

# INTERIM ONLINE LEARNING PROCEDURES GUIDE 2023-2024

For K-12 Public and Independent Schools

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Ministry of  
Education and  
Child Care

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# Introduction

## Purpose of this Guide

Online Learning offers possibilities for interactive and engaging learning options for Students in British Columbia. Although primarily referring to learning through the internet, Online Learning can also include distance instruction by correspondence or teleconferencing and may include some in-person learning and face-to-face support.

Online Learning can support equity of educational opportunities for Students, particularly in rural and remote areas where course options are not readily available.

The purpose of this Guide is to provide procedures and guidelines for Online Learning in British Columbia's District Online Learning Schools and Provincial Online Learning Schools (public and independent) beginning July 1, 2023. It does not apply to Online Learning for International Students residing outside B.C.

The Online Learning Policy and this Guide are meant to be read in conjunction with each other to convey requirements to Boards of Education, the francophone education Authority, and independent school Authorities. Together, they provide a single comprehensive resource for Boards and Authorities who provide Online Learning to their Students. The audience for this Guide is primarily professionals in the British Columbia education system, but it may be of interest to [Parents/Guardians](#) and the public as well.

In this Guide, the term Board refers to a Board of Education or a francophone education Authority (currently B.C. has only one, the Conseil scolaire francophone). The term Authority refers to an Independent School Authority.

## Glossary of terms

**Accountability and Quality Assurance (AQA)** — means the process to determine the effectiveness of Online Learning. This continuous, growth-oriented process will involve reflecting on areas of strength and improvement, identifying quality indicators and accountability metrics, and setting out performance requirements that Provincial Online Learning Schools (POLS) must meet (or exceed).

**B.C. Certified Teacher or Letter of Permission Holder** — means a person who has received a certificate of qualification, an independent school teaching certificate, or a letter of permission from the Director of Certification under the *Teacher's Act*, and is eligible to teach in the public and/or independent school systems in B.C.

**Course Plan** — means, for purposes of demonstrating evidence of active participation in Online Learning, a document that provides an outline for a Grade 8-12 course including the course content and its connection to the curriculum (Curriculum Learning Standards); for example, a course syllabus.

**Course Selection Form or Enrolment Form** — means a digital or paper document on file at the school listing the course(s) in which the Student is enrolled and the date(s) of enrolment.

**Cross Enrolment** — means enrolment in more than one Board of Education or Independent School Authority during a school year.

**Curriculum Learning Standards** — means the components of the [curriculum](#), the curricular competencies and content, for a grade or course.

**District Online Learning School (DOLS)** — means an Online Learning School operated by a Board of Education that does not have an Online Learning Agreement with the Minister and can only enrol Students who reside in its district.

**Dual Enrolment** — means enrolment of a Student by a Board of Education or Independent School Authority in educational programs in more than one of its schools.

**English Language Learning (ELL)** — means a program or services that support a Student to become proficient in English and prepared to achieve the expected learning outcomes of the provincial curriculum. Designed for Students whose use of English is sufficiently different from standard English that they require specialized language services to be successful in the British Columbia school system.

**Framework for Enhancing Student Learning (FESL)** — means the Ministry of Education and Child Care's policy requiring Boards of Education to set, create and maintain a strategic plan, annually report on Student outcomes, and put systems in place to continuously improve the educational outcomes for all Students and improve equity for Indigenous Students, children and youth in care, and Students with Disabilities or Diverse Abilities.

**FTE** — means full-time equivalent. In the case of a Student in Grades 10-12, a program with eight four-credit courses is considered equivalent to full-time for funding.

**Homeschooling** — means an educational program provided to a child by a Parent that is not under the supervision or direction of a qualified teacher. The relevant sections of the [School Act](#) are sections 12, 13, and 15.

**Indigenous** — means First Nations, Inuit, and Métis.

**Individual Education Plan (IEP)** — means a plan designed for a Student that includes one or more of the following: learning outcomes that are different from, or in addition to expected learning outcomes set out in the applicable educational program guide, a list of support services, a list of adapted materials, instruction, or assessment methods.

**In-person School** — means one type of school facility that offers a method of instruction that relies primarily on in-person (face-to-face) communication among Students and teachers (often referred to as a neighborhood school).

**International Student** — means a Student from outside Canada who is in B.C. for purposes of attending a K-12 in-person educational program operated by a Board or Authority; See the [Eligibility of Students for Operating Grant Funding policy](#).

**Learner** — means a Student or a child registered in home schooling under section 13 of the *School Act*.

**Learning Management System** — means a computer software application for the administration, documentation, tracking, reporting, and delivery of educational programs or courses.

**Online Learning** — means a method of instruction that relies primarily on communication between Students and teachers by means of the internet. It may also include other types of instruction at a distance from the Learner, such as correspondence or teleconferencing, as well as in-person services.

**Online Learning Agreement** — means a written agreement between the Minister of Education and Child Care and a Board of Education or Independent School Authority with respect to the delivery of Online Learning.

**Online Learning Policy** — means the Ministry's Online Learning Policy that applies to Boards of Education and Independent Authorities.

**Online Learning School** — means a school or francophone school that offers instruction to its Students through Online Learning educational programs.

**Out-of-District Enrolment** — means full-time enrolment of a Student with a British Columbia Board of Education other than the school district of the Board of Education in which the Student resides.

**Parent/Guardian** — means, in respect of a person who is a minor,

- (a) the person's Guardian,
- (b) the person legally entitled to custody of the person, or
- (c) the person who usually has the care and control of the person.

**Program Plan** — means, for purposes of demonstrating evidence of active participation in Online Learning, a document that provides an outline for an area of study in Grades K-9, including references to

the curriculum (Curriculum Learning Standards). Examples include a teacher's unit plans for each area of study or outlines of planned activities for each area of study.

