



The Alternative Learning Department,
Office of Superintendent of Public Instruction

Online Learning Guide

2020-21

Authorizing legislation: RCW 28A.250

<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.250>

Washington Administrative Code 392-502

<http://apps.leg.wa.gov/WAC/default.aspx?cite=392-502>

Contact:

- **Nicole S. González, Online Learning Program Manager**
Nicole.Gonzalez@k12.wa.us | 360-725-6058
- **Alternative Learning Department**
ALDInfo@k12.wa.us | 360-725-6229

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I. Glossary

Course Success Rate

Course success rate is the percentage of total online enrollments where the student received a grade for the course that was one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, P, CR, S, per WAC 392-502-030. Courses marked as E, F, N, NC, U, or W are not considered successful outcomes.

Online Course

An "online course" means a course, or grade-level course work, in which:

- More than half of the course content (**including assignments, assessments, activities, etc.**) is delivered electronically using the internet or other computer-based methods.
- More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools.
- A certificated teacher has the primary responsibility for the student's instructional interaction pertaining to the online course. Primary responsibility means the teacher is the principal individual who provides instructional interactions that may include, but are not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
- Students have access to the teacher synchronously, asynchronously, or both.



Online Course Provider

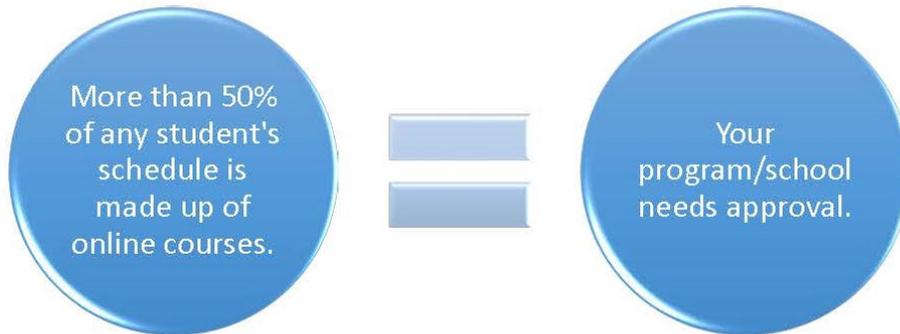
Online course providers offer individual online courses that are not delivered as an online school program.

Online course providers must supply all of the following: course content, access to a learning management system, and **Washington certificated** online teachers.

Online School Programs

An online school program is defined as a school or program that offers a sequential set of online courses or grade-level course work that may be taken in a single school term or throughout the school year in a manner that could provide a full-time basic education

program if so desired by the student. Students may enroll in the online school program as part-time or full-time students.



Online school programs may only be offered by an entity responsible for claiming state basic education funding, such as a school district or a charter school. Online school programs may include online courses purchased from approved online course providers, but the online school program may need to also be approved by OSPI.

Resident and Non-Resident Districts

"Resident/home district" means the school district in which the student's residence is located. See [WAC 392-137-120](#).

"Non-resident/serving district" means the district in which the student is enrolled or is seeking entrance and in which the student's residence is not located. See [WAC 392-137-125](#).

II. District Role

Online learning, like any other element of a school, should be integrated within the school and district. Students participating in online learning remain the districts responsibility and are subject to all the rules, expectations, and accountability as the students in the more traditional classrooms. Considerations for supporting online learning should include:

1. Policy and Procedure
2. Responsibilities
3. Contracted Instruction
4. Support for Online Learning—District and School Decisions

II. District Role: Policy and procedure

Model Policy and Procedures

[RCW 28A.250.050](#) requires school district boards of directors to adopt a policy and procedures regarding online courses and online learning programs.

The [Washington State School Directors' Association \(WSSDA\)](#) and OSPI have collaborated to create a model online learning policy and procedures that districts may use in their development process:

- [Model Policy - Online Learning](#) (pdf)
- [Model Procedures - Online Learning](#) (pdf and downloadable WORD)

II. District Role: Responsibilities

If your district is offering, or planning to offer, individual online courses or an online school program, review these responsibilities to ensure that your district is meeting all of the online learning requirements. This list is not exhaustive.

Please note that this information is intended as guidance for districts to help with compliance of the various requirements. Districts are ultimately responsible for ensuring compliance to these items, along with all the existing education regulations.

Responsibilities include:

1. Overlapping rules
2. ALE funding rules
3. ALE enrollment reporting
4. CEDARS reporting
5. Contracted instruction
6. OSPI approval process
7. Incorporation of OSPI approval criteria
8. Administration of state assessments
9. Choice Transfers
10. CTE enhanced funding
11. Funding restrictions
12. District-wide annual average instructional hours
13. District policy and procedures
14. Special education
15. Tax exemption on purchased online courses
16. Transitional bilingual students
17. Truancy procedures for ALE students

Overlapping Rules

Online learning is a delivery method of basic education. It must meet the standards and expectations of a Washington classroom. The rules for online learning (WAC 392-502) are in addition to the rules for general education. Other rules that frequently also overlap with online learning are WAC 392-121-182 alternative learning experience, and WAC 392-121-188 instruction provided under contract. See more about these below.

ALE Funding

If you are claiming the student for Alternative Learning Experience (ALE) funding, you must operate in accordance with [WAC 392-121-182](#), covering alternative learning experiences. OSPI ALD provides program guidance and resources for ALE. [See the ALE Guide for more information.](#)

Citation: [WAC 392-121-182](#)

Action: Online School Programs should ensure that they are complying with the ALE requirements.

ALE Enrollment Reporting

Districts offering online courses or online school programs are required to report to OSPI monthly. This includes both ALE and non-ALE enrollment in online courses. Reporting is done through the EDS system and includes two applications – NEW Enrollment (P223) and SAFS ALE. Refer to the User Guide posted here: <https://www.k12.wa.us/policy-funding/school-apportionment/instructions-and-tools/enrollment-reporting> for guidance and direction for these applications.

See the [ALE Guide](#) or contact the School Apportionment and Financial Services division for more information.

Citation: [WAC 392-121-182 section \(7\)](#)

Action: Online School Programs must complete monthly reporting in EDS in two applications: NEW Enrollment (P223) and SAFS ALE.

CEDARS Reporting

There is specific CEDARS reporting requirements for online learning and ALE. Please see the reporting section of this guide for more information or the [ALE Reporting Guide](#).

Citation: [RCW 28A.250.040](#) (3)

Action: Online School Programs should ensure that their courses are being properly designated in their district student information system (SIS), and that the SIS is sending properly coded course and teacher data to CEDARS.

Contracted Instruction

If your district is contracting out instruction to a “third party” provider (including any courses purchased through an approved online course provider), **you** must comply with the WAC 392-121-188 instruction provided under contract.

OSPI Approval Process

Online course providers and **school** online programs are subject to the OSPI approval process. Learn more about the approval process and whether your program is required to seek approval.

Citation: [RCW 28A.250](#) and [WAC 392-502](#)

Action: If the program meets the eligibility criteria, then it is subject to the OSPI approval process.

Administration of State Assessments

Districts are responsible for administering the state assessments for students enrolled in online courses and school programs, even if the student does not reside within the district's geographic boundaries. All of the usual testing requirements apply.

See Appendix D for guidance on administering assessments to non-resident students.

Citation: [WAC 392-121-182](#)

Action: Ensure online students take the state assessments.

Choice Transfer (non-resident students)

All districts must use the Standard Choice Transfer system for Choice Transfers for ALE or online enrollment; however, the system is also able to process requests for non-ALE or online enrollments and Interdistrict Agreements.

