



SURVEY SUMMARY

In November/December 2020, the BCLDAA asked members to participate in a survey to gather feedback on the proposed funding model changes that were proposed by the BC Ministry of Education Online Education Working Group. The survey consisted of four questions:

1. What are the implications for your school/district of the new proposed delivery model?
2. Who should be included in a Stakeholder Engagement Process of implementation of the proposed model?
3. How should we measure success of (a) the implementation plan, and (b) the new model itself?
4. How do you think we can minimize the impact for students?

The survey was open for 23 days and had a response rate of 37% (20 responses). Thank you to all who took the time to respond.

We submitted the following summary of the responses to the Ministry on December 19, 2019.

1. What are the implications for your school/school district of the new proposed delivery model?

- a. concern about disruption to programs - downsizing, causing interruption in service to students and loss of jobs, or upsizing, as students are required to return to their own districts whose programs may not be prepared to take them on (in which case, the program may be lost - ironically - because it lacks capacity and must turn to a provincial system to accommodate the influx);
- b. concern about quality variations if districts keep their programs and are given "local autonomy" and no caps on enrollment;
- c. concern about having a new LMS imposed and whether or not there will be adequate training for such changes;
- d. concern about undermining/loss of student choice and the spirit of personalization;
- e. concern about the loss of unique aspects of programs that are designed to serve the unique needs of the local district and how a centralized provincial model will provide for

the specific needs of students that are currently being met in hybrid (online/face-to-face) models, or in models that are designed to appeal to local communities;

- f. concern about the lack of a clear plan for what the new model will look like - we know what we might be losing, but not what we might be gaining, so a detailed response is difficult - for example, it is unknown what exactly the greater focus on blended will look like, particularly with loss of 9th or 10th course being considered in the mix;
- g. concern about an "'internal' fight for the cut of the pie" - as head-count funding takes effect, programs within districts will be jockeying for position to ensure that their funding stays intact;
- h. there could be better alignment between DL programs neighbourhood schools, and counsellors and inclusion staff may be better able to utilize - and be more likely to recommend - online options.

2. Who should be included in a Stakeholder Engagement Process for implementation of the proposed model?

Parents	
Students	
Teachers	
Administrators – Online schools	
Administrators – Neighbourhood schools	
District management (SI, ST, Finance, etc...)	
BCTF	
Counsellors	
WCLN	
PAC	

3. How should we measure success of (a) the implementation plan, and (b) the new model itself?

- a. feedback from districts and students;
- b. improved completion and graduation rates;
- c. implementation plan = clear rules and guidelines that everyone can follow;
- d. DL teacher-student ratio addressed;
- e. course quality maintained;
- f. student choice and options continue to be available;
- g. if the purpose of the model is to improve/simplify "fiscal transactions then a reduction in time and staff hours would be a simple measure";
- h. minimal disruption for students and families;
- i. student engagement, motivation, relationship with teachers;

- j. "survey districts, upper management, before implementation to see how they plan to restructure as a result of change... it's not about measuring what happens after the fact but rather planning in advance then measuring";
- k. "correlate these results to the students' profiles that are taking DL... we need a more direct purpose for the use of DL".

4. How do you think we can minimize the impact for students?

- a. communication (from Ministry);
- b. long implementation;
- c. get started on "the necessary changes rather than waiting and dragging out his whole process or giving too little notice to effectively make the necessary changes";
- d. funding for DL should remain course-based and be funded outside the district B&M system;
- e. funding for DL should allow students to take courses in excess of the 8 allowed in the B&M schools;
- f. don't force students to go to one regional provider;
- g. don't fix what is not broken - some issues with the system should not result in a complete overhaul of the system;
- h. leave K - 9 programs in place - issues are primarily at the Grades 10 - 12 level, so that should be what is changed;
- i. targeted funding - most of the students who graduate with DL schools do so because B&M did not work for them, so if we reduce access, we will reduce the provincial grad rate - provide funding to DL so that students can continue to choose it (normalize it in terms of funding);
- j. no loss of choice for students
- k. "We shouldn't be looking to minimize negative impacts on students - we should be seeking out best practice and emulating it as often as possible".