**Provincial Online Learning School (POLS)** — means an Online Learning School, established under an Online Learning Agreement with the Minister, and administrated by a Board of Education or Independent School Authority, that can enrol Students from anywhere in the Province.

**Student** — means the same as what is defined in the *School Act* and *Independent School Act*.

**Student Learning Plan** — means a document listing the components of an individual Student's program of studies and a teacher's planned strategies to support the Student's success beyond that documented in a Course Plan or a Program Plan for a group of Students. Note that a Student Learning Plan is not a requirement for all Online Learning Students and is not the same as an Individual Education Plan (IEP). A Student with Disabilities or Diverse Abilities learning online must have an Individual Education Plan but does not also require a Student Learning Plan. Schools are not required to provide both for a single Student.

**Students with Disabilities or Diverse Abilities** — for Online Learning, means Students with special needs as defined by the [Special Needs Student Order](#).

## Online Learning Policy

The Online Learning policy is a single, consolidated policy that replaces and supersedes all prior interim Online Learning policies. The Interim Online Learning Procedures Guide 2023-2024 replaces and supersedes all prior guides for Online Learning.

Please see the [Online Learning Policy](#) for more information.

## Procedures for Online Learning

### Information about Online Learning for Parents/Guardians and Students

[Parents/Guardians](#) and Students should have access to information about Online Learning provided by Online Learning Schools, including Provincial Online Learning Schools. Boards and Authorities should post this information on their websites or the websites of their District Online Learning Schools and Provincial Online Learning Schools.

Boards and Authorities should include the following about their own Online Learning programs:

- a statement that explains the difference between Online Learning and Homeschooling
- for District Online Learning Schools, a statement indicating that Online Learning programs and courses are always available to students who are resident in the district, regardless of whether or not they are also enrolled in an independent school or francophone education Authority
- for Provincial Online Learning Schools, a description of programs and courses offered to students across the Province
- a direct link to the Online Learning School(s) contact information
- the types of programs and services offered to Learners enrolled in the Online Learning School(s)
- the educational programs and courses available
- instructions about how to enrol in a course or school
- a clear statement that the Online Learning School is led by B.C. Certified Teachers or Letter of Permission Holders, and that the program provides quality services to Learners
- any Board or Authority policies related to third party service providers, provision of learning resources to Online Learners, or internet accessibility.

Boards and Authorities that operate Provincial Online Learning Schools should include the relevant information above. They should also provide the Ministry with updated information about the educational programs and courses offered by their Provincial Online Learning School.

The information provided to Students and Parents/Guardians about Online Learning Schools should align with the Board or Authority's residency policy, all the elements of the Ministry's Online Learning Policy, and the procedures in this Guide. It should also clearly communicate the Board or Authority's digital communication policy and code of digital conduct policy.



## Online Learning programs and in-person learning experiences

An Online Learning program could provide some of its instruction in person, so long as the school delivers instruction to all its Students primarily through the internet and/or other distance instruction methods.

**Scenario:** A Grade 3 teacher teaching math in an Online Learning School might decide to deliver a lesson in person to a group of Students.

## Online Learning contact information

Boards and Authorities should keep up to date information about their Online Learning programs. To facilitate this, the Ministry maintains the contact information for the person currently acting as the district or independent school's "Online Learning contact." The Board or Authority will provide the Ministry with this information by July 31<sup>st</sup> of each year.

## Enrolment in Online Learning

Boards, Authorities, or their schools should ensure that Students and their Parents/Guardians have full and accurate information about options for enrolling in Online Learning. When Students are interested in Online Learning, they should be informed about available Online Learning programs and courses. Authorities that operate POLS-Independent should include information about enrolment practices in alignment with the *Independent School Act*. For Grades 10-12, they should have access to clear information about meeting graduation requirements when enrolled in an Online Learning School.

## Enrolment and the school of record

For the purposes of Online Learning, school of record usually means the school with which a Student receives most of their educational program and which retains the Student's permanent Student record. The school of record is responsible for provincial assessment registration, Individual Education Plan development and provision of accommodations and supports, which may include arranging for these accommodations and supports to be provided at a distance. The school of record may be an In-person school, or it may be an Online Learning School. The school of record has several responsibilities in a Student's educational program. For the purposes of this Guide, not all of these are set out here. See the [B.C. Graduation Program: Handbook of Procedures](#) for valuable information about important functions secondary schools fulfill to ensure Students can graduate.

Important note: Please see the section in this Guide called [All students enrolled in non-independent First Nations School](#) for information about school of record for these students.

When Students are cross enrolled with a Provincial Online Learning School or dual enrolled within a Board or Authority, it opens the question of which school is the "school of record." The designation of a school of record is important in determining which school is responsible for certain functions, such as ensuring a Student participates in provincial assessments or reporting credits toward graduation to the Ministry. For Online Learning Schools and Cross Enrolment, it is particularly important because the Board or Authority that operates the school of record may receive any eligible supplementary funding (Inclusive Education funding, targeted Indigenous Education funding, English Language Learning funding). This includes the responsibilities associated with providing supports for that Student. Only one Board or Authority receives supplementary funding within a given school year.

When Students are cross enrolled with a Provincial Online Learning or dual enrolled in Grades 10-12 for Online Learning, it creates two enrolment records. Unless the schools involved resolve it differently, the school of record for that school year is the school where a Student is receiving most of their educational program.