To serve a non-resident student the district must either:

1. Be contracted by the resident school district to perform services;
2. Coordinate services through an interdistrict agreement that explains which district will be providing what services and how much FTE each student can claim for those services; OR
3. Serve the student who has completed a "choice transfer" from the resident school district to the non-resident district.

In order to claim a non-resident student for state funding, each student must have a "choice transfer" or "interdistrict agreement" in place on the monthly count day. Without one of these documents in place, the non-resident district has not authority to claim a student who does not reside within their district. Citation: [RCW 28A.250.070](#)

CTE Approval and Enhanced Funding

All courses must be submitted to OSPI's Learning & Teaching division for approval for the district using the course to be eligible to receive enhanced funding as a Career and Technical Education course in Washington. (Note: Beginning the 2013-14 school year, ALE enrollment, regardless of grade level, is funded at the estimated statewide annual average allocation per FTE in grades nine through twelve in general education. The rate does not include the impact of the lower class sizes in the elementary grades (both general education and high poverty). It also excludes funding enhancements that are built into the funding models for skill center and vocational students.)

Funding Restrictions

Beginning with the 2011-12 school year, school districts may claim state basic education funding, to the extent otherwise allowed by state law, for students enrolled in online courses or online school programs only if the online courses or online school programs are:

- Offered by an [approved online course provider](#); or

- Offered by a [school district online school program](#) if the program serves students who reside within the geographic boundaries of the school district, including school district programs in which fewer than ten percent of the program's students reside outside the school district's geographic boundaries; or
- Offered by a regional online school program where courses are jointly developed and offered by two or more school districts or an educational service district through an interdistrict cooperative program agreement.

Beginning with the 2013–14 school year, only those online school programs or courses provided by approved online providers will qualify for state basic education funding, except as provided for in the law.

Districts may claim state basic education funding for non-approved providers if the course meets the criteria for district use of non-approved providers (Appendix A).

Note also that courses offered to students for which the district claims state education funding or that are included as part of the regular school day will be paid for by the school district.

Citation: [WAC 392-502-080](#)

Action: Ensure that students claimed for state basic education funding are enrolled in online courses that meet the funding requirements. Also, ensure that your district isn't charging students for online courses taken during the regular school day.

District-Wide Annual Average Instructional Hours

This subsection makes clear that in order to be considered a course of study eligible for state basic education funding, an online school program operating under ALE funding must meet the requirements of this section.

ALE students are included in the district-wide annual average instructional offering requirements in RCW 28A.150.220. Districts have two options to meet the requirements:

- Districts must provide at least 1,080 instructional hours to students in grades 9-12 and 1,000 instructional hours to students in grades 1-8.
- The instructional hours may be calculated by a school district using a district-wide annual average of instructional hours over grades 1-12 to reach 1027 hours.

Citation: [WAC 180-16-200](#)

Action: Ensure that the district's annual average instructional hours do not fall below 1,027 hours.

District Policy and Procedures

All school district boards of directors are required to develop a set of online learning policies and procedures. These documents cover student eligibility criteria, the types of online courses available to students through the school district, the methods districts will use to support student success, when the school district will and will not pay course fees and other costs, and more.

Citation: [RCW 28A.250.050](#) (1)

Action: Ensure that the online school program offered by the district aligns to the district's online learning policy and procedures.

Special Education

Districts offering online courses or school programs should use the information in [the Alternative Learning Experience Guide to Serving Students with Disabilities](#) to ensure compliance around recruitment, admission, and Free Appropriate Public Education (FAPE).

Citation: Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and [WAC 392-137](#).

Action: Ensure that online providers follow the special education guidelines.

Tax on Purchased Courses

Districts may use this [certificate](#) from the Department of Revenue to document their exemption from paying state taxes when purchasing online courses.

To use the certificate, print the form and check "Purchased to be made available free of charge to the general public." Students enrolling in online courses are considered to be part of the general public.

If the course is being re-sold to the student, the course is still not taxable. As it is a part of the curriculum of the public school district, any charges to the students to access courses will be considered to be exempt tuition fees (fees for instruction). Therefore, school districts are not required to collect sales tax on such charges. Per [RCW 82.04.4282](#) and [WAC 458-20-167](#).

Transitional Bilingual Students

Public schools must take affirmative steps to ensure that English Learner (EL) students can meaningfully participate in their educational programs and service. Alternative schools and online school programs must take the same rigorous steps as traditional schools and programs. To comply with state and federal laws, programs must:

- Identify English Learners, including those with disabilities
- Provide English Learners with an English Language Development program

- Staff ELD programs appropriately
- Communicate with ELL families
- Send parent notifications
- Avoid the unnecessary segregation of English Learners
- Assess and monitor English Learners

Citation: [RCW 28A.180](#) and [WAC 392-160](#)

Action: Districts must serve transitional bilingual students in the manner outlined in [RCW 28A.180](#) and [WAC 392-160](#). Contact the OSPI [Migrant and Bilingual Education Office](#) for more information.

Truancy Procedures for ALE Students

If a student does not have contact with a **teacher** for five consecutive school days without valid justification, you should be thinking about your truancy procedures and the [Becca Bill](#).

II. District Role: Contracted Instruction

Districts contracting with a third-party organization to provide instruction, including the contracts with approved online course providers, must follow regulations regarding:

- School Board's Powers and Duties when Contracting, [RCW 28A.320.035](#)
- Instruction Provided Under Contract, [WAC 392-121-188](#)

OSPI has developed a [model agreement](#) for school districts to use when contracting with online school program providers. School districts may, use the contract template when engaging a third-party provider to offer the provider's programs to students in the district.

School Board's Powers and Duties When Contracting

Districts must comply with [RCW 28A.320.035](#) regarding contracting. This statute gives district boards of directors the ability to contract to implement the board's powers and duties, including instructional services.

There are two provisions of note:

- "When a school district board of directors contracts for educational, instructional, or specialized services, the purpose of the contract must be to improve student learning or achievement."
- "A contract...may not be made with a religious or sectarian organization or school where the contract would violate the state or federal Constitution."

Action: Districts must comply with [RCW 28A.320.035](#).

Citation: [RCW 28A.320.035](#)

Instruction Provided Under Contract

[WAC 392-121-188](#) covers instruction provided under contract from a third-party course or provider. There are nineteen requirements that must be met in order for the instruction to be counted as a "course of study" and claimed for state funding. All provisions must be followed, but a few specific items should be noted:

- The school district board of directors must adopt a resolution that "concludes it is in the best interest of the students to expand the options available by providing an appropriate basic education program pursuant to the contract, and, sets forth the rationale in support of the conclusion." A board adopted resolution is not required when purchasing online courses from OSPI-approved providers.
- The provider must provide "instruction free of sectarian or religious influence or control."
- The provider "charges the student no tuition for enrollment."
- The curriculum must be approved by the district. District approval for online course curriculum is not required for online courses purchased from OSPI-approved providers.

- The district must report certificated instructional staff (CIS) from the provider on the S-275, if the CIS, at any time during the school year, spends more than 25 percent of a full-time equivalent time with students for a given school district.
- School districts must require the provider to clearly state in all of the provider's advertising, publicity, or public statements regarding the contracted service that the service is being offered by the school district under contract.

Action: Districts must comply with all provisions of [WAC 392-121-188](#).

Citation: [WAC 392-121-188](#)

Contracting resources

- [Approved online course providers](#)
- [Model Agreements](#)
- Accountability

Report feedback, concerns, or violations of the online assurances by approved course providers to ALDInfo@k12.wa.us or 360-725-6058.

