

MINISTRY OF EDUCATION

Frequently Asked Questions (FAQs) on Continuity of Learning

K-12 EDUCATION SYSTEM



Ministry of
Education

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INTRODUCTION

The [British Columbia Ministry of Education](#) is working with all 60 school districts, independent school authorities, First Nations schools and education partners to support a coordinated approach in response to COVID-19. The health and safety of school staff, students, parents and communities is the highest priority.

To ensure B.C.'s K-12 education system supports the coordinated approach, the work will be guided by a set of principles to:

- 1| Maintain a healthy and safe environment for all students, families and employees.
- 2| Provide the services needed to support children of our essential workers.
- 3| Support vulnerable students who may need special assistance.
- 4| Provide continuity of educational opportunities for all students.

The Ministry of Education has developed Frequently Asked Questions (FAQs) with the latest developments and will continue to update them.

SECTION 1 | SUSPENDING IN-CLASS INSTRUCTION

Are K-12 schools in B.C. closed?

- Schools are not closed. On March 17, 2020, under the direction of Dr. Bonnie Henry, the Provincial Health Officer (PHO), the Provincial Government directed all K-12 schools to suspend in-class instruction until further notice.
- Since in-class instruction has been suspended, school districts and independent school authorities are delivering learning opportunities for students in a variety of ways.
- School districts are prioritizing access to in-person supports at schools for children whose parents are [Essential Service Workers \(ESWs\)](#) and other students that may require support, such as students with disabilities. All school districts have taken steps to ensure a safe and healthy environment in school facilities for students and staff.

- School districts and independent school authorities have communicated with parents their continuous learning opportunities, both in schools (as note above) and at home for students.
- It is up to local boards of education and independent school authorities to determine hours of operation for and access to school board offices and school offices.

Do the same rules apply for all schools, no matter of where they are located?

- In-person classroom instruction has been suspended for **all public and independent schools**, in British Columbia (B.C.). Most First Nations schools have also elected to follow this direction.
- The same rules apply regardless of whether schools are located in urban or rural areas.
- For information about how First Nations schools are approaching on-going learning, the individual First Nation or school principal should be contacted. Many First Nations schools are also posting regular updates through social media on their Facebook pages or Twitter accounts.

Why did the provincial government suspend in-person classes?

- Government has taken the advice of the Provincial Health Officer (PHO) to suspend in-class instruction in K-12 schools across the province to ensure the health and safety of school staff, students, parents and communities is protected.
- While in-class instruction is suspended, K-12 schools are still open to ensure school district staff can continue to support operations in the school district and serve the needs of the community.
- In order for educators and support staff to best serve the needs of students and the community, including providing supports to the children of Essential Service Workers (ESWs) and those students that cannot learn easily at home, schools need to remain open and school business must continue to be conducted as normally as possible. This is critical for supporting the ongoing functioning of our healthcare system and communities.
- The Ministry of Education will continue to follow the daily direction of public health officials and scientists in making fact-based decisions when it comes to B.C.'s school system.

Will child care facilities operating on school grounds be suspended?

- The provincial government under direction of the PHO has decided not to close child care programs at this time, although it is recognized that some childcare operators have made the decision to close on their own.
- Where child care is being operated in conjunction with K-12 schools, it's expected that boards of education and/or independent school authorities will determine ways to continue these services operating where possible.
- The Ministry of Education is working closely with the Ministry of Children and Family Development (MCFD) to ensure children aged 0-12 of Essential Service Workers have access to care. This can also include care for children of Essential Service Workers over the age of 12 if the children have a disability that prevents them from staying at home independently.
- MCFD is taking steps to support the child care sector while ensuring parents who must work during the COVID-19 pandemic continue to have access to child care, with [recently announced](#) new funding for providers.

- More information can be found on this [webpage](#) focused on childcare questions/answers and resources in response to COVID-19.

What type of safety protocols will be put in place in schools to keep staff and students safe?

- The Ministry has suspended most in-person instruction and directed school districts and independent school authorities to develop plans to ensure on-going instruction, as well as services and supports for the children of essential service workers and vulnerable students. The intent is that some students will be present in-person in schools at any given time in order to allow for sufficient physical distancing.
- The Ministry of Education is working with the PHO and the BC Public School Employers' Association (BCPSEA) to provide direction to school districts and independent school authorities on how to ensure the health and safety of staff and/or students who are present in schools now, and in the weeks ahead.
- Each school district will adapt cleaning practices to be in alignment with the Provincial Health Officer's [Public Guidance for K-12 School Settings](#) (Health and Safety Protocols).