For example, if a Student is taking three courses with an In-person school in the district where they live and four courses with a Provincial Online Learning School operated by a different Board, then the Provincial Online Learning School would be considered the school of record for that school year. If a Student is taking five courses with an In-person school in the district where they live and three courses with a Provincial Online Learning School, then the In-person school would be considered the school of record for that school year. When a Student is taking the same number of courses in a school year with two different schools, the issue of which is the school of record for that school year needs to be resolved by the schools. If one school is administered by a Board and the other by an Authority, then the school of record will be, by default, the school administered by the Board. See the section in this Guide called [Students with Disabilities or Diverse Abilities and Online Learning](#) for more information about Students with Disabilities or Diverse Abilities enrolled with more than one Board or Authority.

### Continuous enrolment

Boards and Authorities may continuously enrol Students in Online Learning Schools throughout the school year. Students may be enrolled in an online educational program or course beginning on any date that the Online Learning School is able to accommodate them. Schools report to the Ministry based on [1701 form instructions](#) at the September, February, or May data collections. In-person schools (such as standard or alternate schools) may enrol throughout the year as well, but they only report to the Ministry based on [1701 form instruction](#) at the September and February data collections.

### Grades K-7 and Online Learning enrolment

Grade K-7 Students are enrolled full-time in Online Learning. For public school Students, a Board may enrol a Grade K-7 Student in a District Online Learning School or a Provincial Online Learning School. For independent school Students, an Authority that operates an independent Provincial Online Learning School may enrol a Grade K-7 Student in Online Learning full-time. To meet the needs of a Student, a Board or Authority may decide to share a Grade K-7 Student's programming among more than one school within the district or Authority, but the enrolment will remain with one school only.

### Grades 8-9 and Online Learning enrolment

Boards and Authorities may enrol Grade 8-9 Students full-time as with Grade K-7 Students.

At this time, Students in Grade 8 or 9 cannot be funded for Dual Enrolment for courses at the Grades 8 or 9 level. However, a Student's Grade 8 or 9 educational program in an In-person school, and with permission from Parent or Guardian, might be augmented by one or more additional courses with an Online Learning School in the same district or Authority. In this case, only one school should report the Student's enrolment to the Ministry, and the Ministry would only fund a Grade 8 or 9 Student to a maximum of 1.0 FTE with any one Board or Authority.

Grade 8-9 Students may in the same school year be cross enrolled by a Provincial Online Learning School with a different Board or Authority. The Provincial Online Learning School then reports these Cross Enrolments in the [July 1701 data collection](#). See the section [Funding and Online Learning](#) for more information.

A Grade 8 or 9 Student who dual-enrols or cross-enrols in a Grade 10 course can be claimed as a Grade 10 Student for the purpose of that course by the enrolling district or Authority and will be funded at the rate of 0.125 FTE for the course. This funding is available in addition to the 1.0 FTE funding generated by the Student's Grade 8-9 program and may be claimed in the data collection period (September, February, or May) after the Student becomes active in the course.

### [Grades 10-12 and Online Learning enrolment](#)

Students in Grade 10-12 may be enrolled for Online Learning full-time in one school and/or part-time for Online Learning in more than one school. See the [Funding and Online Learning](#) and [Homeschooling and Online Learning](#) sections of this Guide for more information about homeschoolers and Grade 10-12 Online Learning. The following are patterns of enrolment for Grades 10-12 Online Learning courses:

- full-time by a Board with an Online Learning School, including a Provincial Online Learning School, in the district where the Student resides
- full-time by an Authority with a Provincial Online Learning School
- full-time Out-of-District enrolled with a Board operating a Provincial Online Learning School
- dual enrolled with an Online Learning School and another school or schools in the same school district where the Student resides
- cross enrolled for Online Learning courses with one or more public or independent Provincial Online Learning School(s)
- enrolled in a non-independent First Nation school and enrolled in a District Online Learning School operated by a Board or by one or more Provincial Online Learning School/s (public or independent). See the section on [Indigenous Students and Online Learning](#) in this Guide for more information.

### Online Learning enrolment options by grade level

Grades	Full-time enrolment	Is Dual Enrolment allowed?	Is Cross Enrolment allowed with a POLS?	Could Student take a course with local DOLS?
Grades K-7	District Online Learning School	No (local arrangements can be made, but can only enrol in one school with the District or Authority)	No	Not Applicable
Grades K-7	In-person school (public or independent)	No	No	No
Grades K-7	Provincial Online Learning School (public or independent)	No	No	No
Grades 8-9	District Online Learning School	No (local arrangements can be made and funding rules will apply)	Yes	Not Applicable
Grades 8-9	In-person school (public or independent)	Not for 8-9 (local arrangements can be made and funding rules will apply)  Student can take grade 10 online courses	Yes	Not for 8-9 (local arrangements can be made and funding rules will apply)  Student can take grade 10 online course
Grades 8-9	Provincial Online Learning School (public or independent)	Not for 8-9 (local arrangements can be made and funding rules will apply)  Student can take grade 10 online course	Yes	Yes (POLS and DOLS cannot be of same district)

Grades 10-12	District Online Learning School	Yes	Yes	Not Applicable
Grades 10-12	In-person school (public or independent)	Yes	Yes	Yes
Grades 10-12	Provincial Online Learning School (public or independent)	Yes	Yes	Yes

### Active participation in Online Learning

Enrolment and participation in Online Learning is comparable to enrolment and attendance in an In-person school.

To receive funding for Students enrolled in programs and courses provided by Online Learning Schools including DOLS and POLS, Boards and Authorities must ensure evidence is present to demonstrate their active participation, just as In-person Schools must ensure that they have evidence of attendance. See the [Form 1701 instructions](#) for reporting enrolment. [Funding compliance audits](#) of Online Learning enrolment include verifying the evidence of active participation described in the following section of this Guide.