II. District Role: Support for Online Learning – District and School Decisions

District and school administrators can make decisions about implementing online courses to positively affect the learning experience of students. Having policies and procedures in place, before students enroll, helps the program best support student learning and enables them to respond consistently and fairly to all students and their varied needs. Answering these questions, can help you create policies and best practices regarding:

- Course Support Team
- Access
- Registration
- Time and location
- Accepting credits
- Academic integrity
- Funding
- Course support
- Measuring success and responding to challenges
- Student support
- Elements of a Successful Program

You may also refer to the [model policy and procedures](#).

Course Support Team

Schools can directly influence student success in online courses by selecting interested and qualified staff to the key Course Support (CS) team roles. The ALD has identified the roles, responsibilities, and desired traits.

Essential Roles

- Registrar
- Mentor(s)

Other Key Members of the CS Team

- School Guidance Counselor
- School Technologist
- School Administrator

Registrar

The Registrar is a member of the school staff who works closely with guidance counselors and is authorized to enroll students in their courses. Adhering to school online course implementation policies, the Registrar:

- Promotes the availability of online courses to students, school staff, and parents
- Performs all online course registration transactions
- Maintains the school's online course student roster
- Facilitates the application of course credit and grades to student transcripts
- Is the primary contact person for the course provider

Desired Traits:

- Highly organized and detail-oriented
- Part of the team making decisions about the school's online course policies
- Familiar with online courses—including technology requirements, prerequisites, and timelines—prior to enrolling students
- Authorized to enroll students in the selected courses, and to apply credits earned online to student transcripts

Schools may have multiple Mentors, but should have only one Registrar (although the Mentor can fill this role too).

Mentor(s)

Mentors are school employees working closely with online students to ensure a positive and successful experience, Mentors:

- Monitor student performance and progress
- Assist with the use of technology and logging in to the course
- Facilitate communication and foster a student's relationship with the teacher
- Assist with course participation procedures and gather student grades

Mentors do not need to be subject matter experts (although some course providers recommend this for students at the AP level).

School Guidance Counselor

The Registrar and Mentors have a close working relationship with school guidance counselors. It is very important for students' academic needs to be properly matched with their abilities and expectations of online learning.

School Technologist

The building technologist is a key CS team member who ensures that school computers used for online learning meet the course providers' technology requirements. The technologist is mainly needed at the beginning of each term to make sure any course-specific plug-ins or technology requirements are addressed.

School Administrator

We recommend the inclusion of an administrator on the CS team. The administrator makes sure school policies for online courses are in place and understood by the CS team and other pertinent school staff. The administrator supports the CS team by facilitating the

resolution of any issues that may occur in areas such as student eligibility, schedule and space availability, payment, or cost-sharing practices, etc.

Access

- Do students have access to online courses otherwise available at the school?
- Will online courses be used when a student's schedule prohibits enrollment in a local version of a course?
- Is an online course an option when discipline or other problems make participating in a face-to-face course problematic, even when other options are available (such as taking the course at a later date, with another teacher, or at a nearby school)?
- Are online courses used for credit recovery only? For enrichment? For grade improvement? Or other reasons?

Equitable Access

- Hardware
 - Some students do not have reliable, or any, access to a computer or internet service.
 - Even if students have smartphones, not all online courses are mobile-friendly so these may not be a suitable option.
 - Approach a local business about donating laptops or funds for purchasing laptops.
 - Research grants that can be utilized for purchasing online learning equipment.
 - Employ a contact for technical assistance. Does this person speak more than one language?
- Environment
 - Some students may not be in an environment that is conducive to learning.
 - Talk with your local library, coffee shops, faith-based organizations, community centers, and/or colleges/universities to see if a space with free WiFi may be lent to students during specific days/times for online learning. Be sure the time slots are varied.
 - Engage student populations during school breaks.
 - Host an event where students' online accomplishments can be shared/displayed.
 - Tour local businesses as a supplement to online learning.
- Adult Support
 - Some students may not have suitable instructional support from an adult.
 - Identify a community leader or leaders of specific student populations. Reach out to them.

- Survey families of student populations as to what they identify as needs/barriers.
 - Invite alumni, from specific student populations, to speak with students and their families about opportunities after high school.
- Synchronous Courses
 - Courses that are 'live' may not be flexible enough to meet students' schedules (which may include court dates, child care, work, etc.).
- Support Services
 - Whether formally identified or not, some students may be need of support services. How will this be identified and pursued? Which support services are available from the program? Where might these services be located? How does a student or family access support services?
 - Transportation
 - Purchase bus passes for students.
 - Utilize school buses for after hours.
 - Identify a community liaison at the school/district level. Does this liaison speak the same language as community members? Be sure students/families/community leaders know and trust this contact.
 - Invite parents and the community to the school at various times throughout the week to meet the needs of those who have nontraditional schedules.
 - Hold classes and meetings in the native language of the community or student populations. Give information both orally and in writing.
 - Have school/district personnel that speak the languages of specific student populations. Offer educational opportunities to them to learn another language.
 - Speak with health and social organizations to identify needs of specific student populations. Identify contacts at these organizations. Invite them to school events and meetings.
 - Provide food (budgeted or donated from local service organizations, culinary programs, or restaurants) at the above information events to better draw family attendance.

Registration

- Are students required to complete a local "application process"? The process may include:
 - Parental/guardian permissions
 - Teacher recommendations
 - Verification of minimum academic standing
 - A statement of commitment to the completion of the online course, in order to participate in an online course
- Who will approve the request: principal, counselor, Registrar, or some combination?

Time and Location

- Will you offer onsite orientations to help the students get started in their courses?
- Are students given a scheduled class period during or outside of the regular school day to complete online coursework and connect with their mentor?
- If students have a scheduled class period on campus:
 - Where will students take their course—computer lab, library, mentor’s classroom, etc—and who will supervise?
 - Will headphones be available for students to listen to audio components of their course?
 - Will the location support World Language students who may have oral assignments to complete?

Accepting Credits

- Does your program have a pre-approval form for students wanting to privately enroll and pay for online courses?
- How will credits be applied to student transcripts?
- How are you advising students about NCAA eligibility for the online course credits? See Appendix D: NCAA eligibility for guidance.
- Have you reviewed the online science courses to determine if you will grant lab-based science credit?

Academic Integrity

- Will you require proctored sessions for final, midterm, or other assessments?
- Will students have the options of using notes during proctored assessments?

Funding

- If the course is not scheduled during the regular school day and not paid for by basic education funding, who will pay for students' online courses? Will it be the total responsibility of the family or shared with the district?
- If the family pays, are refunds awarded to students for successful completions?
- Will other funding sources, like Title I monies, be earmarked for online courses?
- If books or other materials are required for the course and are not available at the school, who is responsible for acquiring them—student or school?
- If the school acquires books or other materials, how will the materials be accounted for in the district’s materials inventory?

Course Support

- Have you given your CS team the authority to make decisions regarding the:
 - Identification of potential online students
 - Selection of appropriate courses
 - Logistical support of online students
 - Application of students' online credits to their local transcripts

- Execution and monitoring of the district’s online learning policies and procedures with the opportunity to provide feedback for possible adjustment
- How will you communicate the CS team members' responsibilities to school staff (who does what and who to talk to when staff have questions)?
Are you able to help accommodate CS team members' roles in supporting online students by adding some flexibility to their schedules?
Are you able to give mentors release time to work with students during the school day and compensate them for time spent on their CS duties outside of their normally contracted hours?

Elements of Successful Programs

Designated Time and Place

Knowing when, where, and how students will connect to the online course will help them plan and strategize for productive work time. Here are a few recommended models that schools have used.

