doubt changed the course of his life and stopped all his self-injury. It is my hope to remain in a IDL for his schooling career."

"My autistic child has a PDA profile, which means that school practices have been extremely harmful to her intrinsic motivation. When I started homeschooling her, I saw that motivation come back, and she is now extremely self-directed and motivated in her studies. She needs flexibility and a unique, interest-led approach, that the DL we are with (Oak and Orca) does allow, but they are not in our district, and I am concerned we would not be able to continue with them. A change at this point would be extremely detrimental for her education, her mental health, and our entire family's well-being."



"Home schooling is only way my son would have learned to read and write. Public school stuck him a room by himself when he started middle school. I watched my child regress. He was so stressed. I pulled him out and started with Kleos school, hired a professional to teach him the work and he is now working at a grade 6/7 level after 3 years. When we started, he was at a 4-year-old level the public school told me. I disagreed with their assessment. The people who worked with my son in public school didn't have the training or capacity. They did more damage than good. Home schooling saved us. My son is happy and progressing. He is 17 now."

"We left our school district when they refused to help our son and only would allow him to attend school 1 hour a day. We cannot go back to a school (online or otherwise) for our son and his younger brother. This would greatly affect us."

"Being forced into a district school situation will not ever work for my son as not only is he autistic but ADHD, FASD and DCD. So, with his complex issues he needs to learn through play and be able to go outside and run when HE needs too, which will never work in a public-school setting. Currently he is thriving in his current plan of education so he will be able to be all he can be one day and not put in modified classes and be referred to as a seat warmer."

"Our special needs children are going through hard times as it is. There is so much anxiety, insecurity. The only thing they have is their home, safe environment where they can be themselves and thrive at the same time. Our children need their existing online learning. It was carefully chosen for them by us parents and only parents know what the best for their child is."

"Our son was incredibly well supported in his program at RCOA. He would not have the success that he does now without the supports of the special education team, occupational therapists, speech language pathologists and they all spoke very highly of the program that was outlined for him."

"The variety of programs offered match with the variety of children we have. We need to embrace variety, not push to standardization. There are many ways of knowing."



TRACY

"As parents without the option to pull our son out of public school to do online learning, we have endured the public school system over the years. From a functional perspective he does better in the structured school environment - he is in the evergreen stream and is registered mainly in trades elective courses in grade 11. This year I distinctly remember driving back to my home office after dropping him off one morning not long after school started and couldn't help thinking about how absolutely exhausted, I am after so many years of trying to advocate for him. Just a few things in point form:

- Consistency in resource teacher support – don't know that we have had the same resource teacher any more than two years in a row, and more times than not, it seems our resource teacher is in an "itinerate" position. Makes it hard to develop good, long-lasting relationships.
- It feels like every single year we start from scratch with the resource teacher – it leaves the impression that his file is not being reviewed; each and every year we are having the same "get to know [our son]" conversation to get things rolling.
- Our son is verbal, and we feel he is consistently mistaken for a child that processes normally because he can respond with a yes or no, or in broken sentences. He does not 'rock the boat' and presents as calm at school, further giving the impression that he is handling things well when the complete opposite is actually true and we see the volatility of him holding his emotions inside, when he gets home. When we inform the school of his severe anxiety and meltdowns, it is always met with surprise because of how he presents at school, and that is exhausting. Again, it speaks to the inconsistency in anyone (besides a couple of his CEA's) really getting to know him, and in the resource team having the time, energy and resources to customize support.
- School psychologist resources – why are there not more?? I inquired about a functional assessment for our son to transition to adulthood and was informed of the very long wait lists – stressful for parents who are unable to pay for assessments out of pocket as well.



- Social skills – COVID has presented such a challenge in providing options for working on social skills and peer related activities. We have inquired about tapping into a group of kids that our son very much wants to be friends with (but is too shy to speak to), to set him up for success but there was no real support in putting any steps in place to address it. Instead, the resource teacher offered to start working on social skills with him around the resource room. Appreciated the offer to help, but it was deflating to realize that no extra energy would be spent ensuring he was learning how to build meaningful relationships with kids outside of the resource cohort.
- Our son has Type 1 Diabetes and self manages only at school due to having a dedicated care plan (does little to no self-management at home). I was informed a few weeks ago that at the end of this year, he would be discharged from the care plan. When I asked about what that would mean for CEA support, the resource teacher needed to do a bit of researching and then informed me that there would be CEA support in the classrooms that our son is in next year – but no indication that he would have dedicated support as he does with his medical care plan. There will be support to help remind him of blood sugar testing times but at best, his additional diagnoses of Autism, Intellectual Disability, Anxiety, and Auditory Processing only get him shared support.

I think the long and the short of it is a serious lack of resources to ensure that kids with special needs are experiencing inclusive and safe public-school environments. So many administrators and systems just continue functioning on the status quo instead of thinking outside the box and being innovative in how to meaningfully support this group of children. And resources, resources, resources – for staff, for functional supports, for therapists. I don't put blame on the resource staff; with the exception of a few, we've made a point of working professionally and respectfully with them, knowing the current constraints and in some cases rigid systems.

It saddens me that I am in a place of just wanting this school journey to be done; that in some ways, I have become a bit complacent, just trying to make sure that our boy is as happy and safe as possible."



CHERYL

"To be very honest, and I know many can relate, reliving some of these experiences (even if only through words) is still really hard for me. The start of our child's grade 2 year caused me a lot of frustration and hurt, it amplified my anxiety, and I believe left me with some PTSD. After having such success with kindergarten and grade 1, our experience with his grade 2 year left me with a horrible taste in my mouth for the public school system.

To premise, we attended a typical preschool for 2 years successfully, with support, prior to entering elementary school. Before starting each school year, we did as much prep work as we could: classroom and teacher visits prior to the school year starting, 'About Me' info letters for the teacher and classmates, passing along age-appropriate books about autism for his class, just to name a few. We were very fortunate, as the Resource Teacher (at the time) lived a couple doors down from us. She was able to make our transitions easy and was very accessible to us. It was amazing. He had the same CEA for kindergarten and grade 1.

What we know now, but not at the time, was that she went above and beyond for him throughout the entire day. She spent her breaks, recess, and lunch with him. He was never without support. We were extremely fortunate. Although school was challenging for him, he progressed and succeeded, and made wonderful gains. He was truly liked by his peers, and we received positive reports from his teachers and support staff. Even when Covid shut down the end of his in-class grade 1 year, he still received online support from his CEA. She even made time to speak with him via Zoom throughout the week.

During the summer before grade 2, we discussed some concerns we had about the effects that the Covid closures and school shutdowns may have had on him with the Resource Teacher. We thought maybe a hybrid of in-class and home learning may be beneficial, to ease him back into a routine. We also discussed a distance learning scenario through an IDL. The Resource Teacher was adamant that he would benefit the most by continuing in public school (brick and mortar) with his peers, that it was a familiar part of his routine, and that his grade 2 year would be the last year with his long-time CEA as she was going to retire at the end of the school year. After some discussion, we were convinced that this was the best option. All of his same supports were in place, and his previous years had gone quite well.



We prepped for his grade 2 year with our familiar methods - he met his teacher and visited his classroom. I passed along our autism books to his teacher, inviting her to read them as well as pass them along to anyone she felt would benefit. Towards the end of August, the Resource Teacher informed us that she had accepted another position somewhere else and would no longer be involved with the school district. She gave us her replacement's contact information and advised us to follow up with her. Although we were sad, we felt confident that the transition to a new resource person would be fine.

We decided to start attending only three times per week, so that he could have the other two days for therapy. We felt this was the best mix in order to set him up for success, especially at the start of a new school year post-Covid. So, this is where things start to go poorly, and I will try to recall as much detail as I can. Within 2-3 weeks of school starting, our long time CEA informed us that she would be retiring early, and that her last day was the end of that week. She was not able to tell us who her replacement would be, nor what transition meetings (if any) were happening. We were shocked and saddened, especially because we had already lost our trusted Resource Teacher prior to school commencing. And to be honest, had we known there would be even the possibility of a premature departure by his CEA, we would have chosen differently for this school year (as mentioned above).

Once his CEA retired, there was no replacement. He would have the occasional 'helper' check in on him, but due to Covid requirements, they were not able to share CEAs outside of his cohort. He was without proper, designated support for weeks. And that meant no support in the classroom, on breaks, recess, as well as lunch. Over the next three months, they eventually hired a replacement, who ended up quitting within 2 weeks. I believe another substitute replacement came in shortly after the first one left. But she wasn't there for long. Sometime in December, he finally received an experienced CEA. I'm not sure if she was pulled from another classroom, but she was amazing.

Unfortunately, by the time she came on board, we had had enough. Through the course of four months, our son had gone through periods of no support at all, or semi-occasional support when it was actually available. There was zero consistency or routine. As a result, his anxiety increased, as did negative behaviours. We were in constant contact with the new Resource Teacher, trying to resolve any issues that came up. We had meetings with our Behavioural Consultant and team, so that we could pass along ideas and possible solutions. We offered suggestions, while begging and pleading for support regularly. The teacher, in our opinion, was extremely unhelpful. She seemed so frustrated with us every day, almost as though



it was his fault for his behaviour. Not once did she seem to sympathize with his situation or ours. She even told me one day after school that I needed to 'advocate for my son', as though we hadn't been doing that tirelessly for weeks. I was heartbroken, and I cried that entire evening.

We felt let down, isolated, and scared for our son's mental health. How could our experience go downhill so quickly? How did he go from being involved in classroom activities, to being cooped up in the resource room for hours at a time? I still struggle with thinking about how confused and scared he must have felt. How unfair that experience was for him. How, even though the school had his funding AND he was only attending three days a week, he received ZERO support for so many days. Thankfully, we were able to connect with a Distance Learning Facility that took him into their program starting January 1st. We were able to get some of his funding back (thankfully), and we've been distance learning ever since.

I don't have much more to add. We are still saddened with everything that transpired. It was, and continues to be, a very exhausting and emotional story to tell. But I know I'm not alone, and that this is a widespread systemic issue for many families. It would be helpful to have supportive choices and options, so we do not feel alone and left out.

"Our local DL does not work with our child's learning style and abilities.

Change is very hard, and after many trauma filled years in brick-and-mortar school, even some with fantastic support, it doesn't even touch what his current IDL has allowed. Losing this would be detrimental to his will to live."



LISA

Our son entered grade 11 at the same school as last year. He has an autism diagnosis as well as a global developmental delay. Due to changes in his staffed resource (he is in a Special Needs Agreement) we decided that he would start school the week after school began and that he would go for partial days to start. On his first day of school, he damaged a feminine hygiene dispenser (as they had him using a different washroom this year from the one he was used to). He also destroyed a chrome book. A Chromebook was damaged in the spring of 2021 so I'm not sure why they decided to offer him another Chromebook, but they did. Also, on leaving the school he damaged a vehicle.

After that occurred on his first day, we were told he couldn't attend the Thursday or Friday going forward as a meeting had to happen. The meeting happened on Friday, September 17th and his dad, me and the staffed resource were on Teams. In the classroom at the school there were 2 Vice Principals, School Principal, Director of Student Services, successor to the Director who is set to retire, SD Occupational Therapist, 2 Resource Teachers and Student Services Support Person. It honestly felt like we were being ganged up on by a group of mostly privileged, middle aged white men. I can't even imagine the salary costs involved with facilitating such a meeting. Even though our goal was for him to attend on the Monday we were told by Student Services that another meeting would be required between the school and the staffed resource to collaborate further. Our staffed resource wasn't available until Tuesday, so they finally met on Tuesday. Our son was finally able to attend on Wednesday (a full week after the incident).

Our son is in a care agreement as his needs, we do acknowledge, our extraordinary. However, if he wasn't how are families expected to work and parent when their children with high support needs are not going to the school for let's face it what is often glorified respite. My son doesn't learn a lot at school, but he enjoys going. His being turned away constantly is causing trauma and doing damage to his self-esteem.

On Friday, September 24th our son went to grab his Education Assistant. My understanding is he didn't actually make contact, but we were told that he could not attend on Monday as they would need to reformat the Student Response Plan. We had a Student Response Plan that was revised in June 2021 because of a similar behaviour. I was livid that they had to meet yet again to revise a plan that should have not required more tweaking as it was already in place.



On October 13th our son grabbed his staffed resource worker by the wrist. School staff have been able to dictate that he can not attend unless he is regulated. School staff made the decision on that day that he wasn't regulated and advised he couldn't attend that day. I think the staff that are with my child 24/7 should be able to decide if he is regulated, not school staff that have seen him a handful of times since the school year began. He has gone less than half of the instructional days this year and I don't believe that the school staff are experts on our son's regulation.

We have had numerous meetings with the school and his staffed resource and us as parents are hopeful that things will change. However, I don't have a lot of faith in our public education system. I hear from families every week that feel that their neurodiverse child is being excluded from the public education system. No wonder so many families have already pulled the plug on public education and sought out other alternatives.

The public education system in BC (in particular the Central Okanagan SD23 in our case) is broken and needs an overhaul in my opinion. I don't believe it is set up for students that are neurodiverse to be successful.

"I'm very concerned about what the new changes will mean for special needs children. I have two children with IEPs and our online school has been an excellent support for us."





ONLINE LEARNING

Community Impact

1

PARENT FORUMS & STRATEGIC ADVISORY COMMITTEE

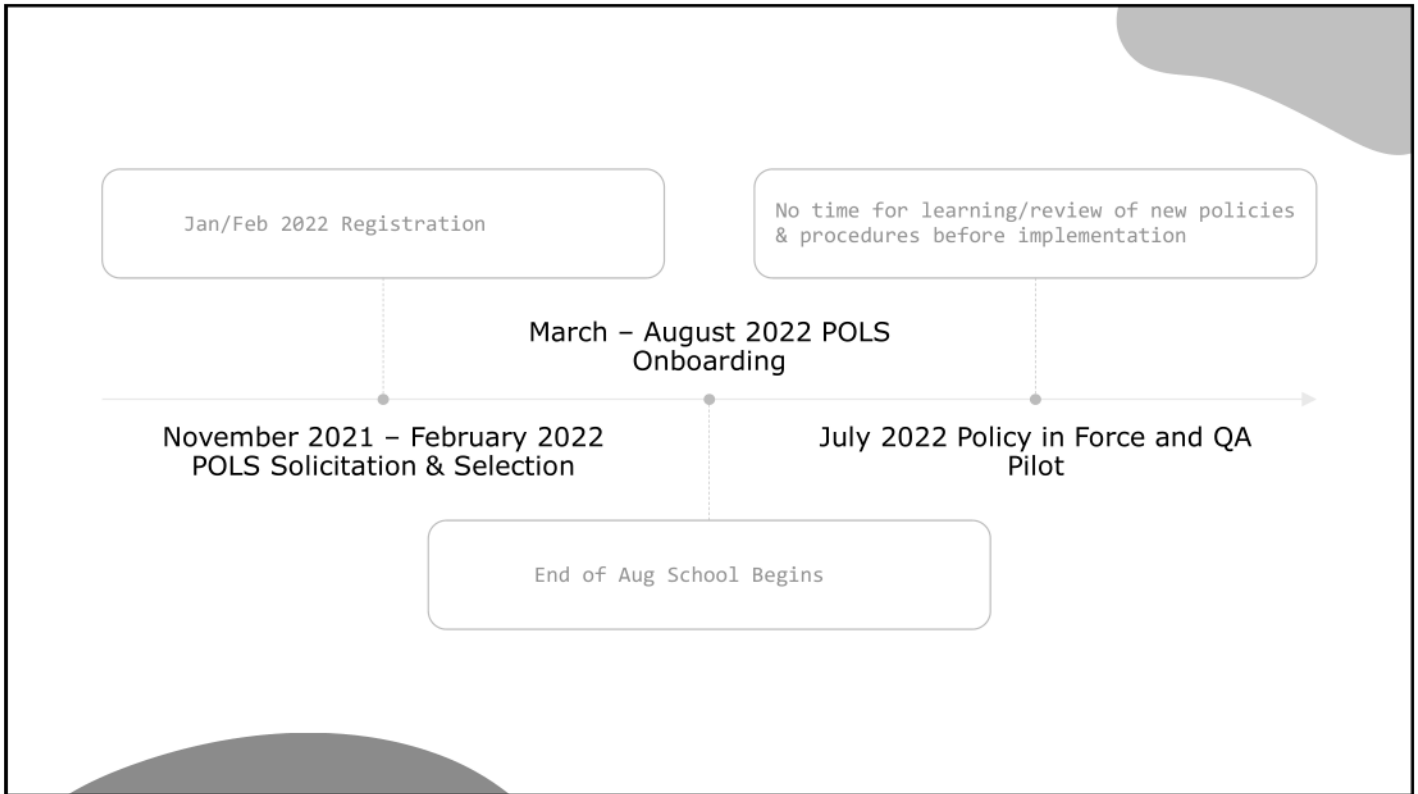
Parent forums have limited participation.