Does the Provincial Health Officer's 50-person maximum rule apply to schools?

- The PHO's order is intended to prevent large groups of people from gathering in close quarters with one another. There could be more than 50 students and staff in a school at any given time if they are not all in one area at the same time and are actively engaged in physical distancing.
- School districts are considering how to limit in-person visits to schools and explore in-person supports only for those who need it most (i.e. children of essential service workers or students with disabilities).
- School districts are encouraged to work and communicate regularly with their local medical health officer in the health authority to ensure that protocols that are put in place in schools respect the guidelines provided by the PHO.

Will the school year end earlier than June 30?

- At this time, the current school year is still scheduled to proceed as regularly scheduled, which would end on June 30, 2020.
- The Ministry of Education continues to take direction from the Provincial Health Officer when it comes to re-opening schools.

SECTION 2 | LEARNING/EDUCATIONAL OPPORTUNITIES

What kind of learning opportunities for students should parents expect given that classes in schools have been suspended?

- These are exceptional times and while it's important for children to keep learning, there is no expectation that the pace and rigour of a normal school day be duplicated at home.

- Teachers will continue to provide instruction and parent/caregiver involvement will depend on the age and ability of the child and the time that parents/caregivers are able to give. Every family will determine what works best for them in discussion with their children's teachers.
- Learning opportunities will look different during this time. Each school district and independent school authority is implementing a plan that best responds to the needs of their local community, individual classrooms and individual students. This may include measures such as online learning tools and/or resource packages or assignments emailed or delivered from teachers to parents.
- School districts and independent school authorities are responsible for ensuring that continuity of learning is reasonable and account for the unique circumstances and abilities of individual students in a home learning environment. For example, teachers may adapt learning plans for students with learning disabilities or students experiencing mental health challenges.
- The Ministry of Education is working with school districts and independent school authorities to support them in their local planning efforts.
- On March 27, the Ministry of Education launched a [website](#) for parents and students which provides resources and information to support continuous learning at home.

Have learning opportunities begun for students?

- School districts and independent school authorities should have started learning opportunities for students at this time.
- Each school district and independent school, usually through classroom teachers, is expected to communicate regularly with parents about learning plans for students on an ongoing basis.
- If parents are seeking additional information on what to expect over the coming weeks, they should inquire with either their child's classroom teacher or school principal for more information.

How will online or remote learning work? What if I don't have a computer or if I have unreliable internet services?

- School districts and independent schools are developing plans for how they can deliver learning opportunities using alternative methods (i.e. not in-person), which could include online learning. The alternative approaches put in place in individual schools and classes may look slightly different depending on the students and families that these schools serve, which is why the planning needs to be completed at the local level.
- School districts and independent schools are in the process of gathering information from their families to inform their local planning process and this includes asking parents about access to technology within their homes.
- Many school districts and independent schools are loaning devices to students to support their learning at home. If parents are seeking additional information regarding technology use and loans from their district, they should inquire with their school principal for more information.

Will educators and students be able to use third-party tools like Zoom to make it easier for continuous learning?

- The Ministry of Education is working with [Focused Education](#) to provide a provincial license of the [Zoom Videoconferencing application](#) to school districts to ensure educators can best support continuous learning at home for students.
- Zoom is being used around the world to support education, businesses and governments during the COVID-19 pandemic.
- The Ministry of Education will also explore how to make this application available to B.C.'s independent schools and First Nations schools.

Why was Zoom chosen as the videoconferencing application?

- Zoom has been reviewed by government and meets the privacy and security requirements.
- We have worked with the Privacy Commissioner on this issue and he is supportive of this version of Zoom in K-12 education.
- The application's data for Canadian users is housed at its Canadian-hosted data centres in Vancouver and Toronto. Data is encrypted in transit using industry standards.
- The application's platform is known to offer a smooth audio/video experience with minimal interruptions if any for users with fast or slower Internet connection speeds. Some school districts and independent school authorities may also elect to use other online communication tool.