- **Class period.**
An onsite class period (before, during, or after school) scheduled in a computer lab allows students dedicated time to work on their course and provides direct contact with school-based support. If a student does not have access to a computer outside of school, materials can be downloaded to be completed offline (reading, etc.).
- **Working at home.**
Students access their online courses 24/7, which helps them progress through course content at their own pace.
- **Community access.**
Computing resource centers, libraries, and cafés are good—though typically less reliable, or available—locations for students to access components of their online courses.
- If your students are accessing courses from home or the community, please alert families that these computers must meet baseline technology requirements, course-specific technology requirements, supplemental materials, and downloads to be an effective access point for students to their courses.

Registration Checklist

1. Provide confirmation information to students/families including the provider name, course name, start and end dates, and the location and time the course will be taken (before, during or after school, at school, at home, etc).
2. Ensure the student and mentor understand the log-in and course access procedures. Some providers require the student have an email address, the district may choose to provide the email account, or may assist the student in creating one.

3. If you offer onsite orientations, inform the students of the date, time, and location of the session.
4. Let students know who their Mentors are and how to contact them.
5. Any textbooks or materials ordered for courses need to reach the student. Students should keep in touch with their Mentors during the first few days of the course to make sure they receive everything they need.
6. Some course providers require students to complete a pre-course orientation; others have optional orientation information available. We recommend that students take the time to orient themselves to their courses as soon as possible so that nothing important is missed.
7. Mentors may request to also receive communications from the online course provider. Work with the course provider about what information will be sent as well as frequency of communications.
8. Contact the course provider as soon as possible if either student or Mentor communications have not been received by the students' start date.

Successful Mentoring

Regular support from the Mentor will make it easier for students to interact with their course providers, the course materials, and their online teacher. Here are some ways to establish lines of communication.

It's important to touch base with your online students early in the process to do the following:

1. Most online providers have instructions, resources, and/or orientation materials that help Mentors get up to speed. In some cases, an orientation is required before Mentors are given their login credentials.
2. Create a roster to keep track of your students. Information to capture might include: name, user name, password, course name, teacher name, email contact, etc.
3. Arrange an initial meeting/orientation either in-person or online, to help your students understand expectations and access their courses.
4. Get copies of the students' welcome messages from the providers (if you were not copied on these emails).
5. Get copies of the students' syllabi and any pertinent course timelines such as course start and end dates and local grade reporting deadlines.
6. Keep a log of check-ins with students or take attendance during lab hours for online courses. This will ensure that students are making regular contact with you throughout the term.
7. Share information about the Course Support roles with the students so that they know who does what to support them at school.
8. Make sure the students have completed the orientations or course overviews made available by the providers or online instructors. Some schools require

students to submit the results or evidence that they completed the provider's orientation.

9. Suggest that the students share login information with their parents and introduce online teachers to parents who are involved in supporting their student's learning.
10. Emphasize the importance of the student's clear and inclusive online communication with the online teacher and classmates. For example, if a student is going to have anticipated absences, he or she should work with the online teacher to mitigate or adjust due dates. Help students frame communications with their teachers, if needed.
11. Encourage students to take advantage of all course discussion groups, as well as connect with other students at school taking online courses, even if they are in different courses. This helps students stay engaged with their courses.
12. Confer with the Registrar in your school about drops right away to keep your school's drop fees to a minimum (see the course provider's drop policy for more information).

Computer lab

Schedule lab time to meet with students who work on their online courses at a designated time in the computer lab. This enables students to easily seek help with and demonstrate any content or communication issues that may come up with the courses or online teachers.

1. Be sure to work with your school's technologist before classes begin to make sure school computers will allow students to fully participate in their online courses.
2. Work with the lab teacher to prioritize online course-ready computers for online students.
3. Engage provider, school, community, and home players to resolve any issues that prevent students from progressing: e.g., cannot get a media player to work, cannot get computer time at school, and Internet connection difficulties.

Check-ins

If you don't meet regularly with students in the computer lab, schedule time to meet face-to-face with the student's current progress and grades at hand.

1. You can use this time to address any content or communication issues the student may be having with the course or instructor. Email and phone check-ins may be required to fully resolve problems.
2. Encourage your students to take full advantage of email and the phone to share questions, comments, and concerns with their teacher. Be aware of the areas in which your students are having particular problems, and intervene if necessary, to make sure that both student and teacher are communicating clearly.

Communication with Online Teachers

Initiate contact with online instructors to introduce yourself and take care of the following matters:

1. Identify any ALE-funded students to the teacher so that expectations are clear on how requirements will be met.
2. Share helpful information about the students, including any IEPs, 504 accommodations, or special needs the students may have.
3. Let the instructors know about any local vacation, holiday, or early dismissal dates that might affect the students' attendance or progress through the course work.
4. Exchange days and hours that you can reliably reach each other by phone and email.
5. Communicate any exam proctoring procedures and grade deadlines that may be dictated by local policies.
6. Be proactive with technology and course-related troubleshooting, being sure to communicate student difficulties to the course teacher while facilitating the students doing so themselves.
7. Contact the online teacher if you think a student might need an extension to successfully complete a course (though you may need to work with course provider staff to execute the request).
8. If a student is unexpectedly absent, the teacher may contact you. Work with the teacher and student to facilitate a catch-up schedule.

Let your students' online instructors know that you will be working with the students and helping to motivate, support, and encourage them. The extent to which you interact with an instructor will largely depend on the student and how motivated he or she is, but let instructors know that you will touch base with them regularly by email or phone (weekly is recommended).

Communication with Counselors and Parents

As a Mentor, and as far as your school and parents are concerned, you will be acting as a sort of surrogate teacher for your students. Since you will be the primary contact for students at school, you will regularly communicate with school counselors and parents; what this communication entails will depend on your school's policies. Here are some of the things you may be expected to do:

- Keep parents and counselors informed of student progress.
- Participate in parent/teacher conferences.
- Discuss student grades.
- Advise parents of general technical issues for students working on home computers.
- Notify your school's Registrar of a student's intent to drop his/her course.

Some of the providers have the ability to send parents or "learning coaches" periodic status reports. Some give the parent/coach a logon to the course system to check student status

online. How the parent/coach information is set up in the course system varies. Look for information about this feature in the Mentor orientation or instructions.

III. Online Course Provider Role

The online course provider works under contract with a school district to provide online courses. The online course provider has gone through the OSPI online course provider approval process, and abides by the online learning assurances that they will meet state and federal requirements within their online classroom including: **Washington state** certificated teachers providing instruction, Washington state learning standards for the course, teacher evaluations and professional development opportunities.

- Accountability
- Working with a school district
- Model Agreement
- Private Enrollment
- Course Catalog

III. Online Course Provider Role: Accountability

Online course providers are accountable to meeting the requirements set forth in WAC 392-502 for approval, operation, performance standards, and reporting. Failure to meet these requirements may result in rescindment of approval status.

Approved online course providers must:

- Meet and follow the online learning assurances
- Report student level data annually
- Review and update program description information annually
- Beginning September 2018 meet the performance targets set forth in [WAC 392-502-030](#)

III. Online Course Provider Role: Working with a School District

Online course providers work under contract with a school district following the rules set forth in [WAC 392-121-188](#) Instruction Provided Under Contract.

III. Online Course Provider Role: Model Agreements

Model agreements can be found at the Alternative Learning Department [website](#). These agreements include the necessary elements required to operate an online classroom.

III. Online Course Provider Role: Private Enrollment

Some school districts allow students to privately enroll with, and pay for, approved online course providers and will accept the resulting credit as a transfer credit. There is an expectation that these privately enrolled classes will adhere to the same assurances as a course contracted with the school district.

Privately enrolled students are expected to be included in the required annual data report.

III. Online Course Provider Role: Course Catalog

Approved online course providers are encouraged to participate in the OSPI online course catalog. This filterable catalog helps districts as well as students and parents to:

- Find desired online courses
- Compare courses and course providers
- Link to more information about the course and provider.