#### Reporting active participation

Boards and Authorities report not only the enrolment of a Student in an Online Learning School, but also the date that a Student met the criteria for active participation. The date that a Student is deemed actively participating in a course or program is the earliest date, supportable with evidence, that satisfies the criteria for funding.

For example, to report active participation to the Ministry, many schools use the [MyEducation BC](#) Student information system. Active participation can be entered into MyEducation manually or entered in the gradebook “active” data field. The MyEducation BC system is a useful tool for teachers and administrators to track the status of evidence and determine when to report Students as active participants to the Ministry. It can also help the school track Students who never become active so that they can be removed from the system.

#### Evidence for active participation

To receive funding for Students enrolled in Online Learning Schools, Boards and Authorities must ensure that evidence is available to demonstrate their active participation.

For a Student enrolled in District Online Learning Schools or Provincial Online Learning Schools, in either programs or courses, the following dated evidence of active participation must be available in the provincial Learning Management System, a local Online Learning Management System, MyEducation BC, or other digital or paper records:

- A completed school Enrolment Form and/or Course Selection Form for the current school year
- A [Course Plan](#) **OR** [Program Plan](#), **OR** [Student Learning Plan](#), **OR** [Individual Education Plan](#)
- Proof of B.C. residency
- Evidence of Student engagement completed and documented by the relevant snapshot date as indicated in the Form 1701 instructions for each reporting period. (See [Form 1701 instructions](#) for each reporting period.)

*For Students enrolled full-time in Grades K-9:*

- Evidence of engagement should consist of **one** dated example of Student work in numeracy and **one** dated example of Student work in literacy, if appropriate per a Student’s Individual Education Plan (IEP), or
- **One** dated artifact demonstrating teacher-Student involvement. Some examples of artifacts include:
  - a Student activity log signed by Parent/Guardian and teacher
  - attendance records of online virtual classes or onsite learning activities
  - a photo of the Student showing their project work or engaging in a learning activity
  - another artifact signed by Parent/Guardian and teacher

*For Students cross enrolled in Grades 8-9 or enrolled in Grades 10-12 courses:*

- **One** example of a completed assignment that is aligned with the Curriculum Learning Standards for the course **OR** replaces a curriculum learning standard for the course as documented in the Student’s Individual Education Plan (IEP). Some examples of a course assignment include and are not limited to:
  - a quiz
  - a test
  - an activity log
  - an example of planning in the writing process
  - a written assignment
  - a teacher-defined project
  - an inquiry project
- Dated evidence of teacher assessment of the completed assignment. The assignment does not need to achieve a passing grade but must be completed (i.e., all components of the assignment have been attempted) and the feedback must reflect the reason for the grade and how a passing grade may be achieved.

## Funding and Online Learning

The Funding and Financial Accountability Branch is responsible for developing and maintaining an equitable funding formula for the public Kindergarten to Grade 12 education system. The branch works closely with all education stakeholders and rightsholders to examine funding issues, ensuring that education funding is allocated on a fair and equitable basis. It develops and maintains various funding formulas to achieve government’s education financing goals. [Funding](#) is provided to Boards for the operation and provision of public education programs and courses in British Columbia. Funding and

allocations are [updated annually](#). Online Learning Schools are funded at a different rate than In-person schools (such as In-person Schools or alternative schools).

Authorities are funded based on a ratio of the public funding. So, the public Online Learning School rate provided to Boards determines the independent school Online Learning School rate provided to Authorities. It is 50 percent of the public Online Learning rate for Group 1 independent Online Learning Schools and 35 percent of the public Online Learning rate for Group 2 independent Online Learning Schools. For public Board and Authority funding rates, refer to the [Operating Grant Manual](#).

Funding for Online Learning should be used to support, enhance, and implement online courses or online programs. The Ministry of Education and Child Care provides funding to Boards and Authorities for Online Learning Schools based on the following procedures:

### Grades Kindergarten to Grade 9

*For full-time Grades K-9 Students enrolled in a District Online Learning School or a Provincial Online Learning School*

Students may be enrolled by a District Online Learning School or Provincial Online Learning School at any time during the calendar year. Funding for Boards and Authorities for Online Learning Schools is based on Student enrolment counts conducted in September, February, and May through the [Ministry's 1701 Student data collection](#) process.

For every Student enrolled in Grades K-7 and participating full-time in an Online Learning School, Boards and Authorities are eligible for a base rate per school year of 1.0 FTE (full-time equivalent). See the section above on [Active Participation and Online Learning](#).

Students in Grades 8 and 9 will be funded at a base rate of 0.5 FTE plus 0.125 FTE per each eligible course in which they are actively participating to a maximum of 1.0 FTE per school year to the enrolling Board or Authority. For more detail, see the 1701 Form instructions.

Grade 8-9 Base rate	No. of 4-credit equivalent courses	Funding for the Student
0.50 FTE	1	0.625 FTE
0.50 FTE	2	0.75 FTE
0.50 FTE	3	0.875 FTE
0.50 FTE	4	1.0 FTE
0.50 FTE	5	1.0 FTE
0.50 FTE	6	1.0 FTE
0.50 FTE	7	1.0 FTE
0.50 FTE	8	1.0 FTE

For Grade 8 and 9 Students, there must be a plan that lists the courses Students will take during the school year. Additional courses started after the September enrolment data submission and not included in the Course Plan will not be included in the funding calculation for that Student.

For Grades K - 9 Students new to a particular District Online Learning School or Provincial Online Learning School and actively participating before or at the February Student enrolment count, funding to

Boards or Authorities will be allocated at half the FTE rate for that school year (pro-rated to reflect half the school year). Similarly, new Grade K - 9 Students at the May enrolment count will be pro-rated at one-third of the FTE rate. If a Student enrolled in Grades K-9 takes part in an educational program through more than one school provided by the same Board or Authority, the Board or Authority should make its own arrangements, but the enrolment will remain with one school. For example, a Student's full-time Grade 8 educational program might be augmented by accessing an additional course with the Provincial Online Learning Schools in the same district. Only one school should report enrolment of the Grade 8 Student to the Ministry, and the Ministry would only provide funding to the maximum of 1.0 FTE.