Limited collaboration with
community organizations

Many students left without representation

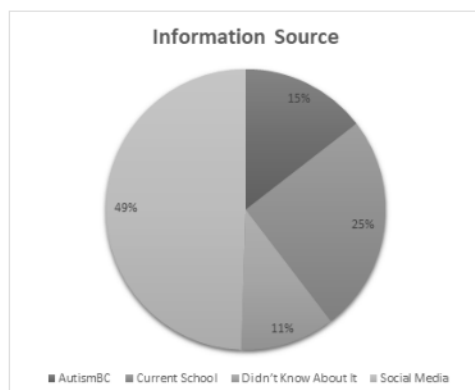
Time allotted does not allow for
a collaborative process

2



3

COMMUNITY CONFUSION



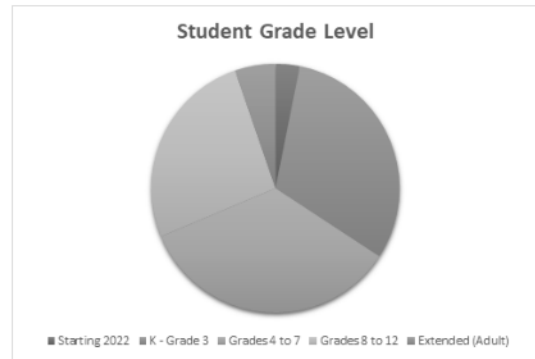
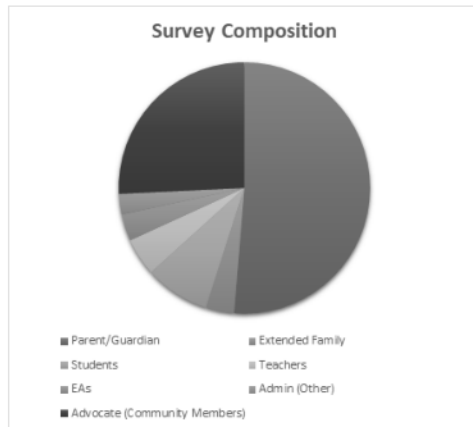
- Reaching out with questions
- Confused about what was happening
- Didn't understand what it meant for their families
- No clear information source

4

SURVEY COMPOSITION

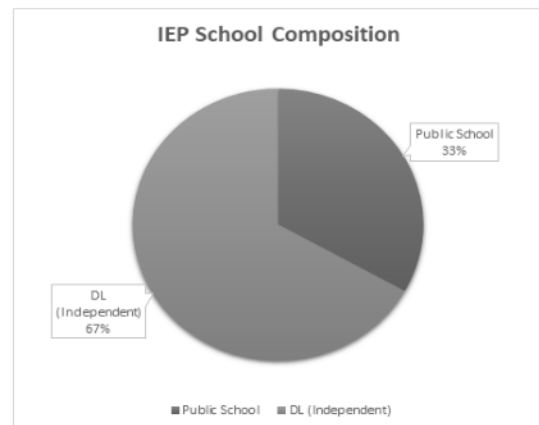
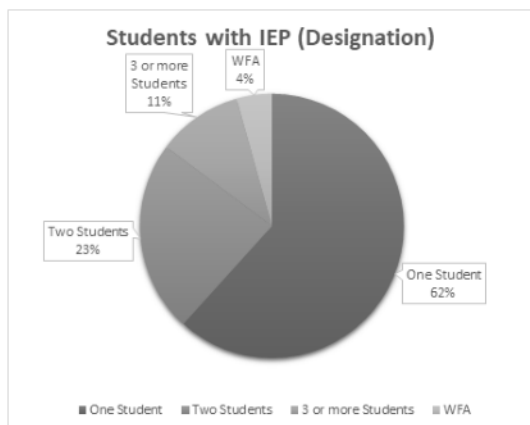
51% Parents/Guardians

34% Primary 66% Intermediate



5

92% SURVEY RESPONDENTS WERE STUDENTS WITH A DESIGNATION (IEP)



6

QUESTIONS WE HAVE

Are the new policy guidelines for Special Needs Funding completed?

Is the criteria and guidelines for Provincial Online Learning Schools (POLS) completed?

Has there been collaboration/discussion between MoE and MCFD regarding funding changes? Specifically, regarding students with funding designations and autism funding.

How can we remain engaged and informed as changes develop to best support and inform government and our community members?

7

WHAT THE COMMUNITY NEEDS

1 – 3 year Extension of current interim agreements and polices

Commitment to hold a more engaging, inclusive policy review with families/stakeholders **prior to policy implementation**

Public release of all new policy manuals, including Special Needs Funding and Inclusive Education **before** implementation

Transparent process for Provincial Online Learning Schools (POLS)

8



Tuesday, October 26, 2021

Amanda Flentjar, Regional Coordinator

604 434 0880 ext. 109 aflentjar@autismbc.ca

To: Honourable Jennifer Whiteside, Minister of Education

Victoria, BC

EDUC.Minister@gov.bc.ca & Jennifer.Whiteside.MLA@leg.bc.ca

Subject: Changes to BC Online Schools

Dear Honourable Jennifer Whiteside,

Thank you for meeting with our team on Thursday to discuss the upcoming changes to BC's Online School, which will impact BC's autism community. We appreciated being able to share our concerns and those of our 7,000+ members.

As discussed during our meeting, our staff receives nearly 10,000 requests for autism information, resources, and support per year. Our website receives almost 90,000 visits from community members seeking knowledge and learning. The upcoming changes to the education system undoubtedly impact our work supporting our community's information needs as they represent more than 11% of the IDL student population. We remain eager to stay informed to support our members, the autism community and all families through this transition. We hope that your Ministry will consider and treat AutismBC as a community partner that can assist in policy growth, community consultation and smooth policy transitions. As you stated it the meeting more consultation is needed before rolling out changes to independent schools. We appreciate, will support and engage in opportunities to create a clear path for questions and continued community engagement. We aim to assist in supporting all families understand new policies and process'. As we stated in our meeting and supported with our survey of over 300 members there is great concern about the timeline of new policy implementation, specifically for independent schools and students in designated special education categories' like L2G – Autism.

We recognize these are difficult decisions to make and appreciate your commitment to improving access to quality services for all BC families. We appreciate your acknowledgment in our meeting that postponing new policy implementation with independent schools may be the best way forward. While the upcoming changes bring stress and anxiety, they also bring hope that families will be better served, and children will have better opportunities to thrive. Thank you again for the opportunity to discuss our interest in opening the channels of communication and receiving timely information to support and inform the Online School transition.

autismbc.ca | hello@autismbc.ca

3688 Cessna Drive, Richmond, BC V7B 1C7 | 604.434.0880



We look forward to your future communications on this matter.

Sincerely,

Amanda Flentjar

Amanda Flentjar
Regional Coordinator, AutismBC

Kaye Banez
Board President, AutismBC

Cc: Mr. Wilson Miao, MP for Richmond Centre: miaoforrichmondcentre@gmail.com

Eleanor Liddy, A, Assistant Deputy Minister BC Ministry of Education:
Eleanor.Liddy@gov.bc.ca

Ms. Jackie Tegart, MLA Fraser-Nicola Opposition Critic for Education:
jackie.tegart.MLA@leg.bc.ca

Dan Davies, MLA Peace River North Critic for Social Development & Poverty Reduction:
dan.davies.MLA@leg.bc.ca

Ms. Teresa Wat, MLA for Richmond Centre and Member of the Select Standing
Committee on Children and Youth: teresa.wat.MLA@leg.bc.ca

Ms. Renee Merrifield, MLA for Kelowna-Mission and Official Opposition critic for Health:
renee.merrifield.MLA@leg.bc.ca

Julia Boyle, Executive Director, AutismBC: jboyle@autismbc.ca

Catholic Provincial Online School ASCEND Online

From: Lynn Hale <principal@ascendonline.ca>
To: educ.minister@gov.bc.ca, DM.Education@gov.bc.ca, Keith.Godin@gov.bc.ca, eleanor.liddy@gov.bc.ca, Marnie.Mayhew@gov.bc.ca, Shawn Chisholm <shawn@fisabc.ca>, Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>, Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>, EDUC DM EDUC:EX <DM.Education@gov.bc.ca>, Godin, Keith EDUC:EX <Keith.Godin@gov.bc.ca>, Minister, EDUC EDUC:EX <EDUC.Minister@gov.bc.ca>
Cc: Lynn Hale <principal@ascendonline.ca>, Christopher Yuen <cyuen@ciskd.ca>
Sent: November 9, 2021 12:07:48 PM PST
Attachments: Letter to Minister Whiteside - BC Bishop's support for ASCEND.pdf

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Good afternoon,

Please accept this letter regarding Bill 8 and proposed policy implications for ASCEND Online school, the current BC Catholic provincial online school. We look forward to your response, particularly addressing the questions posed at the end of this letter. Thank you in advance for your time.

Sincerely,

Lynn Hale, Principal, ASCEND Online
on behalf of the 5 Catholic diocese of British Columbia



November 5, 2021

Honorable Jennifer Whiteside Minister of Education
PO Box 9045 Stn Prov Govt Victoria, BC V8W 9E2 educ.minister@gov.bc.ca

Dear Honorable Jennifer Whiteside,

The five Catholic school authorities in BC have 79 Catholic Independent schools currently in operation across the province (all Group 1 schools). Each of these authorities' boards are chaired by the respective Bishop (or Archbishop) of that particular diocese. We are writing to you today to express our concerns regarding some of the proposed changes to online (formerly called Distributed) Learning in BC.

We are concerned primarily, though not solely, with how certain service agreement changes could impact the current provincial Catholic Online School, ASCEND Online (All Saints Catholic e-Network Delivered Online). This school operates out of and under the authority of the Diocese of Kamloops. ASCEND Online enrolls and serves Catholic students in each of the 5 Catholic Dioceses (across the province) of British Columbia. The 5 Catholic school authorities are: the Diocese of Kamloops, the Diocese of Prince George, the Diocese of Nelson, the Diocese of Victoria, and the Archdiocese of Vancouver. From its inception in 2011, ASCEND Online became the first and only Catholic online school option in BC. We support this model of one Catholic online school serving all Catholic (and other like-minded) students and families in BC continuing into the future.

The school offers programming for families who seek:

- *access to a flexible Catholic education in a home environment;
- *the ability to attend Mass daily as a family, an important expression of their faith made possible by learning at home;
- *a Catholic education for their children where a Catholic school is not available in their local community;
- *access to a Catholic Summer School program;
- *opportunities for their children to connect virtually with other students in activities such as prayers, masses, high school youth group, and extracurricular activities like chess club, SPCA club, Saint's Quest and book study groups.
- *access to religious coursework not available at their local public school (ex. cross-enrollment for Religion 10, 11, or 12);
- *access to coursework not available at their local Catholic high school (ex. cross-enrollment for Philosophy, Spanish 10, Foods 10, Childcare and Development 12, Computer Programming 12, Work Experience);
- *access to coursework that does not fit within a student's timetable at the local Catholic high school;
- *access to an online Catholic secondary program that permits students and families with extraordinary

schedules to be successful (i.e. parents travelling internationally as missionaries or otherwise; students in elite or specialized training/programming).

Current information to note about ASCEND Online

- The school caters primarily to Catholic families: approximately 90% of the students enrolled in its standard academic programming are Catholic.
- The school's Inclusive Education program has an excellent reputation and draws students from Catholic and other Christian denominations.
- The following K-12 student enrollment data from 2020/21 reflects the breakdown by diocese. Of the 621 enrolled students from around the province:

Authority	Number of Students from the Authority's jurisdiction	Percentage of ASCEND Online School's Total Enrolment
CIS Kamloops Diocese	114	18%
CIS Vancouver Archdiocese	220	35%
CIS Prince George Diocese	104	17%
CIS Diocese of Victoria	93	15%
CIS Nelson Diocese	90	15%

The data for summer school enrollment is proportionally similar for each of the authorities. Additionally:

- ASCEND Online is served by 40 full and part-time teachers and administrators and support staff from each of the 5 dioceses across the province.
- This past school year, 154 students from other BC Catholic brick and mortar high schools were cross-enrolled with ASCEND Online School to fulfil their academic programming needs.
- The proposed changes would create significant hardship and harm to current and future Catholic families across the province who are served by ASCEND Online.

ASCEND Online School is committed to continuing to serve as the Catholic Provincial Online School. ASCEND Online has a sound reputation for providing online Catholic education programming. The 5 Bishops of BC recognize and affirm ASCEND Online School as the one Catholic online school serving Catholic families across all five dioceses in BC currently and well into the future.

So, our questions to you are:

1. Will the government continue to approve ASCEND Online as Provincial Online School beyond 2021-22?
2. If ASCEND Online is not approved as a POSP, how will public school students who are Catholic and are geographically located outside the Kamloops region be supported should they want to take a secondary Catholic religion course?
3. How will students currently accessing Catholic education through ASCEND Online as their only Catholic school option continue to be able to attend a Catholic school?

We realize the need for ongoing improvement to the K-12 online learning model which is intended to provide


- Equal access for students, including personal connections with educators
- Flexibility for all students that helps meet their personal learning needs
- Quality learning experiences and outcomes
- Support for educators across the province. (BC government website)

Our goal is to support the Ministry of Education in providing flexible, quality educational programming and choice for BC families. We fully believe that ASCEND Online provides flexible, quality educational programming and choice for BC Catholic families. Please continue to allow this educational option throughout BC.

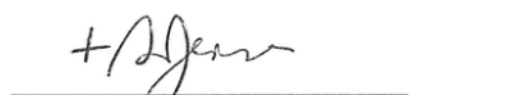
Sincerely,


Archbishop J. Michael Miller, CSB Vancouver Archdiocese


Bishop Joseph P. Nguyen, Kamloops Diocese


Bishop Gregory J. Bittman, Nelson Diocese


Bishop Gary Gordon, Victoria Diocese


Bishop Steven Jensen, Prince George Diocese

CC: Scott MacDonald, Deputy Ministry of Education DM.Education@gov.bc.ca
Keith Godin, Assistant Deputy Minister of Governance and Analytics, Keith.Godin@gov.bc.ca Eleanor Liddy, Acting Assistant Deputy Minister, Services and Technology, Eleanor.Liddy@gov.bc.ca
Marnie Mayhew, Executive Director, Sector Performance Branch, Ministry of Education
marnie.mayhew@gov.bc.ca
Shawn Chisholm, FISA Executive Director, shawn@fisabc.ca

RE: OL site for review

From: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>
To: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>
Cc: Fello, Karen EDUC:EX <Karen.Fello@gov.bc.ca>, Jones, Maureen EDUC:EX <Maureen.Jones@gov.bc.ca>, Kapelari, Kim EDUC:EX <Kim.Kapelari@gov.bc.ca>, Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
Sent: November 18, 2021 4:45:43 PM PST

Hi Erin and the OL team

Thanks for the chance to review!

Given the short turn-around time, I've done the best to provide a review.^{s.13}

s.13

Grant.

----- [Black text below from original email; red text is mine]

Did some cleanup on a few things and moved the pages over to their official "home" in the CMS. Here are the QA links (highlighted the pages with the most significant changes):

[Classroom alternatives](#) – minor edit, added more to define what online learning includes

s.13

Page 143 of 152

Withheld pursuant to/removed as

s.13

From: Fello, Karen EDUC:EX <Karen.Fello@gov.bc.ca>

Sent: November 17, 2021 3:51 PM

To: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>; Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>; Dun, Linda EDUC:EX <Linda.Dun@gov.bc.ca>; Halbert, Jennifer EDUC:EX <Jennifer.Halbert@gov.bc.ca>

Cc: Kapelari, Kim EDUC:EX <Kim.Kapelari@gov.bc.ca>; Jones, Maureen EDUC:EX <Maureen.Jones@gov.bc.ca>

Subject: RE: OL site for review

Hi Erin,

Reviewing the changes, I do not see anything that is concerning.