See [the](#) reporting calendar for [this submission](#), or contact the online learning program manager for more information.

IV. Approval Process

Single District Online School Program

- Non-resident cap of 10%
- May use Approved Online Course Provider courses/teachers and/or district courses/teachers
- Applications accepted year-round

Affiliate Online School Program

- Uses Approved Online Course Provider courses only
- Uses Approved Online Course Provider teachers only
- No alterations to courses/curriculum
- No non-resident cap
- Applications accepted year-round

Multi District Online School Program

- No non-resident cap
- May use Approved Online Course Provider courses/teachers and/or district courses/teachers
- Applications accepted in January

IV. Approval Process: Single District Online School Program

Single district approval will allow the district to enroll students in full time online instruction. The online school program must be comprised of at least 90% resident students. **The program may use Approved Course Providers or its own board-approved curriculum and district teachers.**

Timeline

Applications may be submitted anytime. Approvals occur at the beginning of each month.

Instructions

1. Complete the application at <https://www.k12.wa.us/student-success/learning-alternatives/online-learning/programprovider-approval-application>
2. Include a letter agreeing to comply with the online assurances and signed by the district superintendent. The assurances, a sample letter, and instructions are online at <https://www.k12.wa.us/student-success/learning-alternatives/online-learning/assurances>.

Approval Criteria

Applications are reviewed to ensure compliance to the online assurances. Except where noted, the information provided will be available to the public on the ALD website.

IV. Approval Process: Affiliate Online School Program

Affiliate approval will allow the district to enroll students in full time online instruction. The affiliate approval relies on the accreditation and approval of the online course provider. As a result, the online school program is limited to utilizing only courses offered by the approved online course provider, without any modifications, **and utilizing only Washington certificated teachers provided by the Approved Online Course Provider**. The program does not have a limit on resident/nonresident students.

Timeline

Applications may be submitted anytime. Approvals occur at the beginning of each month.

Instructions

1. Complete the application at <https://www.k12.wa.us/student-success/learning-alternatives/online-learning/programprovider-approval-application>.
2. Include a letter agreeing to comply with the online affiliate assurances and signed by the district superintendent. The assurances, a sample letter, and instructions are online at <https://www.k12.wa.us/student-success/learning-alternatives/online-learning/assurances>.

Approval Criteria

Applications are reviewed to ensure compliance to the online assurances. Except where noted, the information provided will be available to the public on the ALD website.

IV. Approval Process: Multidistrict Online School Program

Multidistrict approval is the most flexible approval allowing the district to create and modify online courses with no limits on accepting non-resident students. It has a much more extensive approval process.

Timeline

The application window is open from January 1 to February 1.

Approved online school programs may begin operation the following school year.

Review and scoring may take up to 5 months. If the program is not approved the district may appeal the decision. See the appeals section for more details.

Instructions

1. Contact the Online Learning Program Manager and request a formal application.
2. You will be given access to an online folder containing:
 - a. Application template and instructions
 - b. Evidence alignment template and instructions
 - c. Guide to submitting evidence
 - d. A copy of the approval criteria
3. Complete the application template
4. Upload the completed application, evidence alignment, and evidence documents
5. Contact the online learning program manager when completed.

Once completed OSPI will assign a team of reviewers to review the application and evidence. OSPI will contact the applicant with approval or denial and next steps.

Approval Criteria

Approval criteria is available on the [ALD website](#), and will be included in the application folder.

Supporting Evidence

Applicants will need to supply evidence of meeting the criteria to support their application. A completed evidence alignment template will direct the reviewers to the appropriate supporting evidence. See the [ALD website](#) for more information about supporting evidence.

IV. Approval Process: Online Course Provider

Online course provider approval allows a school district or a private or non-profit entity to offer online courses to Washington school districts. It has an extensive approval process to ensure that the provider creates a classroom that meets Washington state expectations.

Timeline

The application window is open from January 1 to February 1.

Approved online course providers may begin operation the following school year.

Review and scoring may take up to 5 months. If the provider is not approved the district may appeal the decision. See the appeals section for more details.

Instructions

1. Contact the Online Learning Program Manager and request a formal application.
2. You will be given access to an online application folder containing:
 - a. Application template and instructions
 - b. Evidence alignment template and instructions
 - c. Guide to submitting evidence
3. Complete the application template
4. Upload the completed application, evidence alignment, and evidence documents
5. Contact the online learning program manager when completed.

Once completed OSPI will assign a team of reviewers to review the application and evidence. OSPI will contact the applicant with approval or denial and next steps.

Approval Criteria

Approval criteria is available on the [ALD website](#), and will be included in the application folder.

Supporting Evidence

Applicants will need to supply evidence of meeting the criteria to support their application. A completed evidence alignment template will direct the reviewers to the appropriate supporting evidence. See the [ALD website](#) for more information about supporting evidence.

IV. Approval Process: Appeals

Decisions made by the Superintendent of Public Instruction may be appealed as provided for in [RCW 34.05.514](#). Applicants who are denied approval or renewal are eligible to submit an appeal (see [WAC 392-502-040](#)).

Notification

Applicants who were not approved will be notified of their status via an email to the contact person listed in the application. The notification will include appeal instructions as well as a compilation of their original review scores/comments.

Timeline

Appeals must be submitted within 15 business days of the receipt of the notice of denial.

Final appeal decisions are made by the Superintendent of Public Instruction within 45 business days from the submission of the appeal.

Appeal Form

The appeals form is available only to the person who submitted the original application.

Appeal Contents

Appeals are based solely on [criteria](#) for which the applicant did not receive full points in their original review. The appellant may choose to address some or all of these appeal-eligible criteria with updated supporting evidence or documentation. Appellants may only submit evidence for the appeal-eligible criteria listed in their feedback -- that is, those criteria for which the applicant did not receive full points during the initial review.

Appellants are encouraged to submit appeal evidence which most clearly demonstrates that they have met the standards described in the criteria. Per the appellant's discretion, this may include any unrevised original evidence. Please note the "[Guidance on Submitting Supporting Evidence](#)."

Appellants will have the ability to update the information originally provided for access to their course demos. Criteria listed with an asterisk (ie, A1*) will be primarily evaluated by course demos submitted in the *appeal* application, in addition to any other appeal evidence submitted.

Minimum Appeal Score

The minimum appeal score is the lowest of the reviewer scores (from the initial review) for each criterion and acts as the appellant's starting point; no reviewer may award points less than the minimum appeal score during the appeal scoring.

Appeal Process and Scoring

The appellant may choose to address some or all of these appeal-eligible criteria with updated supporting evidence or documentation.

- The scoring process is the same as the initial review process, with the exceptions noted below.
- Appellants do not submit updated evidence for items that scored a full point across all reviewers during the initial review. Those criteria (listed in the applicant's feedback with a minimum appeal score of one) will retain the full one point score on the appeal score sheet.
- Appeal-eligible criteria for which no appeal evidence is submitted will receive the minimum appeal score.
- Appeal-eligible criteria for which appeal evidence is submitted will be evaluated and scored no less than the appeal minimum score.
- Appeals must earn 46 total points for approval; applications earning less than 46 points will not be approved.

NEXT STEPS

Applicants who have been denied approval, who do not appeal, or whose petition for review has been denied appeal by OSPI are eligible to submit a new application in the next renewal/approval period.

IV. Approval Process: Approval Renewal

The initial approval of an online course provider **or an online school program** will be for a period of four consecutive school years.

In the final year of the online course provider's **or online school program's approval**, the approval will automatically renew for a successive one-year period on October 31st, to be effective at the start of the following school year.