Scenario: A Grade 8 Student is enrolled in an Online Learning School with their local school district. The Student is working on five online courses. The Board would report the Student for 1.0 FTE at the online rate.

### Grades 8 to 9 Students who are cross enrolled

*For Grades 8-9 Students who are cross enrolled in Online Learning courses offered by Provincial Online Learning Schools*

Students in Grades 8-9 may be cross enrolled with Provincial Online Learning Schools operated by another Board or Authority. This means it is possible that the Ministry may be funding a Board or Authority at 1.0 FTE and additionally funding another Board or Authority operating a Provincial Online Learning School for the cross enrolled course(s).

The cross enrolled courses in which Grade 8 or 9 Students are actively participating with a Provincial Online Learning School are reported for funding as described in the July count according to the [Form 1701 Instructions](#).

**Scenario:** A Grade 9 Student is full-time enrolled in a Group 2 independent In-person School operated by Authority A. The Student is also taking one eligible four-credit Grade 10 Math course from a Provincial Online Learning School operated by Board B.

- Authority A would report 1.0 FTE at the [independent Group 2](#) standard rate for a full-time Grade 9 Student.
- Board B operating the Provincial Learning School would report the Student as a Grade 10 Student for the four-credit Grade 10 Online Learning course in which the Student actively participates. The Board is eligible for 0.125 FTE at the Online Learning rate.

### Grades 10 to 12

*For Grades 10-12 Students who are enrolled in courses offered by District Online Learning Schools or Provincial Online Learning Schools.*

Students may be enrolled with a District Online Learning School or Provincial Learning School at any time during the calendar year if the school is able to accommodate them. If a Student in Grades 10-12 is dual enrolled with two or more schools operated by the same Board or Authority, each school should report the courses taken with that school according to the Form 1701 instructions.



Online Learning courses taken by Students in Grades 10-12 are funded at the online rate of 0.1250 FTE for each eligible four-credit course in which a Student is actively participating (see [Form 1701 Instructions](#) for course credit and FTE calculations).

Grades 10-12 No. of 4-credit equivalent courses	Funding for the Student
1	0.125 FTE
2	0.250 FTE
3	0.375 FTE
4	0.5 FTE
5	0.625 FTE
6	0.75 FTE
7	0.875 FTE
8	1.0 FTE
9	1.125
10	1.250

A Student's courses are counted for funding according to the course's grade level. For example, a Student who is enrolled in Grades K-9 at one school and enrolled in Grade 10-12 courses in an online school is counted for funding as a Grade 10-12 Student for the Grade 10-12 courses.

Students are not allowed to take the same course at the same time during the same school year whether in different schools or the same school. A course must be completed or withdrawn from before a Student can enrol in the same course again.

For Boards or Authorities to be eligible for funding for the same Online Learning course taken in the same District Online Learning School or Provincial Online Learning School by Grade 10-12 Students, the following conditions must be met:

- The Student must have been previously reported as failed (through course completion), reported as course completed (and wanting to improve their mark), or reported as withdrawn from that course.
- If a Student has withdrawn from a course or did not complete a course, there must be a record that demonstrates a Student has not been actively participating for two Online Learning enrolment counts, with a corresponding record of attempts made by the Online Learning School to contact the Student for that course.
- All [learning standards](#) addressed in the curriculum for a course (contained in the corresponding Program Guide) must be provided to the Student when a course is claimed for funding again.
- Assessment of the Student's past work must not be used to evaluate re-claimed course progress.

Support blocks are structured time in addition to regular courses in Grades 10-12. While Online Learning Schools will not be funded for support blocks, other school types can report enrolment in support blocks and be funded, under certain conditions. Support blocks in an In-person school might be used to support

cross enrolled or dual enrolled Students working on Online Learning courses in another school. However, to be funded for a support block for a Student, the combined total number of courses leading to graduation in all schools plus the support block cannot exceed eight in school year. Only one support block per school year may be claimed for funding. See the [Form 1701 Instructions](#) regarding support blocks.

**Scenario 1:** A Grade 10 Student is dual enrolled, taking seven courses in an In-person school operated by Board A and two courses through an Online Learning School also operated by Board A, the Ministry would fund as follows:

- Board A would report 0.875 FTE at the standard rate for the seven eligible four-credit courses
- Board A would also receive 0.25 FTE at the online rate for the two eligible Online Learning four-credit courses in which the Student actively participates.

**Scenario 2:** A Grade 11 Student is taking four courses in an In-person school operated by Board B and 3 online courses from a Provincial Online Learning School operated by Board C. Board B also provides the Student with a support block. The total number of courses plus the support block adds up to 8 courses. The Ministry would fund each as follows:

- Board B would report 0.5 FTE at the standard rate for the four eligible four-credit courses and 0.125 FTE for the support block for a total of 0.625 FTE
- Board C would report 0.375 FTE at the online rate for the three eligible four-credit Online Learning courses in which the Student actively participates.
- If the total enrolment had exceeded 1.0 FTE, Board B would not have been funded for the support block.

**Scenario 3:** A Grade 10 Student is taking six four-credit courses in a [Group 1 independent](#) In-person School administered by Authority D. The Student is also taking one four-credit course from a Provincial Online Learning School administered by Board E.

- Authority D would receive funding based on Independent Group 1 primary grant rate for the six eligible four-credit courses.
- Board E would report 0.125 FTE at the public Online Learning rate for the one eligible four-credit course in which the Student actively participates.