Karen

From: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>

Sent: November 17, 2021 3:16 PM

To: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>; Dun, Linda EDUC:EX <Linda.Dun@gov.bc.ca>; Halbert, Jennifer EDUC:EX <Jennifer.Halbert@gov.bc.ca>; Fello, Karen EDUC:EX <Karen.Fello@gov.bc.ca>

Cc: Kapelari, Kim EDUC:EX <Kim.Kapelari@gov.bc.ca>; Jones, Maureen EDUC:EX <Maureen.Jones@gov.bc.ca>

Subject: FW: OL site for review

Hi

We have drastically updated the website since our original publication. Our goal is to publish next Friday. Our ADM will need to review this weekend. Please take a look and let me know by Friday if you have any concerns with the text/logic.

Thanks,

Erin

From: Bolduc, Sarah EDUC:EX <Sarah.3.Bolduc@gov.bc.ca>

Sent: November 17, 2021 1:26 PM

To: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>

Cc: Jones, Maureen EDUC:EX <Maureen.Jones@gov.bc.ca>

Subject: OL site for review

Hi Erin –

Did some cleanup on a few things and moved the pages over to their official “home” in the CMS. Here are the QA links (highlighted the pages with the most significant changes):

Classroom alternatives – minor edit, added more to define what online learning includes

- Online learning (landing page) – minor edit to intro paragraph and bullets to define what online learning includes
 - The new online learning model – major edits
 - How online learning will work – new page
 - What to expect during the 2021/22 school year – no changes
 - How to sign up for online learning – minor edit, last bullet under “Flexible options for students”
 - Information for administrators – major edits

A couple of leftovers for follow-up:

- Input from Grant’s team RE: this sentence on the classroom alternatives page: “Homeschoolers are not eligible to receive a B.C. Certificate of Graduation”
- Content about “what we heard” for Your feedback matters section

Looking forward to getting feedback from review 😊

sb

SARAH BOLDUC
UX consultant | content strategist | content creator
250 888-6172

FW: Online Learning Parent Tracker - Nov 19/21

From: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>
 To: Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>, Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>, Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>, Halbert, Jennifer EDUC:EX <Jennifer.Halbert@gov.bc.ca>
 Sent: November 19, 2021 10:11:33 AM PST
 Attachments: image002.jpg

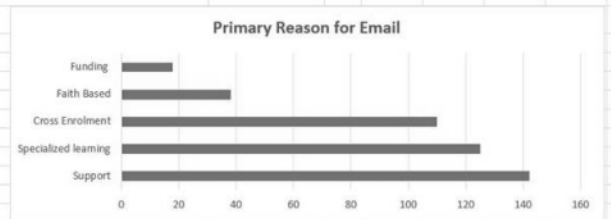
FYI
 s.13

Please note that I added Batch CLIFF 251236 totals (54 emails) to the **Letters directly to the Ministers office** amount since the response will be sent today.

Thank you!

Online Learning Parent Tracker			
Sector	Specific Notations	Total Up to November 15	Total Up to November 19
Independent Sector - OVERALL		325	329
	Heritage	103	106
	REGENT	36	36
	ASCEND	50	50
	Anchor	15	15
	Diverse Learners	126	126
	Indigenous	2	2
Public Sector-OVERALL		72	80
	Public + Indy	18	18
	PIE/IDLC	25	32
	School District	36	37
	Diverse learners	26	32
OTHERS		24	25
	Diverse Learners	2	2
Total Emails		421	434
Included in above but more specifically:			
Letters to Minister via OL Feedback mailbox		143	141
Letters directly to the Ministers office		79	133
Response to Survey		3	3
Letters from Abbotsford Homeschooler Association		10	10

Online Learning Parent Tracker			
Sector	Specific Notations	Total Up to November 15	Total Up to November 19
Independent Sector - OVERALL		325	329
Heritage		103	106
REGENT		36	36
ASCEND		50	50
Anchor		15	15
Diverse Learners		126	126
Indigenous		2	2
Public Sector-OVERALL		72	80
Public + Indy		18	18
PIE/IDLC		25	32
School District		36	37
Diverse learners		26	32
OTHERS		24	25
Diverse Learners		2	2
Total Emails		421	434
Included in above but more specifically:			
Letters to Minister via OL Feedback mailbox		143	141
Letters directly to the Ministers office		79	133
Response to Survey		3	3
Letters from Abbotsford Homeschooler Association		10	10



Support	142
Specialized learning	125
Cross Enrolment	110
Faith Based	38
Funding	18

RE: [External] RE: Online Learning Sector Advisory Committee - Update

From: Thomas Diesch s.22
To: Truss, Dave <DTruss@sd43.bc.ca>, Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>, s.22, lpetersen@mnbc.ca, holland_a@surreyschools.ca, XT:Olson, Sterling EDUC:IN <solson@sd22.bc.ca>, sbuckley@cupe.ca, glinder@schoolathome.ca, lauranneh@fnesc.ca, Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
Cc: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>, Flello, Karen EDUC:EX <Karen.Flello@gov.bc.ca>
Sent: November 19, 2021 4:20:09 PM PST
Attachments: image001.jpg, image003.jpg

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi again Eleanor and Committee members,
Thank you Dave for this clear and concise list of concerns.

The list provided in Dave's response below are ones that I share as well. I also think a meeting on December 16th is very late and that 90 minutes is likely not an adequate amount of time, especially since we will have the OL Policy to discuss which could take a significant amount of time and discussion.

Thank you,
Thomas

From: Truss, Dave <DTruss@sd43.bc.ca>

Sent: November 19, 2021 3:26 PM

To: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>, s.22

s.22 'lpetersen@mnbc.ca' <lpetersen@mnbc.ca>;

'holland_a@surreyschools.ca' <holland_a@surreyschools.ca>; XT:Olson, Sterling EDUC:IN <solson@sd22.bc.ca>;

'sbuckley@cupe.ca' <sbuckley@cupe.ca>; 'glinder@schoolathome.ca' <glinder@schoolathome.ca>;

'lauranneh@fnesc.ca' <lauranneh@fnesc.ca>; Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>

Cc: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>; Flello, Karen EDUC:EX <Karen.Flello@gov.bc.ca>

Subject: RE: [External] RE: Online Learning Sector Advisory Committee - Update

Greetings Eleanor and Committee,

The implementation timeline indicated that School Districts would be informed today, but my superintendent has not seen anything, and so I'm wondering when it will go out?

Two Year Implementation Timeline and Key Dates

Phase	Name	Date	Activity
1	EXPRESSION OF INTEREST	November 19	<ul style="list-style-type: none">Expression of Interest Form provided to the School Districts

Major concerns:

- The timeline is extremely rushed for public schools to "serve as online learning centres of excellence in British Columbia."
That is indeed our goal, but we know that this will not be the case if the expectation is that we are implementing a new LMS and new student management system to students from across the Province by September 1st. We will not be starting off as centres of excellence despite our best efforts to do so.
- The inequity of Independent Schools running just like POLS next year (being allowed to take students from any catchment), while not having to meet all the other requirements Public Schools have to, is grossly unfair.

- There are many disenfranchised and needy students who are currently cross-enrolled into neighbouring districts to meet their high needs, and these students and families will be forced to make changes in September, because their public school of choice will not become a POLS and can not cross enrol.
- The timeline has a commitment and agreement date of February 1st. Almost every school district will have gone through their entire budget process by then and any funding to support the significant changes required would not be part of a school district's plan. I am already familiar with 3 very good public online schools that won't even be going through the expression of interest process because the district leadership does not want to risk the potential costs (LMS and student management fees, professional development requirements, staffing without any meaningful way to forecast enrollment, etc).

I have been careful to only mention the major concerns and not ask the multitude of unanswered questions still to be raised, which are crucial to going through with this process. Our executive will ask those questions soon. Please do let us know when School districts will be getting the Expressions of Interest. While the confidentiality has been dropped, I am hesitant to share a Draft so close to the arrival of the final copy, and yet feel urgency with the stated timelines, including the one stated for today.

Regards,
Dave

David Truss

BCDLAA President

E-mail: dtruss@sd43.bc.ca

Work: 604-936-4285 Cell: 604-868-3047

Think Good Thoughts, Say Good Words, Do Good Deeds.



British Columbia Distributed Learning Administrator's Association

From: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>

Sent: November 19, 2021 10:44 AM

To: s.22

'lpetersen@mnb.ca' <lpetersen@mnb.ca>; Truss, Dave <DTruss@sd43.bc.ca>; 'holland_a@surreyschools.ca' <holland_a@surreyschools.ca>; XT:Olson, Sterling EDUC:IN <solson@sd22.bc.ca>; 'sbuckley@cupe.ca' <sbuckley@cupe.ca>; 'glinder@schoolathome.ca' <glinder@schoolathome.ca>; 'lauranneh@fnesc.ca' <lauranneh@fnesc.ca>; Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>

Cc: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>; Fello, Karen EDUC:EX <Karen.Fello@gov.bc.ca>

Subject: [External] RE: Online Learning Sector Advisory Committee - Update

Thanks Thomas

The changes to the EOI were those suggested by the SAC following our first meeting Oct 21, and then Nov 5. It does also include input from FNESC, which is, as you are aware, an obligation under the Reconciliation Act.

If there are major issues with the EOI document please let us know.

From: s.22

Sent: November 19, 2021 10:41 AM

To: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>; s.22

'lpetersen@mnb.ca' <lpetersen@mnb.ca>; 'dtruss@sd43.bc.ca' <dtruss@sd43.bc.ca>;

'holland_a@surreyschools.ca' <holland_a@surreyschools.ca>; XT:Olson, Sterling EDUC:IN <solson@sd22.bc.ca>;

'sbuckley@cupe.ca' <sbuckley@cupe.ca>; 'glinder@schoolathome.ca' <glinder@schoolathome.ca>;

'lauranneh@fnesc.ca' <lauranneh@fnesc.ca>; Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>

Cc: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>; Fello, Karen EDUC:EX <Karen.Fello@gov.bc.ca>

Subject: Re: Online Learning Sector Advisory Committee - Update

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Eleanor,

Thank you for the information. I think there are still multiple concerns that were shared by several committee members that have not been addressed with these new changes (policy, QA framework, independent timeline, etc.). I'm also concerned that by sending this updated information on Thursday evening at 5:30pm with the EOI going out

to districts the next day (today), it does not give this committee adequate time to review and agree to the updates and changes.

Additionally I am surprised by the next meeting date of December 16th when we were told at the follow up meeting on Nov 5th that the next meeting would be in the first week of December. If we should need another follow up meeting after our December meeting (since it is again only scheduled for 90minutes) it would be unlikely to be able to schedule before January.

I appreciate the continued efforts of you and the Ministry to have a good process for these major changes to Online Learning, but it repeatedly feels that the efforts and the input of various stakeholder groups is are not being heard and considered.

I am still hopeful to have a more new constructive and consultative process moving forward. Thank you,

Thomas Diesch

From: Liddy, Eleanor EDUC:EX <Eleanor.Liddy@gov.bc.ca>

Sent: Thursday, November 18, 2021 5:29:55 PM

To: s.22

: 'lpetersen@mnbc.ca' <lpetersen@mnbc.ca>s.22

s.22 'dtruss@sd43.bc.ca' <dtruss@sd43.bc.ca>; 'holland_a@surreyschools.ca'

<holland_a@surreyschools.ca>; XT:Olson, Sterling EDUC:IN <solson@sd22.bc.ca>; 'sbuckley@cupe.ca'

<sbuckley@cupe.ca>; 'glinder@schoolathome.ca' <glinder@schoolathome.ca>; 'lauranneh@fnesc.ca'

<lauranneh@fnesc.ca>; Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>

Cc: Kelly, Erin EDUC:EX <Erin.1.Kelly@gov.bc.ca>; Fello, Karen EDUC:EX <Karen.Fello@gov.bc.ca>

Subject: Online Learning Sector Advisory Committee - Update

Good afternoon all – apologies in advance for the lengthy email but we do have a few updates to share.

Non disclosure agreement

In follow up to the November 5 meeting, the Confidentiality Agreement will no longer be required. Rather, the Ministry has revised the Terms of Reference (attached) and it will supersede the confidentiality agreement.

Apologies for any confusion this may have caused.

Provincial Online Schools Expression of Interest

On October 22, 2021 you received the first draft of the Provincial Online Learning School application in advance of the first meeting on October 26. At the meeting, the provincial Online Learning Schools application and selection process was discussed, and were asked to provide feedback back to the Ministry by Friday, November 5. An ad hoc meeting was also held on for November 5 to enable members to ask further questions about the process.

The draft expression of interest documentation now includes greater clarity around the two-year implementation timeline with five specific phases for both the public and independent school sectors: the Expression of Interest, discovery, commitment & Ministerial Agreement, onboarding, and launch/execution phases (Note: for the School District timeline, please see page 3-4 in the attached Expression of Interest).

From the feedback received to date, the Ministry has updated the following:

- The name of application has been changed to Expression of Interest (EOI).
- Mandatory Criteria have been updated to Eligibility Criteria and Requirements (Page 2)
- Additional questions around how the online school supports rural learners and support services e.g. counselling (Page 5)
- Addition of a new section on Measuring Success – request for input on each school's success metrics, their quality assurance process model, and any continuous improvement mechanisms (Page 5)
- Inclusion of new section on supports for Indigenous Learner (Page 6)
- Inclusion of a new section on Current Practices related to course development and face to face opportunities (Page 6)
- Under Additional Information, a request for more information around the Internet Connectivity Policy, supports for rural and on reserve learners, and how/if costs are reimbursed to parents (Page 7)

We are hoping to now send this Expression of Interest to the 47 School Districts with a current Agreement with the Minister to operate.

Key Dates:

Dec 2 – Introduction to D2L – Brightspace. This live demo will be recorded and posted for those schools and districts unable to attend.

Dec 6 – Information Session for Districts interested in responding to the EOI.

Thank you for your continued input as we build the new Online Learning model in BC. Our next meeting is scheduled for Dec 16 from 3 to 4:30.

Eleanor

Eleanor Liddy

ADM CIO Services and Technology Division

BC Ministry of Education

250-508-1119

This email has come from an external source. Do not click on any links in it unless you know and trust the sender.

If this email is asking you to check or change your School District #43 email, password, payroll, or any other personal information, it is not legitimate. If this email appears to be a request for help from someone you know, that is asking you to buy gift cards because they are unable to, it is not legitimate.

If you are concerned that this email is not legitimate, and would like someone to help you review it, click on the "ReportPhish" button at the top of the message.

Two Year Implementation Timeline and Key Dates

Phase	Name	Date	Activity
1	EXPRESSION OF INTEREST	November 19	<ul style="list-style-type: none">• Expression of Interest Form provided to the School Districts

FW: Meeting with Rachna Singh

From: Cheema, Haiqa AG:EX <Haiqa.Cheema@gov.bc.ca>
To: Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>, Lindsay-Baugh, Anna MCF:EX <Anna.LindsayBaugh@gov.bc.ca>
Cc: Demelo, Paula AG:EX <Paula.Demelo@gov.bc.ca>
Sent: October 6, 2021 4:56:28 PM PDT

s.13; s.14

Haiqa

From: Saima Naz <snaz@ilearnhighschool.com>
Sent: October 6, 2021 4:29 PM
To: Cheema, Haiqa AG:EX <Haiqa.Cheema@gov.bc.ca>
Subject: Re: Meeting with Rachna Singh

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Haiqa,

s.13; s.14

Cheers,

Haiqa Cheema (She/her)

Ministerial Advisor to:

Honourable David Eby, Attorney General and Minister for Housing

Rachna Singh, Parliamentary Secretary for Anti-Racism Initiatives

Cell: (778) 676 0480

From: Saima Naz <snaz@ilearnhighschool.com>

Sent: September 10, 2021 7:32 PM

To: Cheema, Haiqa AG:EX <Haiga.Cheema@gov.bc.ca>

Subject: Meeting with Rachna Singh

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Haiqa,

I hope you are doing well. I recently spoke with Ms. Singh and she gave me your email address in regards to booking a meeting with her. Please let me know when I can come see Ms. Singh to discuss Bill 8 - 2020.