In order to maintain approved status, online course providers **and online school programs** must:

- Submit required reports to OSPI
- Carry out the program/courses described in the approval application
- Abide by the approval assurances
- Maintain the approval criteria
- Meet the performance targets

IV. Approval Process: Monitoring and Rescindment

Approved online course providers **and online school programs** are subject to the monitoring and rescindment process.

Monitoring and Rescindment Triggers

A rescindment process can be triggered in the following ways:

- OSPI staff deems a formal complaint filed against the provider or program warrants investigation.
- Failure to meet approval/renewal criteria and processes deemed fulfilled at time of last approval/renewal.
- Failure to uphold required assurances.
- Failure to submit the required reports to OSPI.
- Failure to meet the performance targets.

Immediate rescindment will go into effect if the provider **or program** is deemed no longer able to carry out the program/courses described in the approval application, conditions exist that compromise the health and safety of students or staff, or conditions jeopardize the academic or fiscal integrity of the provider or program.

Affiliate Online School Programs

The approval status of an affiliate Online School Program who has aligned its approval to an Approved Online Course Provider is directly tied to the approval of the provider. Any change in the provider's approval status will also apply to the district's program. Any local modifications to the provider's content, instruction and/or systems would disqualify the district's program from maintaining its OSPI affiliate approval. A district program's approval status will be rescinded if the Online **Course** Provider's approval status is rescinded.

Rescindment Process

Providers and programs will be notified if there is substantial evidence that they are not meeting one or more of the approval conditions and that rescindment is being considered. The letter will state the specific areas of concern and the provider **or program** will be invited to submit a corrective action plan with a timeline to address the specific areas of concern. If the provider **or program** does not respond to the rescindment notice, rescindment goes into effect within 15 business days.

If a corrective action plan is required because of the provider's or **program's** failure to meet the performance targets, the plan must include a proposed rate of growth to achieve the performance targets. The corrective action plan may take into account factors including, but not limited to, the specific performance targets that were not met and the provider's student demographics.

OSPI will review the corrective action plan and make a determination based upon whether the plan satisfactorily addresses the specific areas of concern, whether additional actions are necessary, or whether the appeal is substantially incomplete and the approval should be immediately rescinded. Before making this decision, the provider **or program** will have the opportunity to clarify and adjust the plan.

Recognizing the serious nature of rescindment and its potential impact on students, districts and providers, OSPI will only rescind approvals if the provider **or program** is unwilling to take the necessary corrective actions to make the courses/programs compliant with the approval criteria/assurances.

If OSPI determines that a provider's or program's approval must be rescinded, the rescindment will, to the greatest extent possible, be timed to prevent unnecessary disruption to the education of the students. Enrollments, including second semesters of year-long courses, received by the provider/program on or before the date of rescindment are not affected by the rescindment; program enrollees will be able to finish the school year as planned. However, OSPI reserves the right to immediately rescind approval of any provider **or program** where conditions exist that compromise the health and safety of students or staff or that jeopardize academic or fiscal integrity.

Rescinded providers **or programs** are able to submit for re-approval during subsequent approval application periods.

Decisions made by the Superintendent of Public Instruction may be appealed as provided for in RCW 34.05.514.

V. Reporting

Reporting Calendar

Deadline	Reporting Requirement	Responsibility
Monthly / As needed	ALE and online CEDARS reporting	School district
Monthly / As needed	ALE enrollment reporting – P223 and SAFS ALE	School district
November 1	Online course provider data report	Approved online course provider
March 1	Online school program annual update	Approved online school program
April 1	Summer course catalog update	Approved online course provider
July 1	Fall course catalog update	Approved online course provider
August 31	ALE end of year report	School districts

IV. Reporting: School District

All school districts offering online courses must follow reporting rules for:

- Online and ALE CEDARS Reporting
- ALE Enrollment Reporting
- ALE Year End Report

Online and ALE CEDARS Reporting

Deadline: Monthly/as needed

CEDARS reporting allows the school district and OSPI to better track students participating in online learning. This data allows both the district and the state to identify successes and challenges to the online learning model, and make data informed decisions on how to better support these programs and students. Required online CEDARS elements are:

Course Catalog File (D)

All courses that meet the definition of an “Online Course” must be entered into the [CEDARS](#) data system Course Catalog File (D) with the “Online” Course Designation Code (Element D07). Course codes are generally entered into a district’s student information system, and then transferred to CEDARS on a regular basis.

Student Schedule File (E)

All online courses that qualify as ALE must be reported as ALE Course Type O - Online in Student Schedule File (E) Element E09,

Student Grade History File (H)

All online courses that qualify as ALE must be reported as ALE Course Type O - Online in Student Grade History File (H) Element H27.

All courses that meet the definition of an “Online Course” must be reported with the “Online” Course Designation Code (Element H13).

Teacher Information

Online teacher information must be entered into CEDARS as well. Contracted online teacher information must also be entered according to the SAFS personnel reporting [instructions](#) for S-275.

More information about the CEDARS Data Manual can be found at <https://www.k12.wa.us/data-reporting/reporting/cedars>.

ALE Enrollment Reporting

Deadline: Monthly/as needed

School districts with courses that qualify as Alternative Learning Experience (ALE) are required to report their ALE enrollment to OSPI monthly. Reporting is done through the EDS system **in two applications – the NEW Enrollment (P223) and SAFS ALE. For more**

information on these applications, refer to the User Guide posted here:

<https://www.k12.wa.us/policy-funding/school-appportionment/instructions-and-tools/enrollment-reporting>. See the [WAC 392-121-182 section \(7\)](#) or contact school appportionment for more information about this requirement.

ALE Year End Report

Deadline: August 31

This annual report provides information related to compliance as well as some qualitative measures for the alternative learning experience program. OSPI will open this [report](#) late spring with a due date of August 31.

IV. Reporting: Approved Online School Program

In addition to the school district reporting, all approved online school programs (multidistrict, single district, and affiliate) must complete the following:

- Online School Program Annual Update

Online School Program Annual Update

Deadline: March 1

OSPI will contact the program and request updates **for:**

Online School Program contact information

The program will review and update their contacts. This information will not be available on the website.

Online School Program description

The program **will review and** update the program **description** displayed on the website. This information is reviewed to ensure that changes to the program comply with the online rules and assurances.

Completion and passing rates

Completion rate is calculated by dividing the number of courses where a student earned a grade and did not drop/withdraw, by the number of total online enrollments.

If e =total online enrollments, and g =total courses where a grade is received; no drop or withdrawal occurred, and c =completion rate, then $g \div e = c$.

Pass rate is the percentage of total completions where the student received a successful grade (A, A-, B+, B, B-, C+, C, C-, D+, D, P, CR, S or Pass) in a course. It is calculated based on the provider's Washington state enrollments for a given school year.

Teacher-to-student ratio

Teacher-to-student ratio is the number of students per instructional staff member for a given school year. It is calculated using full-time equivalency measures for both students and **teacher:**

Students: full-time is 1.0. If a student is less than full-time, divide the number of courses actually taken by the number of courses expected to be taken by a full-time student. For example, if a student took 3 courses, and a full-time load would be 5 per semester, the student is $3/5 = 0.6$.

Teacher: full-time is 1.0, or each course taught is 0.2. If a teacher's maximum load is different than 5 courses per term, adjust the per-course rate to 1.0 divided by the number of courses in order to calculate part-time teachers. **Teachers** include

instructional staff only. **Teachers** should not include support staff, librarians, counselors, or administrators.

IV. Reporting: Approved Online Course Provider

Annual Data Report

Deadline: November 1

Student level data for all course enrollments with Washington students for the prior school year, September through August. Please see the Alternative Learning Department website for reporting process or contact ALDInfo@k12.wa.us.

Update with ALD

Deadline: November 1.