## Ordinarily resident Students and Online Learning

A Board that wants to offer Online Learning to Students who are ordinarily resident in the Province but temporarily living elsewhere must have a policy, aligned with any relevant Ministry directives, for determining ordinarily resident status. The [Eligibility of Students for Operating Grant Funding Policy](#) provides guidance regarding ordinarily resident status.

When deeming a Student to be ordinarily resident, there is no specific time limit for absence from the Province set by the Ministry, but time may be a factor in the Board or Authority's policy. Ordinarily resident Students may be enrolled in an Online Learning School provided by the district where they are ordinarily resident or by a Provincial Online Learning School.

A Board may consider various kinds of evidence from the Student, or Parent/Guardian, to determine if they are ordinarily resident in B.C. and eligible to enrol in an Online Learning School. Proof of B.C. residency is to be kept in the school or Student's file and be readily available.

## International Students and Online Learning

A Board or Authority may offer Online Learning to International Students from outside Canada who are in British Columbia for the purpose of attending an in-person K-12 educational program offered by a Board or Authority. The In-person school must serve as the Student's school of record and the Student can take one or more online courses. International Students may access Online Learning through an Online Learning School in the school district where they temporarily reside, or a Provincial Online Learning School. For information about enrolling and funding eligibility for Students from outside Canada when they are living in B.C., see the [Eligibility for Students for Operating Grant Funding](#).

## Indigenous Students and Online Learning

### Indigenous Students enrolled in public and independent Online Learning Schools

Boards that enrol First Nations Students who are ordinarily resident off reserve, Métis, and Inuit Students in Online Learning Schools may report them for targeted Indigenous supplemental funding only if they meet the requirements in the Form 1701 instructions and the Ministry's funding policies. If First Nations Students who are ordinarily resident off reserve, Métis, and Inuit Students take part in educational programs in more than one school, Boards should make their own arrangements to share targeted funding for supports and services.

### All students ordinarily resident on reserve attending out-of-district POLS

All students ordinarily resident on reserve and not attending a First Nation school who are attending an out of district POLS-Public or a POLS-Independent as a full-time or part-time student must be reported by the Board or Authority in 1701 reporting for course fees and eligible supplementary funding.

For the interim period 2023-2024, POLS are not to invoice the First Nation for funding for these students.

### All students ordinarily resident on reserve attending in district POLS-Public or local DOLS

Boards that have a Local Education Agreement (LEA) in place with a local First Nation will adhere to the terms and conditions of the LEA for First Nations students ordinarily resident on reserve, not attending a First Nation school, who are attending their local district POLS-Public or local DOLS. If no LEA is in place, then standard funding procedures under BC Tripartite Education Agreement (BCTEA) will apply.

### All students enrolled in non-independent First Nations schools

Non-independent First Nations schools operate outside of the Province's jurisdiction, and all First Nations schools, including those that choose to become [B.C. certified independent schools](#), are funded and operated in distinct ways.

All students who are enrolled in First Nations schools can access Online Learning programs and courses offered by Boards and Authorities by enrolling in a Provincial Online Learning School (POLS) anywhere in the province or a District Online Learning School (DOLS) operating in their area, as appropriate. DOLS are restricted to providing educational services within the catchment area.

First Nations schools may choose to partner with Online Learning schools to supplement the education program offered by the First Nation school. It is important to note that this kind of partnership is not Cross Enrolment. All students enrolled in First Nations schools will only be considered to be enrolled in the First Nation school, regardless of the grade level.

POLS and DOLS are not to include students who are enrolled in First Nation schools on their 1701 reports to the Ministry.

#### *Online Learning service agreements*

First Nations schools may choose to work in partnership with POLS or DOLS to deliver part or all of the education program of students attending non-independent First Nations schools.

To initiate this partnership, representatives from the First Nation should work with the principal of the Online School to complete an Online Learning service agreement [Service Agreement]. It is suggested that Service Agreements contain the following information:

- The term of the agreement.
- The agreed upon payment structure.\*
- Which school will be responsible for maintaining records (e.g., Permanent Student Record (PSR) and other files). In this case, a school operated by a Board or Independent School Authority is not the school of record as usual obligations in the *School Act* and *Independent School Act* do not apply to students attending a non-independent First Nation school. The respective roles of the First Nation school and POLS or DOLS should be set out in the agreement between them.
- For Grades 10 to 12, which school will be responsible for registration for Provincial Assessments and uploading TRAX files.
- The key contacts at the First Nation school and POLS or DOLS to ensure effective communications between the two schools.
- Agreed upon terms for reporting on student engagement in the course, progress, and outcomes.

\*First Nations will receive the tuition for the students enrolled in their First Nation school and will pay agreed upon fees to the Board or Authority for educational services provided by a POLS or DOLS.

## Homeschooling and Online Learning

### For Grades K-9

A child in Grades K-9 may be enrolled in an educational program with a Board or Authority or be registered as a [homeschooler](#) at any school in the Province, but not both. This includes any Online Learning School operated by a Board or Authority.

When a child registered as a homeschooler enrolls in a Grade K-9 educational program provided by a Board or Authority, whether In-person school or online, the child loses homeschooler status.

### For Grades 10-12

Homeschoolers may be enrolled in an Online Learning School for Grades 10-12 courses and maintain their homeschooled status. They may take Online Learning courses from a District Online Learning School where they have registered or with a public or independent Provincial Online Learning School.

The Board or Authority operating the Online Learning School will receive funding for the online courses that a homeschooler takes. Credit toward graduation will be awarded for successful achievement in online courses. Credits toward graduation must be reported to the Ministry by the school that has registered the homeschooler.