You can contact me via email or you can call me on my direct line at s.22

I look forward to hearing back

from you soon.

Regards,

Saima Naz

Principal

iLearn Secondary School

■ [604-590-5504](tel:604-590-5504)
■ snaz@ilearnhighschool.com
■ ilearnhighschool.com
■ 6225 136 Street, Surrey



Regards,

Saima Naz

Principal

iLearn Secondary School

■ [604-590-5504](tel:604-590-5504)
■ snaz@ilearnhighschool.com
■ ilearnhighschool.com
■ 6225 136 Street, Surrey



MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: November 4, 2021
CLIFF: 251559

PREPARED FOR: Scott MacDonald, Deputy Minister – **FOR INFORMATION**

SUBJECT: Meeting with MLA Rachna Singh, Parliamentary Secretary for Anti-Racism

PURPOSE: Meeting requested by MLA Singh to discuss Bill 8

BACKGROUND:

- The Ministry is currently modernizing the delivery of online learning programs to support B.C.'s curriculum and ensure every student has equal, consistent access to quality education.
- Many of the changes you are hearing about stem from the Funding Model Review (FMR) that took place in 2018. At the time, the ministry consulted widely with the education sector around how schools are funded.
- Following this, a Funding Model Implementation Online Learning Working Group (OLWG) was created specifically to share ideas on the BC Distributed Learning Model. The OLWG report provided us with several recommendations on the Online Learning processes, policy, procedures and infrastructure required to support students in their programs and ensure that teachers have the tools and resources they need to engage their students.
- To support these recommendations, a legislative amendment was passed in March 2020 and came into force on July 1, 2021.
- The Ministry will ensure adequate time is allowed for implementation and transition.
- The amendment changes the name from Distributed Learning to Online Learning and will give districts and authorities more flexibility to offer online and blended learning to their students. There will also be opportunities for districts/programs to become provincial providers, who can accept students from other districts for unique programs or experiences.

DISCUSSION:

s.13

Page 05 of 13

Withheld pursuant to/removed as

s.13

Program ADM/Branch: Eleanor Liddy
Program Contact (for content): Erin Kelly
Drafter: Eleanor Liddy
Date: Nov. 4, 2021

Online Learning

November 2021



Purpose of Briefing

To provide an update on the online learning project, including:

- ❖ Planned changes
- ❖ Public consultation process
- ❖ Next Steps

Planned changes

	Current State 2021/22	Future State 22/2023/24 SY
Policy	7 Interim Online Learning Policies	Common Online Learning Policy and Procedures Guide aligned with the School Act and Independent School Act
Learning Options for students	In-person or flexible learning options <ul style="list-style-type: none"> Local Brick and Mortar Schools 68 Online Learning schools located throughout B.C. 	High quality flexible learning options enhanced by in person support services <ul style="list-style-type: none"> Local B&M schools Local public or independent OL programs Public and Independent Provincial Online Learning Schools (POLS)
Quality Assurance	Standards for Online Learning documents <ul style="list-style-type: none"> Standards for K-12 Standards for OL Content 	New Quality Assurance Framework and Process <ul style="list-style-type: none"> Clear quality standards for online learning programs Higher accountability Measurable outcomes Continuous improvement
Provincial Infrastructure	Inequity of OL resources and expertise <ul style="list-style-type: none"> Variety of LMS used by schools Variable levels of access to OL resources and expertise 	Equitable access to high quality OL tools, resources, training <ul style="list-style-type: none"> Provincial LMS High quality OL courses resources Online learning training for teachers and administrators Provincial Online Learning Schools

Work to date

Launched new website and email feedback channel

Distributed Info Sheet

Updated website based on parent feedback

June–Oct.

October

June

September

Received 200 emails (of 250) from Independent school parents of diverse learners

Scheduled five parent forums with sector partners
Wosk Centre (SFU) to facilitate and report out



BRITISH
COLUMBIA

Ministry of
Education

Parent Forums



Engagement (2019 – Present)

Committee/Workstream	Stakeholders & Rightsholders
Funding Model Implementation Online Learning Working Group (2019)	FNESC, BCSSA, BCSTA, BCPVPA, BCDLAA, BCASBO, BCTF, BCCPAC
LMS Criteria (Winter 2020)	FNESC, BCSSA, BCPVPA, BCASBO, FISA, BCDLAA, BCTF, WCLN
LMS Demo Evaluations (June 2021)	FNESC, MNBC, BCDLAA, BCTF, FISA
Policy Working Group (December 2020 - Ongoing)	FNESC, MNBC, BCDLAA + FISA
Provincial Schools Focus Group (May – Sept 2021)	FNESC, MNBC, BCSSA, BCASBO, BCTF, BCPVPA, BCDLAA, FISA, BCCPAC
Sector Advisory Committee (October 2021 – December 2022)	BCASBO, BCCPAC, BCSSA, BCPVPA, BCTF, CUPE, FISA, FNESC, MNBC
Quality Assurance Framework Educator Workshop (November 2021)	BCTF, FNESC, MNBC

Next Steps



Sector Engagement

Bimonthly

Education Sector Meetings

(Oct 2021 – Dec 2022)



Parent Engagement

Five Parent Forums

(Oct 2021)

Parent Forum Report (SFU)

(Dec 2021)



Provincial Online Learning Schools

Application and Agreements with Minister

(Nov 2021 – Feb 2022)



Re: KMQA for caucus

From: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>
To: Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca>
Cc: Beale, William TRAN:EX <William.Beale@gov.bc.ca>, Lindsay-Baugh, Anna MCF:EX <Anna.LindsayBaugh@gov.bc.ca>
Sent: October 1, 2021 3:52:22 PM PDT

Looks good by me.

On Oct 1, 2021, at 3:40 PM, Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca> wrote:

s.13

From: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>
Sent: October 1, 2021 3:01 PM
To: Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca>; Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>; Beale, William EDUC:EX <William.Beale@gov.bc.ca>
Subject: Re: KMQA for caucus

Anything further on this? We should get it over to caucus.

Melanie Sanderson

Senior Ministerial Advisor
Office of the Minister of Education

250-880-9508 | melanie.sanderson@gov.bc.ca

From: Sanderson, Melanie EDUC:EX
Sent: Friday, October 1, 2021 10:53:03 AM
To: Olson, Michael GCPE:EX; Lindsay-Baugh, Anna EDUC:EX; Beale, William EDUC:EX
Subject: KMQA for caucus

Hi all - shrunk the KMQA a bit for caucus. Input welcome! We can add some social media posts yet as well.

Melanie Sanderson

Senior Ministerial Advisor
Office of the Minister of Education

250-880-9508 | melanie.sanderson@gov.bc.ca

RE: Media Request - CTV Vancouver - Online learning (Saturday 3 p.m. deadline)

From: Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca>
To: Beale, William EDUC:EX <William.Beale@gov.bc.ca>, McKenzie, Scott GCPE:EX <Scott.1.McKenzie@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
Cc: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>, Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>, Leslie, Sean GCPE:EX <Sean.Leslie@gov.bc.ca>, Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>, Lindsay-Baugh, Anna MCF:EX <Anna.LindsayBaugh@gov.bc.ca>
Sent: October 1, 2021 4:44:29 PM PDT
This looks good to me, thanks Scott.

From: Beale, William EDUC:EX <William.Beale@gov.bc.ca>
Sent: October 1, 2021 4:38 PM
To: McKenzie, Scott GCPE:EX <Scott.1.McKenzie@gov.bc.ca>
Cc: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>; Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>; Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca>; Leslie, Sean GCPE:EX <Sean.Leslie@gov.bc.ca>; Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
Subject: Re: Media Request - CTV Vancouver - Online learning (Saturday 3 p.m. deadline)

This looks good to me. Not sure if others have edits?

On Oct 1, 2021, at 3:04 PM, McKenzie, Scott GCPE:EX <Scott.1.McKenzie@gov.bc.ca> wrote:

Hello, another request below on online learning.^{s.13}
s.13

Please let me know if this works for you.

Reporter

Mary Cranston, Host
CTV News Vancouver
Mary.Cranston@bellmedia.ca
604-834-2594

Deadline Saturday, October 2, 2021 3:00 PM

Request

We have received a number of complaints from parents who are concerned about the ministry of education's widespread changes to distributed learning programs that will take effect in 2022. Some say thousands of B.C. students are likely to lose their school of choice.

Is the Ministry of Education able to provide a statement as to why these changes are taking effect? And the benefit these changes will bring?

Recommendation

s.13

Page 03 of 74

Withheld pursuant to/removed as

s.13

MJW Material | Online line Learning - For TODAY @ 11am

From: Wams, Rachel EDUC:EX <Rachel.Wams@gov.bc.ca>
To: EDUC DL Minister's Office <EDUCMINO@Victoria1.gov.bc.ca>
Cc: Carling, Emma EDUC:EX <Emma.Carling@gov.bc.ca>, Tjituka, Prescilla EDUC:EX <Prescilla.Tjituka@gov.bc.ca>, Charlton, Julie EDUC:EX <Julie.Charlton@gov.bc.ca>
Sent: October 12, 2021 8:52:10 AM PDT
Attachments: OL Minister Briefing Oct 13 2021 2021 10 07- Confidential DRAFT.pptx

Good Morning!

Attached is material for today's briefing at 11:00AM, Online learning.

The material has also been saved to the LAN.

Thank you

Rachel Wams

A/Strategic Projects and Correspondence Coordinator

Learning Division | Ministry of Education

E: Rachel.Wams@gov.bc.ca C: 250-883-9668

Online Learning

Minister's Briefing

October 13, 2021



BRITISH
COLUMBIA

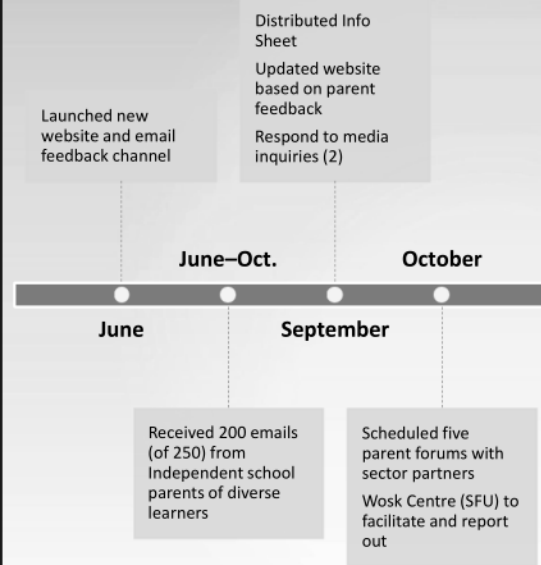
Ministry of
Education

Purpose of Briefing

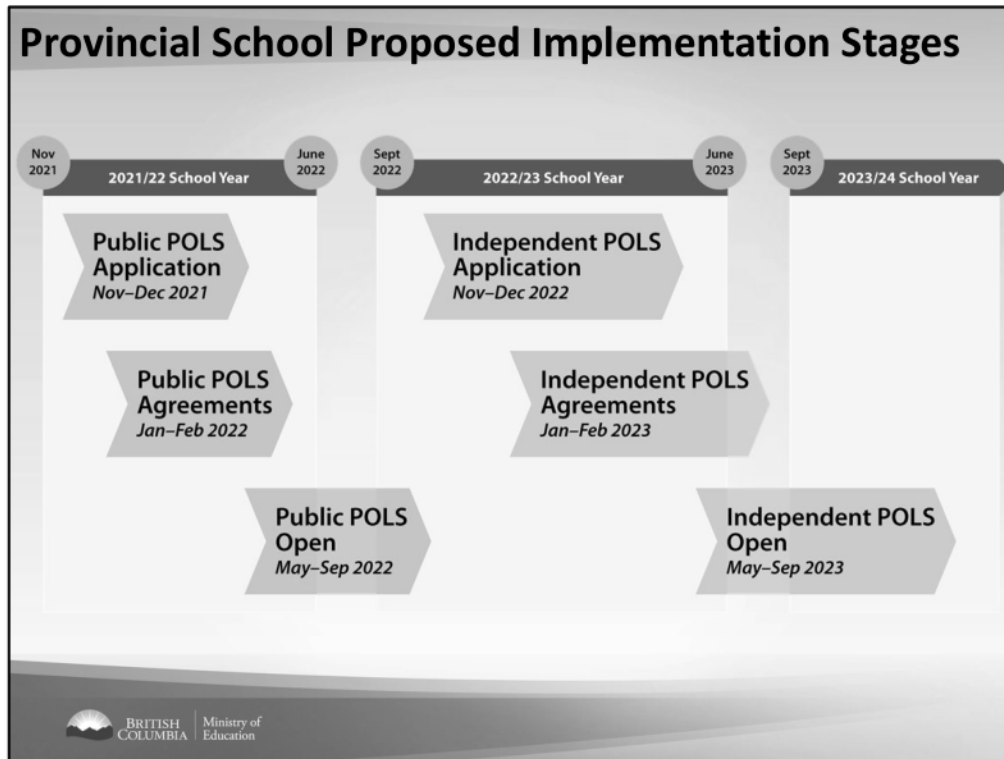
To provide an update on the online learning project, including:

- ❖ Communications and feedback to date
- ❖ Current and future state
- ❖ Proposed Timeline
- ❖ Impact on Students
- ❖ Next Steps

Work to date



Future State		
	Current State 2021/22	Future State 22/2023/24 SY
Policy	7 Interim Online Learning Policies	One Online Learning Policy and Procedures Guide
Choice for students	In-person or flexible learning options <ul style="list-style-type: none"> Local Brick and Mortar Schools 68 Online Learning schools located throughout B.C. 	High quality flexible learning options enhanced by in person support services <ul style="list-style-type: none"> Local B&M schools Local public or independent OL programs Public and Independent Provincial Online Learning Schools (POLS)
Quality Assurance	Standards for Online Learning documents <ul style="list-style-type: none"> Standards for K-12 Standards for OL Content 	New Quality Assurance Framework and Process <ul style="list-style-type: none"> Clear quality standards for online learning programs Higher accountability Measurable outcomes Continuous improvement
Provincial Infrastructure	Inequity of OL resources and expertise <ul style="list-style-type: none"> Variety of LMS used by schools Variable levels of access to OL resources and expertise 	Equitable access to high quality OL tools, resources, training <ul style="list-style-type: none"> Provincial LMS High quality OL courses resources Online learning training for teachers and administrators Provincial Online Learning Schools



Over the next two years, Ministry will be onboarding the Provincial Online Learning Schools

- Application process will be staggered for public (2021/22) and independent (2022/23)
- Some Online Learning schools may not apply and serve in district students only
- Some Online Learning schools may not be accepted and without the ability to cross enrol, may close

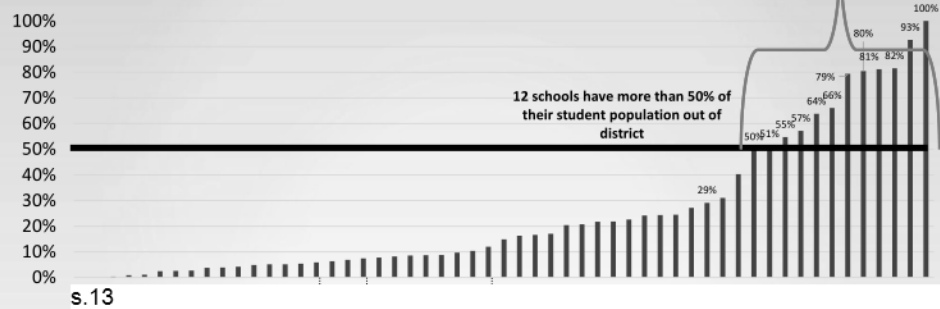
Top Public OL Schools

These are the top 10 public OL providers, by total student headcount in 2020/21:

School Name	Students in School District (Head Count)	Students out of School District (Head Count)	Proportion Students Outside District Boundary (Head Count)
s.13	863	3632	80%
	2384	982	29%
	561	2553	82%
	154	2044	93%
	1817	211	10%
	1901	108	5%
	1394	61	4%
	259	1139	81%
	465	909	66%
	1015	324	24%

All Public OL Schools – Outside Boundary

2020/21 Public DL Schools
Proportion of students outside district geographic boundary



s.1

These 7 OL schools represent
10,922 of 15,361 public OL
learners

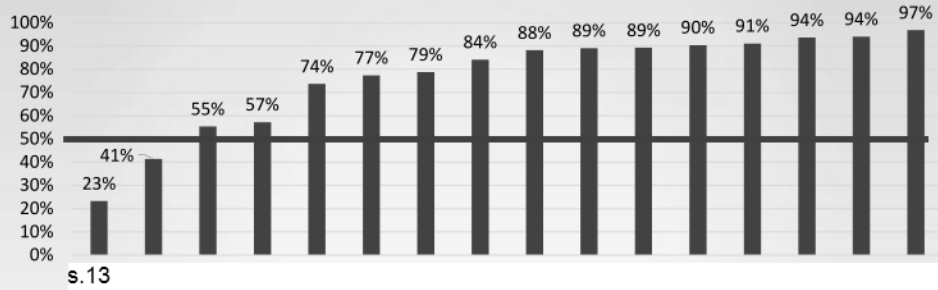


BRITISH COLUMBIA
Ministry of Education

Independent OL Schools –“Outside Boundary”

Note: for independent schools, the purpose of this slide is for analysis only. The Ministry recognizes that geographic boundary is not a data collection point.