OSPI will contact the provider and request updates to the following information:

Online course provider contact information

The provider will review and update their contacts. At least one contact is required. This information will not be available on the website.

Online course provider description

The provider **will** update the program information displayed on the website. This information is reviewed to ensure that changes to the program comply with the online rules and assurances.

Teacher-to-student ratio

Teacher-to-student ratio is the number of students per instructional staff member for a given school year. It is calculated using full-time equivalency measures for both students and **teachers**:

Students: full-time is 1.0. If a student is less than full-time, divide the number of courses actually taken by the number of courses expected to be taken by a full-time student. For example, if a student took 3 courses, and a full-time load would be 5 per semester, the student is $3/5 = 0.6$.

Teacher: full-time is 1.0, or each course taught is 0.2. If a teacher's maximum load is different than 5 courses per term, adjust the per-course rate to 1.0 divided by the number of courses in order to calculate part-time teachers. **Teachers** include instructional staff only. **Teachers** should not include support staff, librarians, counselors, or administrators.

Course Catalog

Summer course deadline: April 1.

Fall through Spring course deadline: July 1.

Approved online course providers are encouraged to participate in the online course catalog. This feature of the ALD website will provide a filterable and sortable list of courses

offered by online course providers. These entries will be linked to the providers' website for more information.

Appendix A: Using non-approved online course providers

As per [RCW 28A.250.060](#), schools may claim state funding for students participating in courses from non-approved online course providers if the courses meet all of the following conditions/assurances:

1. The course is in a subject matter in which no courses have been approved.
2. If it is a high school course, the course meets Washington high school graduation requirements specified under [WAC 180.51](#).
3. The course provider's web systems meet conformance level A of the World Wide Web Consortium's Web Accessibility Initiative (WAI) [Web Content Accessibility Guidelines \(WCAG\) 2.0](#).
4. All instruction is delivered by certified instructors placed by Highly Qualified (No Child Left Behind) requirements.
 - a. When ALE rules apply, courses must be taught by WA certified instructors.
5. The course provider has been accredited.
6. The course, as advertised, is eligible for high school credit per [WAC 180.51.050](#).
7. Course content is aligned with at least 70 percent of the current applicable grade/subject area Washington state standards. For courses whose content is not included in state standards, content is aligned with at least 70 percent of nationally accepted content standards set for the relevant subjects.
8. Courses in the following areas meet the credit/content requirements as outlined in their respective WACs:
 - a. Washington state history and government: [WAC 392.410.120](#)
 - b. Physical education: [WAC 392.410.135](#)
 - c. Sexual health education: [392.410.140](#)
9. Courses offered as Advanced Placement courses have been approved via the College Board AP Course Audit.
10. The course data management systems ensure all student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA).

School districts wishing to claim funding for a course from a non-approved provider must document their review of the criteria listed above. Information about this requirement will be included in the district model policy and procedures currently being developed by WSSDA and OSPI.

Appendix B: Choice Transfers

Nonresident Choice Transfer Procedures

When parents apply for their student's admission into an ALE program offered by a school district and the student is not a resident of that district, a parent needs to submit a Choice Transfer request. A Choice Transfer request is a request to have the student released by their resident district and accepted by the nonresident district under Washington's nonresident transfer rules, also known as Choice Transfer procedures (see chapter [392-137 WAC](#)).

For online ALE programs: Parents enrolling a student in an online school program will start the process by making the Choice Transfer request to the resident school district. The resident school district will then use the Standard Choice Transfer System to submit the request to the nonresident school district.

For non-online ALE programs: If the parent is seeking to enroll a student in a non-online school program, the Choice Transfer procedure may vary. It is advisable for parents to contact the ALE program in which they hope to enroll before starting the transfer process to verify that the ALE program is accepting new students and to receive instructions on how to make the transfer request.

In all cases, until a student is accepted by the nonresident district offering the ALE program, the student remains a resident of her or his district, even if that district has allowed for the student's release. Once the nonresident district offering the ALE program has accepted the student and the student's resident district has released the student, the student is ready to begin the ALE program in the new school district on the specified begin date.

If either the resident or nonresident district does not act on a parent's request for release or for acceptance within 45 days, it is deemed to be denied. State law provides an appeal process if the transfer is denied (see Appeals discussed below).

Nonresident districts reviewing applications for admission to an ALE program do so based on the acceptance and rejection standards stated in district policy that apply equally to all students. Once a Choice Transfer request is initiated, the nonresident district may access student information in the Student Records Exchange (SRX) system to determine if the student meets the acceptance standards. Though a student's special education or 504 status will be included in the SRX information, this information should not be the basis of a decision to accept or deny the transfer request. Moreover, once a student is enrolled within the nonresident district, the district may not threaten to rescind approval of the student's Choice Transfer as a means of discouraging or avoiding a referral to evaluate a student for possible Section 504 or special education eligibility.

The primary alternative to the Choice Transfer process, an Interdistrict Agreement, is discussed at the end of this section.

Appeals

Parents may appeal any denial of acceptance or transfer rescindment by a nonresident district. Parents may likewise appeal the denial of release by a resident district. Each district may have procedures for processing such denials. If the parent is dissatisfied with the district's decision regarding their appeal, the parent may submit an appeal request to OSPI to conduct a formal adjudicative hearing to resolve the dispute. The student should attend school in their resident district while any appeal is pending.

Interdistrict Agreements

A district operating an ALE program also has the option of entering into an Interdistrict Agreement with the student's resident district. The Interdistrict Agreement will outline which courses and services will be provided by the resident district, and which courses and services will be provided by the nonresident district's ALE program. If a resident district agrees to this type of arrangement, it remains the student's district of residence. Districts are not required to enter into an Interdistrict Agreement; it is a wholly voluntary process. Parents do not have the right to appeal a district's refusal to enter into an Interdistrict Agreement.

The Standard Choice Transfer System is available for districts to use to process Interdistrict Agreements.

The parent will make a request to the student's resident district to start the Interdistrict Agreement process with the nonresident district. Once an Interdistrict Agreement is requested, the nonresident district may access student information in the Student Records Exchange (SRX) system to determine if the student meets the acceptance standards. Though a student's special education or 504 status will be included in the SRX information, this information should not be the basis of a decision to accept or deny the transfer request.

Unless otherwise stated in the terms of the Interdistrict Agreement, the student's resident district retains responsibility for the design, supervision, and monitoring of special education services and related services under IDEA and Section 504, including those services or accommodations to be provided by the nonresident district's ALE program.

If the student's needs require additional or different services, the Interdistrict Agreement must be amended or a new agreement put in place. An amendment or new agreement both require a parent request and the approval of both school districts.

Appendix C: NCAA Eligibility

Confirm Approval Status

To check if the online course you are considering has been approved by the NCAA Eligibility Center, contact the approved online course provider.

1. If the online provider has applied for NCAA approval, they will be able to provide you with a 6-digit NCAA High School code (CEEB code). (You will need the code during the eligibility search.)
2. Visit the [NCAA Eligibility Center](#) site.
3. Click the 'Enter Here' button for High School Administrators.
4. Click the 'List of NCAA Courses' tab.
5. Enter the NCAA High School code into the 6-digit CEEB/ACT Code field and click the 'Search' button.
6. Information will display explaining the NCAA approval status of the provider and listing the NCAA-approved courses. Contracted courses are considered to be taken directly through the online provider because:
 - The curriculum is delivered through the online provider's system by a certificated teacher who is employed by the online provider.
 - The courses are not "purchased and implemented by partnering districts, schools, or other programs."

Suggestions from the NCAA Eligibility Center

The NCAA Eligibility Center offers some practical advice to schools and students considering online courses to help a student's NCAA application flow better through the process.