What type of security and privacy measures will be taken to protect students?

- The Zoom enterprise (business) application provided to school districts has robust security features meet B.C. government standards.
- These features are not available on the free version of the application.
- The enterprise application of Zoom has been reviewed by government as part of its review of applications used by public sector organizations.
- The Zoom enterprise application does not provide personal information to third party businesses such as Facebook and Microsoft.

How can I help my child with French?

- School districts and independent school authorities will work to best support parents and students with access to French learning resources.
- The Ministry has also provided a [website](#) with learning resources, including French resources, for parents to support their child's learning at home.

What are the resources and supports available for English Language Learning (ELL) students and their families?

- School districts and independent school authorities have been asked to ensure that English Language Learners have access to the same level of on-going learning as all other students. Parents should inquire with school districts and independent schools directly about translation services available as they relate to homework and students' learning.
- This includes developing plans to support ELL students based on the learning needs previously identified in an Annual Instruction Plan.
- The Ministry of Education is working with partners across government to increase translation of Covid-19 materials and to ensure that immigrant and refugee service centres also have access to materials related to on-going learning.

What are my options if I want to homeschool my child?

- The Ministry of Education expects school districts and independent school authorities to send out communication to parents as soon as possible, keeping parents informed about their planning processes.
- [Homeschooling](#) is an alternative method of teaching and learning outside of the B.C. education system. The homeschooling educational program (planning, delivery and assessment) is the responsibility of the home educator (parent/guardian of the homeschooled child/youth).
- Typically, a family member delivers the educational program to children at home without direct support from the registering school (other than the loan of educational materials and evaluation and assessment services, as per legislative requirements).
- Parents who are considering formal homeschooling should review the obligations and understand that choosing this option will result in their child no longer being enrolled as a student.
- Alternatively, while teachers and schools will have primary responsibility for continuous learning, government has launched [Keep Learning BC](#). This is a central place where families can find ideas for everyday educational activities, links to free learning resources, as well as how to help children learn while they are at home.

What kind of time commitment is required from parents who are working from home? What if I, as a parent, don't have the time to help my child? Will they still pass?

- The time commitment required from parents will depend on a number of factors including the grade level of the student and the approach used by the school and individual teacher.
- Some support from parents will likely be required, especially for younger children who may require explanations and guidance on how to approach home learning activities.
- However, teachers are encouraged to ensure that learning opportunities provided are manageable in a home environment.
- For more details on expectations of parents, please connect with either your child's classroom teacher or the school principal in the coming weeks.

How do we collect our children's personal items from school?

- Each school district and independent school authority will be responsible for determining how best to permit access to schools and classrooms in order for parents to retrieve personal or educational items.
- Access to schools and classrooms will need to be carefully arranged in order to respect the guidelines established by the PHO on physical distancing.

SECTION 3 | SUPPORT FOR STUDENTS WITH DISABILITIES AND DIVERSE (SPECIAL) NEEDS

What supports are in place for students with disabilities and diverse abilities?

- School districts and independent school authorities have been asked to ensure students with disabilities and diverse abilities have access to the same level of on-going learning as all other students. As a part of planning for on-going instruction, schools should be proactively identifying supports or accommodations that need to be made to support learning for students with disabilities and diverse abilities.
- Learning opportunities and assignments for students during this time are expected to be reasonable and manageable for parents. Teachers must work with parents and students to develop a learning plan and provide work that is manageable for them in a home environment.

What supports are available to me if I am a parent of a child with a disability and I have no care options?

- School districts and independent school authorities have been asked to consider the care needs of parents of students with disabilities who have no other care options as a part of their planning for supporting the children of essential service workers.
- From a learning perspective, all students with disabilities and diverse abilities should have access to the same level of on-going instruction and support.

What about students who were receiving 1:1 supports or specialized supports? What are the expectations for continuity of service?

- The Ministry of Education has asked school districts and independent school authorities to ensure students with disabilities and diverse abilities have access to the same level of on-going learning as all other students.
- For students who were receiving specialized supports (e.g. physical therapy, occupational therapy) on-site, school district and independent school teams have been asked to consider alternate service delivery models where feasible. Access to these services may vary by community and will depend on whether services are still available from community providers.
- For students who were receiving 1:1 service, school-based teams will work with families and caregivers to develop a plan for on-going learning and supports.