2020/21 Independent DL Schools
Proportion of students outside district geographic boundary



s.13



BRITISH COLUMBIA
Ministry of Education

Engagement (2019 – Present)

Committee/Workstream	Stakeholders & Rightsolders
Funding Model Implementation Online Learning Working Group (2019)	FNESC, BCSSA, BCSTA, BCPVPA, BCDLAA, BCASBO, BCTF, BCCPAC
LMS Criteria (Winter 2020)	FNESC, BCSSA, BCPVPA, BCASBO, FISA, BCDLAA, BCTF, WCLN
LMS Demo Evaluations (June 2021)	FNESC, MNBC, BCDLAA, BCTF, FISA
Policy Working Group (December 2020 - Ongoing)	FNESC, MNBC, BCDLAA + FISA
Provincial Schools Focus Group (May – Sept 2021)	FNESC, MNBC, BCSSA, BCASBO, BCTF, BCPVPA, BCDLAA, FISA, BCCPAC
Sector Advisory Committee (October 2021 – December 2022)	BCASBO, BCCPAC, BCSSA, BCPVPA, BCTF, CUPE, FISA, FNESC, MNBC
Quality Assurance Framework Educator Workshop (November 2021)	BCTF, FNESC, MNBC

Next Steps



Sector Engagement

Bimonthly
Education Sector Meetings
(Oct 2021 – Dec 2022)



Parent Engagement

Five Parent Forums
(Oct 2021)
Parent Forum Report (SFU)
(Nov 2021)



Provincial Online Learning Schools

Public Application and
Agreements with Minister
(Nov 2021 – Feb 2022)

Independent Application and
Agreements with Minister
(Nov 2022 – Feb 2023)



BRITISH
COLUMBIA | Ministry of
Education

Re: Letter from MLA Tegart

From: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
To: Baxter, Breanne EDUC:EX <Breanne.Baxter@gov.bc.ca>
Cc: Beale, William EDUC:EX <William.Beale@gov.bc.ca>, Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>, Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>, Waters, Leah EDUC:EX <Leah.Waters@gov.bc.ca>, Lindsay-Baugh, Anna MCF:EX <Anna.LindsayBaugh@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
Sent: October 14, 2021 1:39:12 PM PDT
Attachments: image001.png

Hi Breanne,
Thanks for the flag. Yes, please flag this as a rush draft for correspondence.
Thank you!
-Keefer

Sent from my iPhone

On Oct 13, 2021, at 4:04 PM, Minister, EDUC EDUC:EX <EDUC.Minister@gov.bc.ca> wrote:

Hi folks!

Flagging this incoming from Jackie Tegart regarding the proposed changes to IDL programs in the next school year. Toggling as Minister response but let me know if we should also put a rush on it.

Thanks 😊

Breanne Baxter | Administrative Assistant
Ministry of Education | Minister's Office

From: King, Wendy <Wendy.King@leg.bc.ca>
Sent: October 13, 2021 3:20 PM
To: Minister, EDUC EDUC:EX <EDUC.Minister@gov.bc.ca>
Subject: Letter from MLA Tegart

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Please find attached a letter from Education Critic, Jackie Tegart.

<image001.png>

Wendy King
Legislative Assistant
BC Liberal Caucus
T: (250) 387-9205
E:mail: wendy.king@leg.bc.ca

<Tegart letter to Hon. Jennifer Whiteside - changes to IDL .pdf>

FW: District of Vanderhoof Mayor's Letter Regarding Changes to Online Learning

From: Minister, EDUC EDUC:EX <EDUC.Minister@gov.bc.ca>
To: Beale, William EDUC:EX <William.Beale@gov.bc.ca>, Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>, Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>, Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>, Lindsay-Baugh, Anna MCF:EX <Anna.LindsayBaugh@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
Sent: October 18, 2021 9:56:43 AM PDT
Attachments: DOV_ The Changes in Legislation Regarding Online Learning..pdf

Good morning all,

Flagging this incoming from Mayor Gerry Thiessen, Vanderhoof, regarding changes in legislation to Online Learning.

Will toggle as Draft-Min, let me know if there is further action needed for this one 😊

Thanks!

Breanne Baxter | Administrative Assistant

Ministry of Education | Minister's Office

From: Megan Pinchin <mpinchin@district.vanderhoof.ca>

Sent: October 15, 2021 3:29 PM

To: Minister, EDUC EDUC:EX <EDUC.Minister@gov.bc.ca>

Subject: District of Vanderhoof Mayor's Letter Regarding Changes to Online Learning

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Dear Minister,

From the announcement recently made about the Ministry of Education's upcoming changes to online learning, the District of Vanderhoof's Mayor Gerry Thiessen has composted a letter of concern. Please find this letter attached.

The District of Vanderhoof appreciates and thanks the Honourable Jennifer Whiteside, M.L.A, Minister of Education's time in receiving this letter.

Sincerely,

Megan Pinchin (she/her)

Communications Coordinator

District of Vanderhoof

P: 250-567-4711 ext. 133

160 Connaught Street, Vanderhoof, BC V0J3A0

www.vanderhoof.ca

Confidentiality Notice: This electronic message, together with its attachments, if any, is intended to be viewed only by the individual to whom it is addressed. It may contain information that is privileged, confidential, protected health information and/or exempt from disclosure under applicable law. Any dissemination, distribution or copying of this communication is strictly prohibited without our prior permission. If the reader of this message is not the intended recipient or if you have received this communication in error, please notify us immediately by return e-mail and delete the original message and any copies of it from your computer system.

October 6, 2021

Honourable Jennifer Whiteside, M.L.A, Minister of Education
Ministry of Education
Room 306 Parliament Buildings
Victoria, BC
V8V 1X4

Dear Minister,

VIA EMAIL: EDUC.Minister@gov.bc.ca

Re: The Changes in Legislation Regarding Online Learning.

Last week, I became aware of the Ministry of Education's intent to change legislation that would require students taking courses through Online Learning to take their education in their home school district versus the district of their choice.

School District 91 has been a leader in adapting and providing quality online education through the EBUS Academy, which offers educational supports that enable students to excel in their academic careers in their chosen environment, not just in Vanderhoof but all over the province.

The District of Vanderhoof has been proving its ability to adapt and excel through change – coming from a community heavily reliant on the forest industry for employment to diversifying our employment portfolio. And through out-of-the-box thinking to provide the best quality of online education opportunities, our residents and others outside our district have continued to value and use as the enrollment has always been strong.

As the Mayor of the District of Vanderhoof, it worries me to hear of these potential legislative changes without being advised or having availability to consult with our community. Therefore, I want to invite the Honourable Jennifer Whiteside to meet with the Council of the District of Vanderhoof and myself to discuss the implications of the potential legislative changes and better understand why these changes are happening. We hope to set a date within the next month or at your earliest convenience.

Yours sincerely,
DISTRICT OF VANDERHOOF


Gerry Thiessen
Mayor

MO Material | Liberal Caucus re Online Learning - Oct 19

From: Carling, Emma EDUC:EX <Emma.Carling@gov.bc.ca>
To: EDUC DL Minister's Office <EDUCMINO@Victoria1.gov.bc.ca>
Cc: Tjituka, Prescilla EDUC:EX <Prescilla.Tjituka@gov.bc.ca>
Sent: October 18, 2021 2:55:09 PM PDT
Attachments: Online_Learning_EDUC_InfoSheet_September2021.pdf, OL MLATegard Briefing Oct 2021 - Confidential DRAFT 2021 10 18 130pm.pptx

Good afternoon

Attached is material for tomorrow's MLA Tegart Briefing.^{s.13}
s.13

The material has also been saved to the LAN.

Thank you

Emma Carling | a/ Senior Executive Assistant
Deputy Minister's Office | Ministry of Education
Ph: 236-478-3347 E: emma.carling@gov.bc.ca

Online Learning

MLA Tegart Briefing

October 19, 2021



BRITISH
COLUMBIA

Ministry of
Education

Purpose of Briefing

To provide an update on the online learning project, including:

- ❖ Planned changes
- ❖ Public consultation process
- ❖ Next Steps

We are working to improve the quality and accessibility of our province's online programs. Work began on this pre Covid and work has been ongoing.

Questions:

What changes are being planned or contemplated for both IDL and public online learning?

Does your government intend to offer public consultation for parents and families of students currently attending IDL and public institutions that will be affected by the new funding model and provincial district?

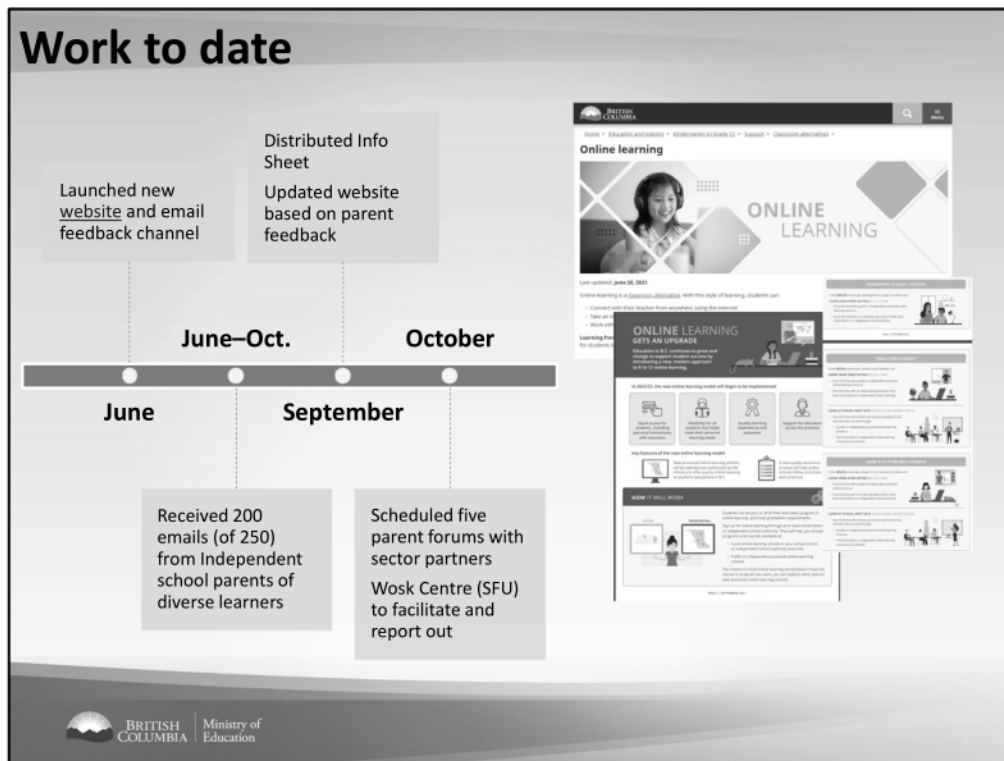
Can your Ministry provide a clear plan and timeline for public consultation, within a reasonable timeframe so that IDL stakeholders and parents can effectively provide input?

Is your government open to revising or rescinding the proposed changes to IDL boundaries and funding

Planned changes		
	Current State 2021/22	Future State 22/2023/24 SY
Policy	7 Interim Online Learning Policies	Common Online Learning Policy and Procedures Guide aligned with the School Act and Independent School Act
Learning Options for students	In-person or flexible learning options <ul style="list-style-type: none"> • Local Brick and Mortar Schools • 68 Online Learning schools located throughout B.C. 	High quality flexible learning options enhanced by in person support services <ul style="list-style-type: none"> • Local B&M schools • Local public or independent OL programs • Public and Independent Provincial Online Learning Schools (POLS)
Quality Assurance	Standards for Online Learning documents <ul style="list-style-type: none"> • Standards for K-12 • Standards for OL Content 	New Quality Assurance Framework and Process <ul style="list-style-type: none"> • Clear quality standards for online learning programs • Higher accountability • Measurable outcomes • Continuous improvement
Provincial Infrastructure	Inequity of OL resources and expertise <ul style="list-style-type: none"> • Variety of LMS used by schools • Variable levels of access to OL resources and expertise 	Equitable access to high quality OL tools, resources, training <ul style="list-style-type: none"> • Provincial LMS • High quality OL courses resources • Online learning training for teachers and administrators • Provincial Online Learning Schools

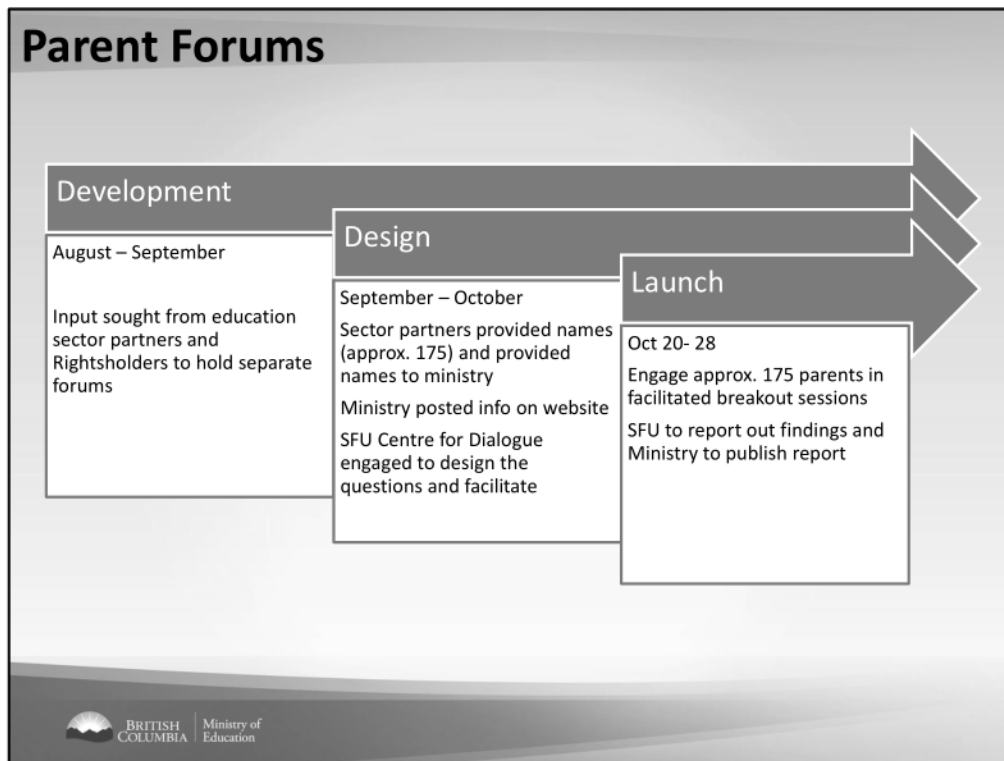
Clear policy – one for Public, and an aligned one for independent Districts have a choice – they can offer their own local online program only or they can apply to be a provincial school

Biggest change will be the improved accountability – both provincially and locally. Will be included in the District FESL



In addition to our work with the usual Education partners, we have been focusing on parents and families over the last months to try to clearly explain what is and is not changing. This has included the creation of the information website, the email feedback channel, the information sheet for parents, and the scheduling of our 5 upcoming parent forums

Receiving number of letters through the email feedback channel – 280 as of now, 255 of them from independence DL schools, including at least half from Heritage Christian school. There is some anxiety that they will lose their program and most importantly supports for Diverse Learners



Development

- Sought input from BCCPAC, BCDLAA, BCEDAccess, Inclusion BC, FSIBC, FISA, FNESC and MNBC
- Goal is to have an authentic dialogue with BC parents about the changes to come

Design

- Sector partners provided input into design of the five parent forums
 - Public Schools: 2 forums for School Districts: one as a general session and one for parents of students with diverse learning needs.
 - Independent Schools: 2 forums; same as public schools
 - Indigenous: 1 forum for Metis Nation BC; FNESC provided parents names and declined to have a separate session.