If homeschoolers enrol in Grade 10-12 with an Online Learning School, they are taught by a B.C. Certified Teachers or Qualified Letter of Permission Holder. They are assessed and issued progress reports by the Online Learning School and participate in Grade 10-12 provincial assessments. For more information, see the [Homeschooling Policy](#) and the [Homeschooling Procedures and Guidelines Manual](#).

## Students with Disabilities or Diverse Abilities and Online Learning

### Enrolment

Boards or Authorities enrolling a Student with a disability or diverse ability in Online Learning should assess the learning needs of the Student and discuss with the Parents/Guardians, and if appropriate the Student, the following:

- the design and expectations of the Online Learning program
- any challenges the Student might have regarding technical competencies needed to access Online Learning provided by the Online Learning School
- any supports the Student might need to access Online Learning
- the learning and support services available through the program, Online Learning School, and Board or Authority.

When Students with Disabilities or Diverse Abilities are enrolled full-time in an Online Learning School and that Online Learning School is the Student's School of Record, the Board or Authority operating that Online Learning School has the same obligations as if the School of Record were an In-person school, with the exception of custodial care, personal care, or behaviour management for a Student with a disability or diverse ability when the educational program takes place in the Student's home.

Important note: Please see the section in this Guide called [Indigenous Students and Online Learning](#) for information about funding for First Nations Students. See the section in this Guide called [All students](#)

[enrolled in non-independent First Nations School](#) for information about school of record for these students.

If a Grade 8-12 Student is cross enrolled for Online Learning with a Provincial Online Learning School, the school that provides the majority of the Student's educational program is considered the school of record for that school year. The Board or Authority that operates that school receives any supplementary funding unless the Board or Authority releases the supplemental funding through a mutual agreement and alternative arrangements are made with the Ministry. For more information about school of record, see the section [Enrolment and the school of record](#) in this Guide.

The Board or Authority that operates a Student's school of record is responsible for developing a Student's Individual Education Plan (IEP) and planning support services. The Ministry expects all Boards or Authorities where a Student is enrolled to be consulted by the school of record regarding services and requirements of the Student's IEP. Each of the Boards or Authorities should have a copy of the IEP and cooperate with the school of record to meet the Student's needs.

Boards or Authorities providing Online Learning are not responsible for custodial care, personal care, or behaviour management for a Student with a disability or diverse ability in the Student's home. A Board or Authority should have a policy that addresses roles and responsibilities for Students engaged in Online Learning at home. See the section of this Guide [Third party service providers, resource funding and support for internet access](#). If appropriate for a Student, frequent opportunities should be provided for individualized and timely interactions between teachers and Students and among Students.

### [Supplementary funding for Students with Disabilities or Diverse Abilities](#)

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The [Basic Allocation](#), a standard amount of money provided per school age Student enrolled in a school district, includes funds to support the learning needs of Students with Disabilities or Diverse Abilities. Additional supplementary funding recognizes the costs associated with providing supports and services to address the unique needs of Students with disabilities or diverse abilities.

The Board or Authority that operates a Student's school of record reports the Student for any applicable Inclusive Education supplementary funding. The Board or Authority that enrolls the Student in more courses may agree to share the supplementary funding with another Board or Authority based on the needs of the Student. A consideration might be for the supplemental funding to go to the Board or Authority that provides the most in-person support services outlined in the Student's IEP.

Parents/Guardians should be made aware that Inclusive Education supplementary funding is not targeted to their child.

To receive supplementary funding, Boards and Authorities operating Online Learning Schools are expected to meet the following requirements:

- Following Ministry of Education and Child Care guidelines for assessment and provision of support services for Students with Disabilities or Diverse Abilities found in [Special Education Services: A Manual of Policies, Procedures and Guidelines](#).

- Taking responsibility for assessment and identification of a Student with a disability or diverse abilities and consulting with Parents/Guardians on the Student's IEP
- Developing IEPs in accordance with Ministry of Education and Child Care guidelines found in [Special Education Services: A Manual of Policies, Procedures and Guidelines](#). The Online Learning program must comply with B.C. Curriculum Learning Standards or the achievement of goals in a Student's IEP.
- Taking responsibility for the Student's IEP, providing and/or coordinating supplemental services, and being responsible for coordinating the Student's participation in provincial assessments
- Ensuring that Students enrolled in an Online Learning School have access that is equitable to other Students for non-categorical resource services such as learning assistance, counseling, school psychology, speech-language pathology, physiotherapy/occupational therapy, and hospital services except for hospital/homebound services
- Making sure that a written agreement is in place identifying the roles and responsibilities of each party when a third party is providing support service, that Parents/Guardians are consulted, and that planning these services is part of IEP development
- Ensuring that third party service providers are under the supervision of a B.C. Certified Teacher or qualified Letter of Permission Holder (See the section in this Guide on [third party service providers](#).)
- Keeping documentation on file recording the frequency and duration of the Student's program and support services.

## French Immersion and Francophone Education and Online Learning

### French Immersion

Some B.C. Online Learning Schools offer French Immersion programs or courses. French Immersion programs, including those offered by Online Learning Schools, are eligible to receive federal funding to support French language learning as defined in the [French Funding Guide](#). For more information about French immersion, see the [French Immersion Policy](#).

### Francophone Education

The Conseil de scolaire francophone offers francophone courses online through its école virtuelle for eligible Students whose Parent, under section 23 of the Canadian Charter of Rights and Freedoms, has the right to have his or her children receive primary and secondary instruction in French in British Columbia. See their website at [www.csf.bc.ca](http://www.csf.bc.ca) for information about francophone Online Learning.