What about IEPs – will they continue?

- As a part of planning for on-going instruction, schools should be proactively identifying supports or accommodations that need to be made to support learning for students with disabilities and diverse abilities.
- Continuity of learning plans for students with disabilities and diverse abilities should be aligned with the goals identified in the student's Individual Education Plan (IEP) and developed in consultation with specialists who typically support the student in the educational setting.
- For students who were receiving specialized supports (e.g. physical therapy, occupational therapy) on-site, school district and independent school teams have been asked to consider alternate service delivery models where feasible.
- For students who were receiving 1 on 1 service, school-based teams will work with families and caregivers to develop a plan for on-going learning and supports.
- Educational Assistants will also continue to support teachers in the delivery of instruction. Support may include:
 - preparing assignments, content and activities
 - assisting with the collection of materials maintaining regular communication and check-in with students
 - supporting families and students in accessing remote learning and therapy experiences as needed.

What other supports are still in place for parents of students with disabilities?

- Most organizations that typically support families continue to be in service during this time; however, support may be offered in different ways. Families are encouraged to access supports from the agencies they are familiar with and have accessed prior to the pandemic.
- The [Family Support Institute](#) and [Inclusion BC](#) are both continuing to provide supports to families through new service delivery models during the pandemic.

What about extensions to autism funding or access to respite?

- The Ministry of Education is in close contact with the Ministry of Children and Family Development on this issue.
- Funding for autism services and respite falls under their area of responsibility and continued planning is underway on how to respond to some of the unique challenges faced by families. Access to Child and Youth with Special Needs (CYSN) staffing, AIS BC and Autism Funding Branch continues to assist families to find the services and supports that meet their needs.

Will my child still have access to school meal programs or other services?

- School districts have been asked to ensure meal programs continue where possible in alignment with PHO guidelines. School districts with universal programs have been asked to prioritize families facing food insecurity.
- Meal programs will be delivered safely and in alignment with the directives from the Provincial Health Officer, which may require creative and innovative approaches.

- School districts with existing meal programs are requested to continue to support students experiencing food insecurity in the community where possible. This will require re-assessing student need based on current context and engaging with community agencies to align supports.
- School districts with universal meal programs may not need to continue to provide meals to all students; but should identify those families and students most in need and develop options for on-going meal service.
- If students are experiencing food insecurity during this time, parents should contact their school principal as soon as possible.

SECTION 4 | MARKS, ASSESSMENTS AND GRADUATION

Will all students receive a final grade for each course they are enrolled in?

- Yes, all students will receive a final grade for each course they are enrolled in and successfully complete from now until the end of the school year.
- Teachers will determine a final grade for students based on work completed to date and the assessment of learning that will occur while in-class instruction is suspended and learning continues remotely.
- Teachers will consider those students whose learning needs or circumstances may require unique approaches to assessment.

What will happen with graduation and student assessments this year?

- Teachers will communicate and work with Grade 12 students to ensure they continue to complete assignments and earn credits toward successfully meeting graduation requirements.
- It's up to school districts and independent school authorities to determine how best to track student attendance during this period, noting that expectations established for teachers and school administrators around checking in with students may differ depending on the school and/or student's needs.
- All students – including students who are on track to graduate – are expected to complete course work assigned by teachers.
- As in any given school year, students on track or eligible to graduate will be able to graduate provided the student has completed sufficient learning in their coursework. This includes what they have learned since the course started, along with the learning they will complete from now until the end of the school year.
 - To be “eligible to graduate” means a student will satisfy all graduation requirements upon successful completion of courses they currently have underway and are continuing through to June 2020. This does not mean that students will graduate no matter what.
 - Sufficient learning will be determined by teachers using their professional judgement. Grounded in the curriculum, teachers will assess what individual students know, understand, and are able to demonstrate to determine whether enough learning has taken place to enable the student to pursue further learning in the curricular and content area.