Sector partners and rightsholder provided names to Ministry to invite. The maximum number is 40 per forum.

The process was posted on the website and in the October 2021 Info Sheet.

Parent Forums – Questions for Participants

1. Why did you choose online learning? What school are you in and what is it about the program/school that you chose that works well for your child and for your family?
2. What would it take for the new OL model to provide a great learning experience for your child?
3. What is something you want the Minister or decision makers to know about why the old model worked for you and/or why you believe the new model may not work?

Engagement (2019 – Present)

Committee/Workstream	Stakeholders & Rightsolders
Funding Model Implementation Online Learning Working Group (2019)	FNESC, BCSSA, BCSTA, BCPVPA, BCDLAA, BCASBO, BCTF, BCCPAC
LMS Criteria (Winter 2020)	FNESC, BCSSA, BCPVPA, BCASBO, FISA, BCDLAA, BCTF, WCLN
LMS Demo Evaluations (June 2021)	FNESC, MNBC, BCDLAA, BCTF, FISA
Policy Working Group (December 2020 - Ongoing)	FNESC, MNBC, BCDLAA + FISA
Provincial Schools Focus Group (May – Sept 2021)	FNESC, MNBC, BCSSA, BCASBO, BCTF, BCPVPA, BCDLAA, FISA, BCCPAC
Sector Advisory Committee (October 2021 – December 2022)	BCASBO, BCCPAC, BCSSA, BCPVPA, BCTF, CUPE, FISA, FNESC, MNBC
Quality Assurance Framework Educator Workshop (November 2021)	BCTF, FNESC, MNBC

Next Steps



Sector Engagement

Bimonthly
Education Sector
Meetings
(Oct 2021 – Dec
2022)



Parent Engagement

Five Parent Forums
(Oct 2021)

Parent Forum Report
(SFU)
(Dec 2021)



Provincial Online Learning Schools

Application and
Agreements with
Minister
(Nov 2021 – Feb
2022)



BRITISH
COLUMBIA | Ministry of
Education

LINK: [B.C. Online Learning Website](#)

Correspondence for AutismBC

From: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
To: Baxter, Breanne EDUC:EX <Breanne.Baxter@gov.bc.ca>, Waters, Leah EDUC:EX <Leah.Waters@gov.bc.ca>
Sent: October 19, 2021 10:13:24 AM PDT
Attachments: 250052 Flentjar Outgoing DRAFT 2021 10 01.docx, Information Needed to Support Students & Families

Hi Breanne and Leah,

Hope you are doing well!

Can you print out the attached and have it ready for review by the Minister? Can you also just flag with the MAs that it's been prepped for the Minister and it would be ideal to get it reviewed and sent out prior to Thursday's meeting with AutismBC.

Thank you!

Keefer Pelech (*he/him*)
Executive Assistant to
Hon. Jennifer Whiteside
Minister of Education
778-679-7426

Page 28 of 74 to/à Page 29 of 74

Withheld pursuant to/removed as

s.13

Information Needed to Support Students & Families

From: Amanda Flentjar <aflentjar@autismbc.ca>
To: EDUC.Minister@gov.bc.ca, learningsupports@gov.bc.ca,
EDUC.independentSchoolsOffice@gov.bc.ca, DM.Education@gov.bc.ca,
Minister, EDUC EDUC:EX <EDUC.Minister@gov.bc.ca>, EDUC Independent
Schools Office EDUC:EX <EDUC.independentSchoolsOffice@gov.bc.ca>,
EDUC DM EDUC:EX <DM.Education@gov.bc.ca>, Inclusive Education
EDUC:EX <Inclusive.Education@gov.bc.ca>
Cc: Brock Sheppard <bshppard@autismbc.ca>, Kaye Banez
<kayebanez@gmail.com>
Sent: September 21, 2021 12:33:42 PM PDT
Attachments: Outlook-ztnsum45.png

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Good afternoon,

We reach out to you today in an effort to ensure we have accurate, up to date information to share with families we support. This time of year is often difficult for our community and interim changes along with uncertainty about the 2022/23 school year has added to that stress.

As an organization supporting students with diverse needs across BC we are committed to inclusion and strive to provide families with the information and resources they need. We ask that you assist us in this endeavor and confirm or correct the following as well as answer the questions below.

Changes this school year (2021/22):

- Legislative changes took effect July 1, 2021 after the passing of [Bill 8](#).
- Distributed Learning (DL) is now Online Learning (OL)
- Boards and independent school authorities with current distributed learning agreements have been issued interim online learning agreements for the 2021/22 school year

Changes happening for 2022/23 school year:

- All public-school districts will offer Online Learning
- All boards and independent school authorities with current distributed learning agreements (2021/22) will need to reapply for a new agreement.

Questions:

- Will all public districts be required to have an Online Learning program?
- Has the criteria for independent school providers to obtain agreements for the 2022/23 school year been determined? When will this information be public? When will the application and approval process begin?
- Will students currently enrolled with independent school programs be required to enroll with their local public school district for the 2022/23 school year?
- "A **single** provincial learning management service and shared course content repository will be available to educators." Does this apply to both public and independent schools? Will this be the only approved source?
- "Provincial Online Service Provider", will there be a list of approved providers students must use for support services. (Similar to the [RASP](#) list used by MCFD).

We have heard the Ministry of Education will be providing opportunity for families to learn about upcoming changes, ask questions and provide feedback. These opportunities will be cohosted by other organizations.

For students enrolled with a public school:

[BC Confederation of Parent Advisory Councils \(BCCPAC\)](#)

To register: andreasinclair@bccpac.bc.ca No dates provided.

For students enrolled with an independent school:

[Federation of Independent Schools \(FISA\) BC](#)

No contact provided. No dates provided.

For Indigenous families:

First Nations Education Steering Committee (FNESC) and Metis Nation BC

No contact provided. No dates provided.

Our questions:

- Is this accurate?
- How many meetings are scheduled?
- Limit to meeting participation?
- Q & A format?
- Questions pre-submitted?
- Who will be speaking? Rep from MOE?

Has consideration been given into how to address the unique needs and concerns of students with current funding designation categories and diverse learning needs? Engaging these families and appropriate support organizations is important and vital for inclusive education.

We are seeking up to date and proactive information directly from you in order to best support families in our communities. We look forward to hearing from you and working together to address the needs and concerns of BC families.

*Copied to include:

Brock Sheppard, Program Manager, AutismBC

Kaye Banez, Vice President Board of Directors, AutismBC

Wishing you a wonderful day,

Amanda Flentjar



Amanda Flentjar (she/her)

REGIONAL COORDINATOR

(Wednesday & Thursday)

604.434.0880 x. 106

1.888.437.0880 x. 106

island@autismbc.ca

aflentjar@autismbc.ca

www.autismbc.ca

Copyright

Re: Independent Distributed Learning

From: Leathwood, Devon <Devon.Leathwood@leg.bc.ca>, Leathwood, Devon LASS:EX <Devon.Leathwood@leg.bc.ca>
To: Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>, Lindsay-Baugh, Anna MCF:EX <Anna.LindsayBaugh@gov.bc.ca>
Cc: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>, Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>, Beale, William EDUC:EX <William.Beale@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
Sent: October 21, 2021 11:18:31 AM PDT
Attachments: image001.png, Outlook-sckgp1i1.png

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Thanks both !



Devon Leathwood (She/Her) | Research and Communications Officer | New Democrat BC Government
Caucus T: 250-387-1603 C: 778-887-3834 | devon.leathwood@leg.bc.ca | www.bcndpcaucus.ca

From: Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>
Sent: Thursday, October 21, 2021 9:37 AM
To: Leathwood, Devon <Devon.Leathwood@leg.bc.ca>
Cc: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>; Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>; Beale, William EDUC:EX <William.Beale@gov.bc.ca>
Subject: RE: Independent Distributed Learning

Hi Devon,

Thanks for being in touch! I've copied EA Keefer Pelech here who will be able to get you some key messages on distributed learning, and proposed changes to distributed learning.

As an FYI, the official opposition had a briefing on this subject from our Ministry this week.

Sincerely,

Anna

--

Anna Lindsay-Baugh (*she/her*)
Ministerial Advisor to
Hon. Jennifer Whiteside
Minister of Education
e: anna.lindsaybaugh@gov.bc.ca | p: 778-677-4091

From: Leathwood, Devon <Devon.Leathwood@leg.bc.ca>
Sent: October 21, 2021 9:35 AM
To: Lindsay-Baugh, Anna EDUC:EX <Anna.LindsayBaugh@gov.bc.ca>
Subject: PMT: Independent Distributed Learning

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Anna !

I hope you are well,

On Monday one of our members (TBD) will be responding to MLA Davies statement on Independent Distributed Learning.

Hoping we can get some notes to pass on by EOD tomorrow, or you can let us know of anything you'd like the member to highlight.

Thanks!



Devon Leathwood (She/Her) | Research and Communications Officer| New Democrat BC Government
Caucus **T:** 250-387-1603 **C:** 778-887-3834 | devon.leathwood@leg.bc.ca | www.bcndpcaucus.ca

FW: KMs for Online Learning

From: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
To: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>
Sent: November 3, 2021 11:15:11 AM PDT
Attachments: image001.png, Online_Learning_EDUC_InfoSheet_September2021.pdf, Online Learning KMs Oct 26.docx

Here's what was sent to Caucus.

Pulling up a Min response now and will forward your way.

-Keefer

From: Pelech, Keefer EDUC:EX
Sent: October 26, 2021 2:14 PM
To: Field, Maddie LASS:EX <Maddie.Field@leg.bc.ca>; Vasilev, Susan LASS:EX <Susan.Vasilev@leg.bc.ca>
Subject: RE: KMs for Online Learning

Hmm,

I'm also not able to open the original attachment. I'll try re-attaching here.

Let me know if this works.

-Keefer

From: Field, Maddie <Maddie.Field@leg.bc.ca>
Sent: October 26, 2021 2:03 PM
To: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>; Vasilev, Susan LASS:EX <Susan.Vasilev@leg.bc.ca>
Subject: RE: KMs for Online Learning

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Keefer,

Not sure if it's just me, but the KM doc you sent is showing as empty. Is it possible you attached the wrong file?

Thanks!

Maddie Field | Senior Research and Communications Officer | New Democrat BC Government Caucus

📞 236-593-5337 📠 250-953-4753 ✉️ maddie.field@leg.bc.ca

(She/her)

Proud  *bcgeu* member.

From: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
Sent: October 26, 2021 12:31 PM
To: Vasilev, Susan <Susan.Vasilev@leg.bc.ca>
Cc: Field, Maddie <Maddie.Field@leg.bc.ca>
Subject: KMs for Online Learning

Hello Susan,

Attaching the much anticipated KMs on Online Learning. I'm also attaching a Ministry fact sheet that can be shared directly with constituents.

Please share with all COs and let them know that they can follow up directly if they have any additional questions.

Thank you!

Keefer Pelech (*he/him*)

Executive Assistant to

Hon. Jennifer Whiteside

Minister of Education

778-679-7426

ONLINE LEARNING GETS AN UPGRADE

Education in B.C. continues to grow and change to support student success by introducing a new, modern approach to K to 12 online learning.



In 2022/23, the new online learning model will begin to be implemented:



Equal access for students, including personal connections with educators



Flexibility for all students that helps meet their personal learning needs



Quality learning experiences and outcomes



Support for educators across the province

Key features of the new online learning model



New provincial online learning schools will be selected and authorized by the ministry to offer quality online learning to students everywhere in B.C.



A new quality assurance process will help online schools follow and share best practices

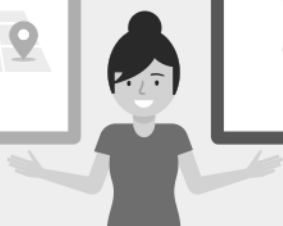
HOW IT WILL WORK



LOCAL



PROVINCIAL



Students can do part or all of their education program in online learning and meet graduation requirements.

Sign up for online learning through your local school district or independent school authority. They will help you choose programs and courses available at:

- Local online learning schools in your school district or independent school authority area and;
- Public or independent provincial online learning schools

This means if a local online learning school doesn't have the course or program you want, you can explore other options with provincial online learning schools.

WHAT TO EXPECT DURING THE 2021/22 SCHOOL YEAR



Changes will be introduced gradually. Here's an overview of what to expect over the next year.

Online and distributed learning programs stay the same. Students continue to enrol in online learning programs just like they normally would in previous years. Talk to your school district or independent school authority about available options and program or course details.

As the **2022/23** school year approaches, support will be offered to help students transition to new courses or programs as needed.

A few things will change. During the year, some parts of the new online learning model will be implemented.

- A new provincial online course platform (called a learning management system, or LMS) will be available to all schools in B.C.
- Teachers will be able to access and share high-quality online learning resources and courses through platforms like ShareED BC.
- The term "distributed learning" changed to "online learning" on **July 1, 2021**

WHAT TO EXPECT DURING THE 2022/23 SCHOOL YEAR



In 2022/23, Provincial Online Learning Schools (POLS) will serve as centres of excellence, providing high quality online learning to students throughout British Columbia.

While some of these schools may offer larger, generalized programs to students enrolling outside of their school district boundaries, others may offer more specialized programs.

This Fall, with input from leaders from across the sector the Ministry will finalize the criteria for the POLS and the application process will begin for all current Online Learning schools by the end of 2021.

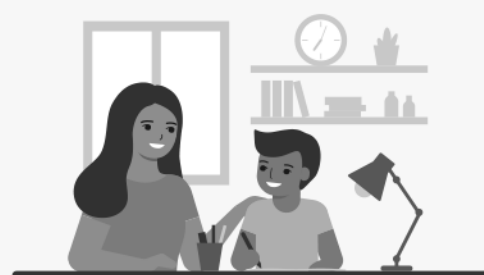
In the **2022/23** school year, the following options will be available for students:

KINDERGARTEN TO GRADE 7 STUDENTS

In the **2022/23** school year, Kindergarten to Grade 7 students can:

LEARN FROM HOME ENTIRELY | FULL-TIME

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



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



LEARN AT SCHOOL MOST DAYS | TAKE A FEW COURSES ONLINE

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

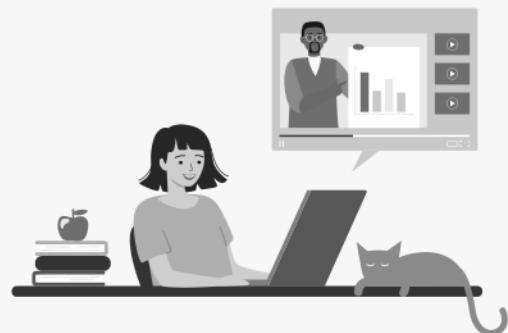


GRADE 10 TO 12 AND ADULT STUDENTS

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

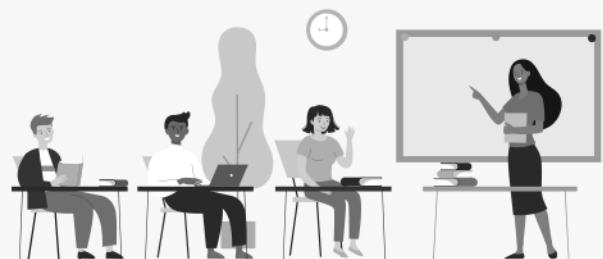
LEARN FROM HOME ENTIRELY | FULL-TIME

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



LEARN AT SCHOOL MOST DAYS | TAKE A FEW COURSES ONLINE

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



►► **NOTE:** Some online learning schools also offer in-person learning opportunities and support.