Schools. Use transparent transcribing practices as much as possible.

- Include a designation on the transcript that a course was taken online. This can be an indicator or a naming convention within the course description itself, such as "Algebra 2 OL."
- Retain the course final grade report from the online provider and submit it to the NCAA along with the student's transcript. Make sure the online provider's name and some form of contact information (website, phone, address, or email etc.) are included on the report.
- Enter the final grade from the online provider on the student's transcript with no modification.

Students. Give full disclosure of the online courses you have taken in your NCAA registration. Make sure you include the online provider's name and the course title.

In the case of a review...

If the NCAA Eligibility Center does need further information about a student's online course, they will most likely send a request to the student. Schools may need to assist the student to request the information from the online provider on the student's behalf if the student is unable to retrieve that on their own and submit it according to the NCAA's instructions. Once the complete information is sent to the NCAA, then the NCAA would work with the online provider if there are further questions. Schools should make sure to send the final grade report from the online provider with the student's transcript and advise students to fully disclose their online courses on their NCAA registration.

Appendix D: State Assessments FAQs

Who is responsible for administering the state assessments to students enrolled in online school programs?

[WAC 392-121-182](#) defines the assessment requirements of students enrolled in online schools.

For resident students enrolled in an online school program operated by the resident school district, the usual testing requirements apply.

Students who are enrolled in online school programs operated by a district other than the one in which the student lives need to be tested as per the following agreements:

- **Interdistrict Agreement:** This is a negotiated agreement between two or more districts on the sharing of public school students. This agreement should explicitly specify how the districts will split responsibility for the student, including how they will share student FTE for basic education funding purposes. Unless the agreement specifies otherwise, the resident school is responsible for administration of the Smarter Balanced ELA and mathematics, Washington Comprehensive Assessment of Science (WCAS), and the English Language Proficiency Assessment for the 21st Century (ELPA21) assessments, and is accountable for the assessment results for the student. If the districts, via the interdistrict agreement, have shifted this responsibility/accountability to the nonresident district, then the agreement must also specify the procedures the districts will follow to ensure the assessment is administered according to state test administration requirements.
- **School Choice:** Washington's school "choice" law authorizes students to enroll in a nonresident district if the student has been formally released by the resident district and accepted by the nonresident district. The nonresident district assumes all responsibility for the student, just as if the student lived within the district. This includes responsibility for administration of the Smarter Balanced, WCAS, and ELPA21 assessments, and accountability for the assessment results.

Can a student enrolled in an online school program (as a nonresident student) take the assessment at the resident district?

Yes. Although the enrolling district must make all the arrangements for testing, the resident district must provide an opportunity for the student to test there. If the enrolling district fails in its duties to properly notify the resident district in a reasonable time or fails to make the necessary arrangements, then resident district has the option of not accepting

that student. A blanket policy of not testing nonenrolled resident students would likely be in violation of [WAC 392-121-182](#), section 6, paragraph c: "Students enrolled full-time in nonresident alternative learning experience schools, programs, or courses shall have the opportunity to participate in any required annual state assessments at the district of residence, subject to that district's planned testing schedule."

Can the nonresident district contract with the resident district to administer the assessment?

Yes. In addition to working out the logistics of assessment administration, such an agreement could include reimbursement to the resident district for the costs of administering state assessments. Online school programs enrolling nonresident students should expect to pay a reasonable fee to the district of residence for such services. That reimbursement amounts to

- \$25.00 per student, per content area (ELA, math, and/or science where no special support or accommodations are required;
- \$50.00 per student, per content area (ELA, math, and/or science where some supports or standard accommodations (administered by TAs) are required; and
- District cost per student, per content area (ELA, math, and/or science) where unique support and/or accommodations (reader, transcriber) are required.

ESTABLISH COST VARIANCE FOR NO-SHOWS OR UNSCHEDULED OR NEWLY ENROLLED STUDENTS.

The State's following is an estimated fee schedule of adjustments that may be revised and approved by both entities:

(Note: Nothing in the law mandates that these adjustments be adopted by the parties to this Agreement.)

- Change in enrollment of online students 30 days prior to scheduled testing;
- No charge for withdrawal and at cost (see F above) for additions.
- Change in enrollment 15-30 days prior to testing: 75% of cost (see F above).

Cancellation 15 days prior to testing or no-show on day of testing: 100% of cost (see F above).

Do Homebased students need to take the state assessments?

Students that are part-time in a public school and also homebased are not required to take state assessments (see [RCW 28A.150.350](#) and [WAC 392-134](#) for a definition of part-time and [RCW 28A.200](#) for the exemption of homebased students from state assessments).

Note that full-time [Alternative Learning Experience](#) (ALE) students, such as those enrolled in an online school program, are not considered homebased.

Please see the Assessment Division's [website](#) for State Testing FAQs.

Appendix E: Online Learning Reporting Guidance

Online Learning CEDARS Reporting: Provider and Program Course Designation Elements

2019-20 is the first year of reporting approved online course provider and online school program elements and is expected to be a learning and support year for the data collection. Please report these elements to the best of your ability. The goal is to have districts providing high quality reporting by the end of the 2019-20 school year, ensuring a 2020-21 school year provides comprehensive and high quality data of online school programs and providers.

You may experience challenges or have additional questions. Please contact Nicole González.

Background:

OSPI is required to approve online programs and providers, and as a component to that monitor and assess them for performance and equity. The prior online designation did not provide the level of detail to do this and thus required additional methods to collect program and provider data. This additional collection created additional workload for the school district, provided less informative data, and no assurance of data quality.

These new CEDARS elements will allow OSPI to collect high quality useful data through one source that can be disaggregated by program and provider.

Online Course (CEDARS Element E09):

What is this?

Courses should be designated “Online” when 50% or more of the course content is delivered electronically and 50% or more of the teaching is conducted remotely from the student.

Action:

Designate online courses as “Online” in Elements E09, H27, T12. Courses designated as “Online” must also designate which online school program they are connected with as well as who is providing the online course.

Online Provider (CEDARS Element E10):

What is this?

Online courses may be taught by school district teachers or may be contracted to be taught by an approved online course provider. The key element to identify who is the Online

Provider for the course is by the teacher’s employer. Please see [Appendix AA](#) for a list of approved providers.

Action:

Designate the appropriate approved provider when contracting for the course and the teacher.

Designate the provider as “District taught course” if the teacher is a school district teacher and not employed through an approved online course provider for the course.

Example 1: The school district has contracted with Provider A for an American Literature course. Provider A will be providing the courseware and the certificated and endorsed teacher responsible for the course. The school district would designate this online course as provided by Provider A.

Example 2: The school district has contracted with Provider B for Algebra 1 online courseware but a school district teacher is responsible for the course and will be reported as the teacher in CEDARS. The school district would designate this online course as “District taught course” because the online course provider is not providing the teacher.

Example 3: The school district has a district-developed US History online course through Blackboard taught by a district teacher. The school district would designate this online course as “District taught course”.

Online Program (CEDARS Element E11):

What is this?

Online School Programs are approved by OSPI. School districts allowing students to be enrolled in a majority of online courses should be approved. Please see [Appendix AB](#) for a list of approved programs.

Action:

Designate the appropriate approved district program for the course. Each approved online school program will have a unique value in CEDARS.

Designate the course as “No approved program” if the course is not associated with an approved school program – either the district does not have an approved program, or the course is not part of an existing program in the district.

Designate the course as “New program” if the program has been approved by OSPI but a valid value has not yet been added to the list.

Additional Resources:

- [CEDARS](#) appendix AA and AB
- OSPI list of approved [online school programs](#)

- OSPI list of approved [online course providers](#)
- Online learning approval [application](#)

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Chris Reykdal • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200