## Adults and Online Learning

Non-graduated adults and graduated adults can access Online Learning at a Provincial Online Learning School or their local District Online Learning School. Non-graduated adult Students are eligible for course funding leading to the British Columbia Certificate of Graduation (the Dogwood) or leading to the Adult Graduation Diploma (the Adult Dogwood).

Boards and Authorities may receive funding for adult Students who have graduated and who enrol in any of the foundations courses or any course on the list of eligible tuition free courses for graduated students. Please see the [Adult Funding Policy](#) for more information about non-graduated adults and to see the list of eligible [tuition free courses](#) for graduated adults.

## Accountability and Quality Assurance and Online Learning

For Provincial Online Learning Schools, Boards and Authorities must adhere to the processes set out in the Ministry's [Accountability and Quality Assurance for Online Learning](#) framework and process document. Boards may also use it to review their District Online Learning School as well as the following processes:

- [Framework for Enhancing Student Learning and strategic plan](#)
- [Local Education Agreements \(LEAs\)](#)
- [Indigenous Education Enhancement Agreements \(EEAs\)](#)
- [Funding compliance audits](#)

## Payments and reimbursements for Students or Parents

A Board or Authority must not provide financial payments or reimbursements to Learners or their Parents/Guardians as incentives to enrol in an Online Learning School. They should not agree to spend a certain amount to support a Student's educational program as an enticement to attract a Student or their Parent/Guardian to a particular Online Learning School.

A Board or Authority may lend, but not give, equipment to Students or Parents/Guardians. Equipment means any tools that have an asset value used for participating in Online Learning activities (e.g., computers and other information devices, hardware accessories, removeable media or other peripherals).

## Third party service providers, resource funding and support for internet access

Boards and Authorities may use a portion of their funding allocation to provide educational services or learning support, materials, or resources to learners. They are to develop their own policies regarding the use of third party service providers, learning resources funding, and financial support for internet access, consistent with the requirements and guidelines below.

### Third Party services

An Online Learning School may decide to use a third party or parties to provide educational services that the Online Learning School is unable to provide at a distance. The purpose of third party services for Students enrolled in Online Learning Schools is to supplement a Student's Online Learning experience. It is not to be used to supplement beyond what would typically be provided by an In-person school. This might be for curriculum areas such as Physical and Health Education or Arts Education.



### *Requirements when using third party service providers*

If a Board or Authority uses third parties to provide educational services, the Ministry expects the Board or Authority to do the following:

- Ensure that the educational services, materials, and resources supporting the learning are part of an educational program planned and approved by the Board or Authority and are supervised by a Board/Authority employee who is a B.C. certified teacher or a qualified Letter of Permission holder.
- Pay only the third party directly and not the Parents/Guardians, Learner, or any other person.
- Ensure that Boards or Authorities, Parents/Guardians, and third party service providers clearly understand their roles and responsibilities as well as Student safety and security, including criminal records checks where appropriate. See the B.C. criminal records legislation for more information [Criminal Records Review Act](#).
- Include a description of the services and the extent of the services that are provided by any third party in a Student's planning and reporting document (a Student's learning plan or Individual Education Plan, and Student progress reports), including how the services are related to the Student's educational program
- Describe the Board's/Authority's responsibility to provide the program outlined in the student's learning plan or IEP separately from additional services the student may receive from the third party service provider. The Board/Authority, not the third party or parties, remains responsible for the educational program outlined in the student's learning plan or Individual Education Plan.
- The Board/Authority is also responsible for sharing information about how the third party services are related to the Student's educational program so there is informed parental consent.

### **Learning resource spending for Online Learning Students**

The purpose of using grant funding to purchase educational materials is to support Students' Online Learning experience. Boards or Authorities might spend grant funding to provide materials directly to a Student at home, for instance, to purchase math manipulatives or novels that that would be readily available to Students if they were enrolled in an In-person school. Boards and Authorities are to develop their own policies regarding the use of learning resources funding consistent with the requirements and guidelines outlined in this Guide.

### **Financial assistance for internet accessibility**

A Board or Authority may provide financial assistance for a portion of a family's internet costs if, and only if, the Learner or Learners in the family require the internet to participate in an educational program delivered in whole or in part through Online Learning.

The Board or Authority may reimburse the Parents/Guardians or Student for internet costs based on a documented statement from the internet provider that shows the provider has been paid for the service. A Board or Authority should develop its own policy that clearly communicates its intentions concerning financial support for internet accessibility for Students enrolled in Online Learning Schools.

### Spending limits for third party services, purchase of learning resources, and financial support for internet access

The Ministry expects that the total amount spent per school year by a Board or Authority for these three types of spending together be limited to a maximum of \$600 for a full-time Student (proportionally for a part-time Student and pro-rated for a Student who enrolls mid-school year). Concerning financial support for internet access, when more than one Student in a family requires internet to participate in Online Learning, the \$600 maximum is for a family, not for every Student in a family.

#### *Exceptions to the \$600 maximum spending limit*

Exceptions to this maximum include providing career technical centre program courses, post-secondary transition program courses, and support services for Students with Disabilities or Diverse Abilities (See below). Exceptions may also be made for Students in remote areas who can only participate in an educational program through costly internet such as that provided through satellite services.

### Third party support services for Students with Disabilities or Diverse Abilities

For Students with Disabilities or Diverse Abilities enrolled in Online Learning, the limit of spending to a maximum of \$600 for third parties does not apply. A Board or Authority may spend more than this limited amount for services for Students with Disabilities or Diverse Abilities when a Student is reported to the Ministry in a special needs funding category. The services must support the Students in achieving the goals of their Individual Education Plans. A third party service provider should be under the general supervision of a B.C. Certified Teacher or qualified Letter of Permission Holder employed by the Board or Authority. This educator should report to Parents/Guardians on the Student's progress related to the third party services.