THINGS YOU CAN DO



More information will be made available throughout this school year.

Policies, processes and other details for the new online learning model are under development with BC's education stakeholders and rightsholders including teachers and parents.

More information will be made available throughout this school year as soon as it's available.

Check for updates online: gov.bc.ca/K-12OnlineLearning

Parent Forums (October 2021)

The Ministry will be hosting Online Learning Parent Forums in October to share updates and listen to feedback. For more information on the Parent Forums, contact the following organizations:

- BC Confederation of Parent Advisory Councils
 - Federation of Independent Schools Association
 - First Nations Education Steering Committee
 - Metis Nation British Columbia
-

Email Us

Your thoughts and ideas continue to shape the future of online learning in B.C.

Email our team: EDUC.OLFeedback@gov.bc.ca

Find out more: gov.bc.ca/K-12OnlineLearning

KMs:

Online Learning / Distributed Learning FAQ

Background:

- The ministry is currently modernizing the delivery of online learning programs to support B.C.'s curriculum and ensure every student has equal, consistent access to quality education.
- Many of the changes you are hearing about stem from the [Funding Model Review \(FMR\)](#) that took place in 2018. At the time, the ministry consulted widely with the education sector around how schools are funded.
- Following this, a Funding Model Implementation Online Learning Working Group (OLWG) was created specifically to share ideas on the BC Distributed Learning Model. The OLWG report provided us with [several recommendations](#) on the Online Learning processes, policy, procedures and infrastructure required to support students in their programs and ensure that teachers have the tools and resources they need to engage their students.
- To support these recommendations, a [legislative amendment](#) was passed in March 2020 and comes into force on July 1, 2021.
- The amendment changes the name from Distributed Learning to Online Learning and will give districts and authorities more flexibility to offer online and blended learning to their students. There will also be opportunities for districts/programs to become provincial providers, who can accept students from other districts for unique programs or experiences.

s.13

Page 40 of 74

Withheld pursuant to/removed as

s.13

FW: 250874 - RE: letter regarding DL Changes

From: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
To: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>
Sent: November 3, 2021 11:21:48 AM PDT

From: EDUC OLFeedback EDUC:EX
Sent: October 20, 2021 8:46 AM
To: s.22
Subject: 250874 - RE: letter regarding DL Changes
Dear s.22

I have been asked by the Honourable Jennifer Whiteside, Minister of Education, to respond to your email. On behalf of the Minister, I want to thank you for writing to express your concerns and to raise specific questions about British Columbia's new Online Learning model.

The Ministry's goal for a new Online Learning model is to promote equal access and flexibility for students and their unique learning needs, quality learning experiences and successful student outcomes, and support for educators across the province.

Currently, the Ministry is working to establish several Provincial Online Learning Schools (POLS), which will serve as centres of excellence, providing high quality online learning to students throughout British Columbia. While some of these schools may offer larger, generalized programs to students enrolling outside of their school district boundaries, others may offer more specialized programs. The application process for the Provincial Online Learning Schools is currently under development.

Over the last three and a half years, the Ministry has sought policy and procedural input from the education sector stemming from the Funding Model Review (FMR). This included the 2019 FMR Online Learning Working Group and various sector working groups in progress over the last year. Some of the associations involved include the BC Confederation of Parent Advisory Councils, the BC Distributed Learning Administrators' Association, the BC Teachers' Federation, BC School Superintendents Association, the Federation of Independent Schools Association and Indigenous Rightsholders from First Nations Education Steering Committee and Metis Nation BC.

This October, the Ministry of Education will be providing opportunities for families to learn about upcoming changes, ask questions and provide feedback in a series of upcoming parent forums. These have been co-developed over the last few months with some of the associations noted above and they will be identifying parent representatives for these conversations.

Please continue to communicate with your online learning school and association, and check the Ministry's website for updates over the coming months as the new online learning policies and procedures are finalized by next July in collaboration with our education sector partners and Indigenous Rightsholders. We have also published an Information Sheet which can be found here.

Thank you again for taking the time to write.

Ministry of Education

From: s.22
Sent: October 13, 2021 1:04 PM
To: EDUC Correspondence EDUC:EX <EDUC.Correspondence@gov.bc.ca>
Subject: letter regarding DL Changes

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

RE: Online Learning QP Note

From: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>
To: Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca>, Beale, William EDUC:EX <William.Beale@gov.bc.ca>, Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
Sent: November 3, 2021 12:32:53 PM PDT
Attachments: 2021.11.02 QP EDUC Online Learning-mjs.docx

From: Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca>
Sent: November 3, 2021 10:50 AM
To: Beale, William EDUC:EX <William.Beale@gov.bc.ca>; Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>; Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
Subject: RE: Online Learning QP Note

Hey friends, just following up on this. I'm hoping to have a final note for our prep today if possible. That said, it's unlikely this will be the topic for today so if you need extra time to review let me know too!

From: Olson, Michael GCPE:EX
Sent: November 2, 2021 3:35 PM
To: Beale, William EDUC:EX <William.Beale@gov.bc.ca>; Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>; Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
Subject: Online Learning QP Note

Hi all,

I've created this note based on the IN,^{s.13}

^{s.13} Am interested in your feedback to make sure that these bullets get the best message across. I've only encountered one or two media responses so far on this topic so I don't feel like I fully grasp what she might hear in QP and how to respond.

Thanks,
Michael

Michael Olson
Issues Manager
(250) 893-2046

Page 43 of 74 to/à Page 48 of 74

Withheld pursuant to/removed as

s.22

Page 49 of 74

Withheld pursuant to/removed as

DUPLICATE

RE: Changes to Remote learning

From: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
To: Hill, Robert LASS:EX <Robert.Hill@leg.bc.ca>, Beale, William EDUC:EX <William.Beale@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
Cc: Tournat, Kim LASS:EX <Kim.Tournat@leg.bc.ca>
Sent: November 9, 2021 2:08:28 PM PST
Attachments: Online_Learning_EDUC_InfoSheet_September2021.pdf, Updated Online Learning KMs.docx

Hey Rob,

Attaching bullets that were sent out to COs in October. It sounds like it might not have been sent directly to MLAs. I can follow up on that end but they're attached here.

Take care,

Keefer Pelech (*he/him*)
Executive Assistant to
Hon. Jennifer Whiteside
Minister of Education
778-679-7426

From: Hill, Robert <Robert.Hill@leg.bc.ca>
Sent: November 9, 2021 1:49 PM
To: Beale, William EDUC:EX <William.Beale@gov.bc.ca>
Cc: Tournat, Kim LASS:EX <Kim.Tournat@leg.bc.ca>; Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
Subject: RE: Changes to Remote learning

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Following up on this for MLA Simons. He mentioned he still hasn't received anything.

Best

Robert (Rob) Hill *He/Him*
Constituency Assistant to the Honourable Nicholas Simons – Powell River Community Office
MLA for Powell River-Sunshine Coast
Minister of Social Development & Poverty Reduction
O: 604 485 1249 | C: 604 413 0812 | #109 – 4675 Marine Ave, Powell River, BC | V8A 2L2
E: nicholas.simons.MLA@leg.bc.ca | W: <https://nicholassimonsmla.ca/>
[Facebook](#) | [Twitter](#) | [Instagram](#)

We acknowledge that we are living and working on the traditional lands of the Tla'amin, Klahoose, shíshálh, Skwxwú7mesh Úxwumixw (Squamish), Hamalco, and the Wei Wai Kum/Kwíakwah Nations who have lived here since time immemorial.

Confidentiality Notice: This e-mail and any attachments are confidential and protected by legal privilege. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of this e-mail and any attachments is prohibited. If you have received this e-mail in error, please contact us immediately by return e-mail and delete this copy from your system. Thank you.

From: Beale, William EDUC:EX <William.Beale@gov.bc.ca>

Sent: September 27, 2021 10:00 AM

To: Simons, Nicholas^{s.17}

Cc: Tournat, Kim <Kim.Tournat@leg.bc.ca>; Hill, Robert <Robert.Hill@leg.bc.ca>; Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>

Subject: Re: Changes to Remote learning

Nicholas we will get on this right away.

I hope that you are well. William

On Sep 27, 2021, at 8:37 AM, Simons, Nicholas^{s.17}

wrote:

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi William,

In anticipation of getting calls, could I get a fact sheet or talking points on the change coming to the policy around remote (distance) learning? I heard a story on CBC radio this morning and the parent was from Powell River and I think it'll come up! Thanks in advance.

Nicholas

Get [Outlook for iOS](#)

KMs:

Online Learning / Distributed Learning FAQ

Background:

- The ministry is currently modernizing the delivery of online learning programs to support B.C.'s curriculum and ensure every student has equal, consistent access to quality education.
- Many of the changes you are hearing about stem from the [Funding Model Review \(FMR\)](#) that took place in 2018. At the time, the ministry consulted widely with the education sector around how schools are funded.
- Following this, a Funding Model Implementation Online Learning Working Group (OLWG) was created specifically to share ideas on the BC Distributed Learning Model. The OLWG report provided us with [several recommendations](#) on the Online Learning processes, policy, procedures and infrastructure required to support students in their programs and ensure that teachers have the tools and resources they need to engage their students.
- To support these recommendations, a [legislative amendment](#) was passed in March 2020 and comes into force on July 1, 2021.
- The amendment changes the name from Distributed Learning to Online Learning and will give districts and authorities more flexibility to offer online and blended learning to their students. There will also be opportunities for districts/programs to become provincial providers, who can accept students from other districts for unique programs or experiences.

s.13

Page 53 of 74

Withheld pursuant to/removed as

s.13

MJW Material | AutismBC - tomorrow

From: Carling, Emma EDUC:EX <Emma.Carling@gov.bc.ca>
To: EDUC DL Minister's Office <EDUCMINO@Victoria1.gov.bc.ca>
Cc: Purdy, Sheila EDUC:EX <Sheila.Purdy@gov.bc.ca>, Charlton, Julie EDUC:EX <Julie.Charlton@gov.bc.ca>
Sent: November 16, 2021 2:43:18 PM PST
Attachments: 250323 MN-MJW-Autism Society of BC.pdf

Good afternoon

Re-sending the material for tomorrow's meeting (for convenience).

The material has also been saved to the LAN.

Thank you

Emma Carling | a/ Senior Executive Assistant
Deputy Minister's Office | Ministry of Education
Ph: 236-478-3347 E: emma.carling@gov.bc.ca

**MINISTRY OF EDUCATION
MEETING NOTE**

CLIFF: 250323
PREPARED FOR: Honourable Jennifer Whiteside, Minister

MEETING DATE: October 21, 2021

MEETING WITH: The Autism Society of B.C. (AutismBC)

ATTENDEES: Kaye Banez, President
Julia Boyle, Executive Director
Brock Sheppard, Program Manager
Amanda Flentjar, Regional Coordinator

MEETING PURPOSE: Meet with representatives from AutismBC to discuss their organization and respond to questions provided by their organization

BACKGROUND:

- AutismBC was founded in 1975, making it one of Canada's oldest autism organizations and currently has over 7,100 members across the province including more than 3,800 families, 1,850 professionals, and 660 autistic adults.
- Provincial supports for children and youth diagnosed with Autism Spectrum Disorder (ASD) are provided through the Ministry of Children and Family Development (MCFD) and the Ministry of Education (EDUC).
- EDUC also provides school districts and independent school authorities with \$21,280 supplemental funding for each student designated in the ASD category (category G).
- As of Sept 2020, approx. 2,200 students attending an Online Learning school in BC have an ASD designation.

DISCUSSION:

- Over the last five years, the Ministry, alongside education sector partners and Rightsholders have taken part in jurisdictional reviews and working groups on how best to create quality online learning programs in BC. COVID has accelerated these conversations.

s.13

s.13

KEY MESSAGES:

s.13

Attachments:

1. Attachment 1: AutismBC – Education Changes Advocacy Letter Sept 21 2021
2. Attachment 2: AutismBC – Action Needed Regarding Education Changes Sept 24 2021

Program ADM/Branch: Eleanor Liddy, ADM, Services & Technology Division/Online Learning Branch

Program Contact (for content): Erin Kelly, Director, Online Learning

Drafter: Erin Kelly

Date: October 15, 2021

Attachment 1: AutismBC – Education Changes Advocacy Letter



September 21, 2021

Amanda Flentjar, Regional Coordinator Autism
Society of British Columbia (AutismBC) 3688 Cessna
Drive, Richmond, BC, V7B1C7 604 434 0880 ext 109
aflentjar@autismbc.ca

Honourable Jennifer Whiteside, Minister of Education
Victoria, BC
250 953 3547 EDUC.Minister@gov.bc.ca

CC: learningsupports@gov.bc.ca; EDUC.independentSchoolsOffice@gov.bc.ca; DM.Education@gov.bc.ca

Subject: Clarity Needed on Changes and Consultation for the 2022-2023 School Year Impacting the Autism Community

Dear Honourable Jennifer Whiteside,

We reach out to you today in an effort to ensure we have accurate, up to date information to share with families we support. This time of year is often difficult for our community and interim changes along with uncertainty about the 2022/23 school year has added to that stress.

As an organization supporting over 3,500 families and students with diverse needs across BC we are committed to inclusion. We strive to provide families with the information and resources they need. We ask that you assist us in this endeavor and confirm or correct the following as well as answer the questions below.

Changes this school year (2021/22):

- Legislative changes took effect July 1, 2021 after the passing of Bill 8.
- Distributed Learning (DL) is now Online Learning (OL)
- Boards and independent school authorities with current distributed learning
- agreements have been issued interim online learning agreements for the 2021/22 school year

Changes happening for 2022/23 school year:

- All public-school districts will offer Online Learning
- All boards and independent school authorities with current distributed learning
- agreements (2021/22) will need to reapply for a new agreement.

Questions:

- Will all public districts be required to have an Online Learning program?
- Has the criteria for independent school providers to obtain agreements for the 2022/23 school year been determined? When will this information be public? When will the application and approval process begin?
- Will students currently enrolled with independent school programs be required to enroll with their

local public school district for the 2022/23 school year?

- "A **single** provincial learning management service and shared course content repository will be available to educators." Does this apply to both public and independent schools? Will this be the only approved source?
- "Provincial Online Service Provider", will there be a list of approved providers students must use for support services. (Similar to the RASP list used by MCFD).

We have heard the Ministry of Education will be providing opportunity for families to learn about upcoming changes, ask questions and provide feedback. These opportunities will be cohosted by other organizations.

For students enrolled with a public school:

BC Confederation of Parent Advisory Councils (BCCPAC)

To register: andreasinclair@bccpac.bc.ca No dates provided.

For students enrolled with an independent school:

Federation of Independent Schools (FISA) BC

No contact provided. No dates provided.

For Indigenous families:

First Nations Education Steering Committee (FNESC) and Metis Nation BC

No contact provided. No dates provided.

Our questions:

- Is this accurate?
- How many meetings are scheduled?
- Limit to meeting participation?
- Q & A format?
- Questions pre-submitted?
- Who will be speaking? Rep from MOE?

Has consideration been given into how to address the unique needs and concerns of students with current funding designation categories and diverse learning needs? Engaging these families and appropriate support organizations is important and vital for inclusive education.

We are seeking up to date and proactive information directly from you in order to best support families in our communities. We look forward to hearing from you and working together to address the needs and concerns of BC families.

Sincerely,



Amanda Flentjar

&

Kaye Banez
Board Vice President, AutismBC

Attachment 2: AutismBC - Action Needed Regarding Education Changes



September 24, 2021

Amanda Flentjar, Regional Coordinator Autism
Society of British Columbia (AutismBC) 3688 Cessna
Drive, Richmond, BC, V7B1C7 604 434 0880 ext 109
aflentjar@autismbc.ca

Honourable Jennifer Whiteside, Minister of Education
Victoria, BC
250 953 3547 EDUC.Minister@gov.bc.ca

CC: Premier [John Horgan](#); Deputy Minister of Education [Scott MacDonald](#); Education Critic,
[Jackie Tegart](#)

Subject: Immediate Attention and Action Needed Regarding Education Changes

In support of students in British Columbia and their families we ask for immediate attention and action regarding changes to Online Learning (previously Distributed Learning) the Ministry of Education has underway for the 2022/23 school year.