- Students are expected to continue their learning for each course they are enrolled in and to complete assignments set out by their teachers to finish their courses. These assignments must be reasonable for each student in their home learning environment, recognizing that it is not a regular classroom.
- Teachers will work with students to develop plans and set reasonable expectations given the current circumstances and the individual needs of the students.
- This will be guided by the plans and priorities set out by districts and schools for continuity of learning at the local level, recognizing that many students may not have easy access to specific learning resources.
- The previously scheduled April 2020 graduation assessment administration has been cancelled. The Ministry is assessing a range of options to ensure this graduation requirement can be met by those students who are otherwise on track to graduate this year.
- The only graduation assessment required for current Grade 12 students is the Grade 10 numeracy assessment. The Ministry is assessing a range of options to ensure this graduation requirement can be met by those students who are otherwise on track to graduate this year.
- Teachers and Principals will support all students as part of the continuity of learning and help those students who may need additional supports to meet graduation requirements.
- The Ministry of Education is also working with post-secondary institutions to ensure graduating students will transition successfully.

When will students receive transcripts for graduation?

- Transcripts remain available to students through the [Ministry of Education's Student Transcript Service](#). Updates with interim marks will be available May 6. Final transcripts will be available on the usual schedule.

Will Grade 12 students have more time to apply to Universities and Colleges?

- The Ministry of Education is working closely with the Ministry of Advanced Education, Skills & Training to support smooth transitions to post-secondary education for students.

SECTION 5 | PARENTS UNABLE TO STAY HOME AND ESSENTIAL SERVICE WORKERS

Which jobs or professions have been designated as essential services in B.C.?

- Essential services are those daily services essential to preserving life, health, public safety and basic societal functioning. They are the services British Columbians rely on in their daily lives.
- On March 26, the provincial government released a [list of essential services in British Columbia](#).
- Going forward, child care providers and schools providing care and/or in-class instruction for children are to prioritize placements for those children whose parents are employed as front-line workers in direct to public health and health services, social services, law enforcement, first responders and emergency response.

If I'm an essential service worker who needs to continue to work, what options do I have?

- For individuals with children who are essential services workers (ESWs) and require immediate care for their children in order to go to work, the Ministries of Children and Families and Education are requesting that parents take the following steps:
 - School-aged children (K-6): contact their school principals (public and independent) as soon as possible to determine how schools can best meet their needs for childcare.
 - ***Exception:** for parents whose children are students at the Vancouver School Board, they should fill out the attached form regardless of the age of the child: <https://forms.wstcoast.org/s3/childcare-needs>.
 - Children aged 0-5 (pre-K): Starting March 31st, essential workers can fill out a new form to identify their need for urgent child care. The "Temporary Emergency Child Care for Essential Workers" sign up form and more information, including frequently asked questions, can be found at <http://www.gov.bc.ca/essential-service-child-care> or by calling 1-888-338-6622 and selecting option 4.
- Schools will be doing their best to accommodate urgent childcare needs while meeting the [guidelines and directives](#) of the Provincial Health Officer.
- The Ministry of Education expects school districts and independent schools to develop plans to maintain some level of service for children of people who are performing essential services across our province – services critical to preserving life, health and societal functioning.
- This may look different depending on the school district and possibly the school/community and could be childcare, educational instruction or a combination of the two.

SECTION 6 | HEALTH AND SAFETY RESOURCES

What are the services and resources available to parents, students and staff to safeguard themselves from COVID-19?

- The province has launched a new non-medical information line for British Columbians who have questions about COVID-19: 1-888-COVID19. Phone lines are open 7 days a week from 7:30 AM to 8 PM, and information is available in more than 110 languages.
 - B.C.'s COVID-19 website has many resources available at www.gov.bc.ca/covid19
 - The BC Centre for Disease Control (BCCDC) website also has many resources for British Columbians who want more information about COVID-19, at <http://covid-19.bccdc.ca/>
- If you think you have symptoms, the Ministry of Health has developed an online self-assessment tool at covid19.thrive.health. If you have symptoms you can call 8-1-1 to pre-arrange health testing. If you have symptoms associated with COVID-19, self-isolate.

What can everyone do to stop the spread of COVID-19?

- Every British Columbian has a role to play in reducing the spread of this virus and protecting the people we love.
- The most important things people can do to limit the spread of the virus are:
 - Do not come to work if you are sick.
 - Stay home as much as possible and limit contact with other people.
 - Wash your hands frequently with soap and water, for at least 20 seconds.
 - Avoid touching your face.