We ask for the following:

- Extension of current interim agreements and policies* in place for the 2021/22 school year into the following year 2022/23, to allow time for greater public awareness and consultation.
- Review of the current Parent Forum process.
- Public release of all new policy manuals and updates to allow all parties adequate preparation time **before** implementation.
- Release of guidelines, criteria and selection process' being used in the solicitation, selection and onboarding of new Provincial Online Learning Schools (POLS).

The upcoming changes to school choice and delivery in British Columbia impacts each student and family in a unique way. Having committed to inclusive access to education for all its students the Ministry of Education must ensure it has communicated changes effectively and provided meaningful opportunities for a diverse range of input. Furthermore, policy changes must include adequate preparation time prior to implementation.

Examples of gross oversight with currently released timeline:

Proposed: October 2021 Parent Forum

- No public release about this forum process, criteria or how families can participate
- Extremely limited participation (2 parents per forum) that does not allow adequate representation
- Disorganized cohosting process with limited community organizations leaving large communities of students unrepresented or under represented.

Proposed: November 2021 – February 2022 Provincial Online Learning Schools (POLS) Solicitation & Selection

- Registration for the 2022/23 school year begins in January/February.

- Some students may be left without school options
- Unclear (or no) catchment and boundary policies
- School provider options are not known in the time period students require to plan their school year.
- Limited (or no) communication and information with current school providers on the application and approval process

Proposed: March 2022 – August 2022 Provincial Online Learning Schools (POLS) Onboarding

- School providers will still be onboarding and learning new policy procedures as the school year begins.

Additional concerns:

- No information about changes in funding policies regarding designation categories (students with IEPs) and any resulting implications.
- No release and review of new funding policy changes prior to their implementation
- Removal of schooling options and choice
- Forced closure (due to application denial or low enrollment) of student's current school
- Lack of transparency with current plans, policies, and implementation framework.
- No clear source of information or who is accountable.
- “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.” ** This has not been addressed, should be done prior to implementation and include community consultation.

The students in BC, their families, all school providers and staff are entitled to be engaged and included in the policy decisions that directly impact their lives. Immediate attention and action to include a broad range of aforementioned parties is paramount.

We recognize previous work done in the [Funding Model Review 2018](#) and [Funding Model Implementation: Online Learning](#) however, an in-depth review and revisitation of the current implementation process as well as more inclusive consultation leaving time to address concerns is needed.

Sincerely,



Amanda Flentjar
AutismBC

&

Kaye Banez
Board Vice President, AutismB

**MINISTRY OF EDUCATION
MEETING NOTE**

***Policies referenced in this letter:**

Online Learning Policy – Active Participation (Interim)

Online Learning Policy – General (Interim)

Online Learning Policy - Homeschoolers (Interim)

Online Learning Policy - Students with Special Needs (Interim) Online

Learning Policy – B.C. Residency (Interim and under review) Online

Learning Policy – Funding (Interim)

Online Learning Policy - Homeschoolers (Interim) Online

Learning Independent Schools Policy (Interim)

Online Learning Policy - Students with Special Needs (Interim)

**** FUNDING MODEL IMPLEMENTATION: Online Learning: Page 5**

UPDATED - Online Learning IN!

From: Ralph, Kerri GCPE:EX <Kerri.Ralph@gov.bc.ca>
To: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>, Beale, William EDUC:EX <William.Beale@gov.bc.ca>, Montgomery, Lauren EDUC:EX <Lauren.Montgomery@gov.bc.ca>, Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>, Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
Cc: Burton, Meribeth GCPE:EX <Meribeth.Burton@gov.bc.ca>, Leslie, Sean GCPE:EX <Sean.Leslie@gov.bc.ca>
Sent: November 17, 2021 9:40:13 AM PST
Attachments: IN Online Learning.docx

Good morning,
Please find attached the updated issues note on Online Learning. FYI – It's approved up to ADM Eleanor Liddy.
Cheers,
Kerri Ralph
Ministry of Education – Government Communications and Public Engagement
250-880-1112 (Mobile)

ADVICE TO MINISTER

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Education</p> <p>Date: Nov. 10, 2017</p> <p>Reviewed: November 17, 2021</p> <p>Minister Responsible: Jennifer Whiteside</p>	<p>Online Learning</p>
---	-------------------------------

s.13

Page 64 of 74 to/à Page 65 of 74

Withheld pursuant to/removed as

s.13

BACKGROUND:

On Oct. 13, 2021 - MLA for Fraser Nicola/Education Critic Jackie Tegart sent to a letter to Minister Whiteside with concerns about revisions to IDL funding and boundaries. Concerns included: Students not currently residing within district boundaries will not be able to attend their chosen schools via online learning; new district boundaries for IDL schools will restrict availability of IDL programs for students who have specific religious/cultural/special learning needs. Changes go against wishes of many parents/students who rely on the programs/resources offered by IDL schools which cater to their specific learning needs; families feel there has not been appropriate level of notification, the ministry hasn't provided opportunity for public engagement/consultation in this decision to move to a special agreement model for OL. The letter included four questions to MJW on these topics.

Oct. 2021 - Glynn Lewis, executive director of Canadian Parents for French B.C. & Yukon, has been putting pressure on Minister Whiteside to increase French online learning programs; also looking for more course availability for older students.

See media story - Sept. 8/2021 - Enrolment in B.C. French immersion programs dropped for the first time in 20 years in the 2020-21 school year, and according to the Canadian Parents for French B.C. & Yukon, it was partly because of fewer online resources in French during the pandemic.
<https://www.cbc.ca/news/canada/british-columbia/french-immersion-enrolment-down-in-b-c->

ADVICE TO MINISTER

1.6168291

B.C. has 69 different online learning programs operating across 46 school districts (in 53 programs) and 16 independent schools, with a wide range of outcomes. Students can choose to take all or part of their educational program at an independent or public Online Learning school. Students enrolled in grades 8-12 may choose to take part of their educational program through more than one school.

Last year there were 85,000 students attending public and independent online learning schools in B.C. About 14,000 public online learning students are considered out of district based on new legislated definitions.

Boards of education may make their own arrangements for shared services as long as no tuition fees are charged to the student.

There have been ongoing issues of quality, access and accountability in the current model of online learning. The goal of the new model is not to reduce choice or options for families but to focus on quality and equity, ensuring that students are properly supported in online programs, that teachers have the tools and resources they need to engage students, and that fragmentation within the system is reduced.

The ministry is currently modernizing the delivery of B.C. online learning programs and is looking at how to better support the new curriculum, provide options for students and families and ensure every student has consistent access to a quality education, whether they are face to face with their teacher, or learning remotely.

There will be no changes to online learning this year. Interim Agreements and Policies have been provided to all current Online Learning Schools. In the future, students will be able to take programs and/or courses at a provincial online school as well as at their local (in-district) standard or online school.

Current programs that operate primarily in person are not considered DL/OL programs will not be impacted.

Funding:

No changes to the funding model for online learning are being implemented. Government funding for students with disabilities/diverse abilities remains unchanged in both independent and public online schools.

Funding for independent online schools in 20/21 was **\$92,471,807, an increase of over 14%** from the previous year.

Consultation:

Our consultation with rightsholder, parents and other stakeholders has been ongoing since 2019. We have just wrapped up our Parent Forums, with a total of 175 participants. Delegates to these forums were selected by our stakeholder organizations, including BC Council of Parent Advisory Councils, the Federation of Independent Schools, Metis Nation BC, First Nations Education Steering Committee. Names were also provided to the respective organization by other organizations representing families with children with diverse abilities.

There were five parent forums held through October, and process ended on November 5, when the forum related survey closed. The forums were facilitated by SFU Morris Wosk Center for Dialogue. The "What We Heard Report" will be available in late Dec. 2021.

ADVICE TO MINISTER

The ministry is collecting feedback from families about what they want to see, and have been gathering feedback via emails through our information site. Parents will have until end of December 2021 to submit their feedback. <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/classroom-alternatives/online-learning>.

Program Area Contact:	Erin Kelly/Eleanor Liddy	
File Created:	Nov. 8, 2017	
Updated	Nov. 17, 2021	

Online Learning KMs

From: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
To: Beale, William EDUC:EX <William.Beale@gov.bc.ca>, Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>, Montgomery, Lauren EDUC:EX <Lauren.Montgomery@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
Cc: Leslie, Sean GCPE:EX <Sean.Leslie@gov.bc.ca>, Burton, Meribeth GCPE:EX <Meribeth.Burton@gov.bc.ca>, Olson, Michael GCPE:EX <Michael.Olson@gov.bc.ca>
Sent: November 22, 2021 3:06:00 PM PST
Attachments: Online Learning KMs Oct 26 UDDATED 2021 11 22.docx

FYI

We just got back updated KMs from Eleanor's team in prep for MJW to brief her caucus colleagues tomorrow. ^{s.13}
s.13

Take care,
Keefer Pelech (*he/him*)
Executive Assistant to
Hon. Jennifer Whiteside
Minister of Education
778-679-7426

KMs:

Online Learning / Distributed Learning FAQ

Background:

- The ministry is currently modernizing the delivery of online learning programs to support B.C.'s curriculum and ensure every student has equal, consistent access to quality education.
- Many of the changes you are hearing about stem from the [Funding Model Review \(FMR\)](#) that took place in 2018. At the time, the ministry consulted widely with the education sector around how schools are funded.
- Following this, a Funding Model Implementation Online Learning Working Group (OLWG) was created specifically to share ideas on the BC Distributed Learning Model. The OLWG report provided us with [several recommendations](#) on the Online Learning processes, policy, procedures and infrastructure required to support students in their programs and ensure that teachers have the tools and resources they need to engage their students.
- To support these recommendations, a [legislative amendment](#) was passed in March 2020 and comes into force on July 1, 2021.
- The amendment changes the name from Distributed Learning to Online Learning and will give districts and authorities more flexibility to offer online and blended learning to their students. There will also be opportunities for districts/programs to become provincial providers, who can accept students from other districts for unique programs or experiences.

s.13

Page 71 of 74

Withheld pursuant to/removed as

s.13

FW: Bill 8 - Changes to Distributed Learning in BC

From: Beale, William EDUC:EX <William.Beale@gov.bc.ca>, Beale, William TRAN:EX <William.Beale@gov.bc.ca>
To: Pelech, Keefer EDUC:EX <Keefer.Pelech@gov.bc.ca>
Cc: Sanderson, Melanie EDUC:EX <Melanie.Sanderson@gov.bc.ca>, Montgomery, Lauren EDUC:EX <Lauren.Montgomery@gov.bc.ca>
Sent: November 24, 2021 1:49:54 PM PST

Can you pls follow up

From: Paddon.MLA, Kelli <Kelli.Paddon.MLA@leg.bc.ca>
Sent: November 24, 2021 9:40 AM
To: Beale, William EDUC:EX <William.Beale@gov.bc.ca>
Subject: FW: Bill 8 - Changes to Distributed Learning in BC

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hello William,
Thank you for taking my phone call this morning.
This is the article the constituent forwarded.
Best Regards,
Jennifer Trithardt-Tufts
Constituency Assistant

—
Kelli Paddon,
MLA, Chilliwack-Kent
Chilliwack: 604-858-5299
Kent (Agassiz): 604-796-5270
Kelli.Paddon.MLA@leg.bc.ca

We acknowledge that the Chilliwack-Kent constituency is part of the Coast Salish community, and that we operate on the traditional territories of the Stó:lō Nation, Sts'ailes Nation, and Pilalt and Ts'elxwéyeqw tribes.

CONFIDENTIALITY NOTICE: The above message contains confidential information intended for a specified individual and purpose. The information is private and protected by law. Any copying or disclosure of this transmission by anyone other than the intended recipient is prohibited. If you are not the intended recipient, please notify the sender immediately and delete this message and any attachments from your system. Thank you.

From: s.22
Sent: November 23, 2021 6:47 PM
To: Paddon.MLA, Kelli <Kelli.Paddon.MLA@leg.bc.ca>
Subject: Re: Bill 8 - Changes to Distributed Learning in BC
<https://www.bcliberalcaucus.bc.ca/2021/11/ndp-backtrack-on-idl-school-changes-after-meeting-parents/?fbclid=IwAR0FsM09jae4pldXjxBPcMpy1-tUOGhSN8Ty4mRD0DfpYQGx5T3OoAJrk20>
On Tue, Nov 23, 2021 at 1:31 PM Paddon.MLA, Kelli <Kelli.Paddon.MLA@leg.bc.ca> wrote:

Hi s.22
Thank you for the email.
Have you seen something to that effect in writing that you could forward to us?
MLA Paddon will be having a meeting with the Minister on Thursday.
We will keep you posted!
Best Regards,
Jennifer Trithardt-Tufts
Constituency Assistant

—
Kelli Paddon,
MLA, Chilliwack-Kent
Chilliwack: 604-858-5299
Kent (Agassiz): 604-796-5270
Kelli.Paddon.MLA@leg.bc.ca

We acknowledge that the Chilliwack-Kent constituency is part of the Coast Salish community, and that we operate on the traditional territories of the Stó:lō Nation, Sts'ailes Nation, and Pilalt and Ts'elxwéyeqw tribes.

CONFIDENTIALITY NOTICE: The above message contains confidential information intended for a specified individual and purpose. The information is private and protected by law. Any copying or disclosure of this transmission by anyone other than the intended recipient is prohibited. If you are not the intended recipient, please notify the sender immediately and delete this message and any attachments from your system. Thank you.

From: s.22

Sent: November 20, 2021 10:48 PM

To: Paddon.MLA, Kelli <Kelli.Paddon.MLA@leg.bc.ca>

Subject: Re: Bill 8 - Changes to Distributed Learning in BC

Hi Kelli,

I heard that the province has decided to not go ahead with the proposed changes to online/distributed learning. Is that true?

Thank you,

s.22

On Tue, Nov 9, 2021 at 10:57 AM Paddon.MLA, Kelli <Kelli.Paddon.MLA@leg.bc.ca> wrote:

Hi s.22

Thank you for taking the time to share with us.

It is important to hear from the community and we appreciate it.

Have a great rest of your week!

Best Regards,

Jennifer Trithardt-Tufts

Constituency Assistant

Kelli Paddon,

MLA, Chilliwack-Kent

Chilliwack: 604-858-5299

Kent (Agassiz): 604-796-5270

Kelli.Paddon.MLA@leg.bc.ca

We acknowledge that the Chilliwack-Kent constituency is part of the Coast Salish community, and that we operate on the traditional territories of the Stó:lō Nation, Sts'ailes Nation, and Pilalt and Ts'elxwéyeqw tribes.

CONFIDENTIALITY NOTICE: The above message contains confidential information intended for a specified individual and purpose. The information is private and protected by law. Any copying or disclosure of this transmission by anyone other than the intended recipient is prohibited. If you are not the intended recipient, please notify the sender immediately and delete this message and any attachments from your system. Thank you.

From: s.22

Sent: November 9, 2021 10:26 AM

To: Paddon.MLA, Kelli <Kelli.Paddon.MLA@leg.bc.ca>

Subject: Re: Bill 8 - Changes to Distributed Learning in BC

Hi Kelli,

Thank you so much for taking the time to meet with us this morning about our concerns and for agreeing to pass these concerns on to the Minister.

s.22

On Tue, Oct 5, 2021 at 5:42 PM s.22

wrote:

Ok, thank you!

On Tue, Oct 5, 2021 at 10:26 AM Paddon.MLA, Kelli <Kelli.Paddon.MLA@leg.bc.ca> wrote:

Hi s.22

Glad that date works for you.

I have scheduled a 15 minute zoom meeting with MLA Paddon, please find details below.

Tuesday, November 9th at 10 am

Link: s.15; s.17

Best Regards,

Jennifer Trithardt-Tufts

Constituency Assistant

